



ASHLEY

ELEMENTARY

DREAM ★ BELIEVE ★ ACHIEVE
SUEÑA ★ CREE ★ LOGRA

INNOVATION PLAN

Submitted to:

State Board of Education Office

201 East Colfax Ave., Suite 506

Denver, CO 80203

Email: state.board.efilings@cde.state.co.us

January 2013

Dear Commissioner and State Board,

We are excited to present to you the Ashley Elementary School Innovation Plan! A core group of fifteen teachers, families and administrators have been working since June on the attached plan and we believe that the impact it will have on our students, community and faculty will be transformational. We have already begun a significant amount of work on changing the culture of our school and have made significant progress. We invite each of you to visit with us to see what the Ashley Way is all about!

Attached to this plan you will find a copy of a DVD that captures the transformation and marketing materials that capture the change we have undergone and the excitement within our community about the work that has been happening. A true collaborative process, we believe that the turnaround of Ashley Elementary School will serve as a pillar of success nationally for how bold, courageous turnaround works.

Looking forward to our presentation and the opportunity to answer any questions you may have,



Zachary Rahn
Principal
Ashley Elementary

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EXECUTIVE SUMMARY

This section in its entirety will be provided to the Board of Education of Denver Public Schools and will be posted online for the public to review, immediately upon submission of this innovation plan.

Essential Information Form

Name of School	<i>Ashley Elementary School</i>
School Type	<i>Innovation School-Conversion</i>
Grade Configuration	<i>ECE-5th Grade</i>
Model or Focus	<i>Blended Learning</i>
Primary Contact Person	<i>Zachary Rahn</i> <i>Zachary_Rahn@dpsk12.org</i> <i>603-501-9092</i>

Enrollment Projections:

GRADE	2014-15	2015-16	2016-17	2017-18	2018-19
ECE	32	32	32	32	32
K	84	84	84	84	84
1	60	84	84	84	84
2	60	60	84	84	84
3	60	60	60	84	84
4	60	60	60	60	84
5	60	60	60	60	60
Total # students	416	440	464	488	512

Student Demographics:

	FRL %	SPED %	ELL %
Current Demographics 2012-2013 Enrollment (346)	96.0%	7.2%	53.5%

Executive Summary Narrative

Culture:

Dream – Believe – Achieve / Sueña – Cree – Logra

Ashley Elementary School's mission is to provide all students with a rigorous literacy, mathematics and science curriculum while nurturing the confidence and character needed to achieve their goals and succeed in the 21st century, positively impacting our community through excellence in thought and action. Preparing students for success through middle school, high school and college, Ashley Elementary School is a diverse community that embraces academic achievement as well as culture, language, arts & athletics.

Through innovation status, Ashley Elementary will provide a more rigorous curriculum in literacy and mathematics, technology-based teaching and learning with blended learning and iPads for every student, second language development with dual language enrichment, a full range of electives including music, art, physical education, and Spanish, and extended time for academics, enrichments, and service learning. Additionally, an associate educator will support increases in differentiation and intensity of instruction and partnerships with community organizations will expand daily enrichment and athletic opportunities for students.

In the spring of 2013, Ashley Elementary School teachers and community members were notified that due to the persistent low performance of its students, the school underwent a strategic school planning process to improve student performance. Teachers and community members were invited by the DPS Office of School Reform and Innovation to participate in: 1) the selection of a new school principal, and 2) a strategic school design process. The Strategic School Design (SSD) included 12 teachers and 3 parents. Surveys of teachers and parents were used by the SSD team to identify research and planning needs: technology integration, language development model, literacy curriculum and instruction, math curriculum and instruction, school culture, and strategic use of resources (time, money, and people). The summer research was used to inform a set of recommendations that the SSD team brought forward to the Ashley staff and community. The SSD team presented research findings and recommendations to the full Ashley Elementary staff on August 23, 2013 and to parents and community members on September 4, 2013. The SSD team responded to questions and used input on the recommendations to make revisions to the plan.

Leadership:

A Principal Selection Committee composed of Ashley Elementary teacher leaders and community members chose Zachary Rahn to be the school's new principal as of June 2013.

The Ashley Elementary school leader requires excellent leadership skills appropriate for an innovative elementary school undergoing significant educational reform. The principal is academically and instructionally focused, a proficient thinker and problem solver, culturally aware, a collaborative leader, an effective user of technology, responsible and ethical.

With innovation status, the school leadership structure will change from a principal and assistant principal to increase the depth and pipeline of leadership with a principal, two deans, and teacher leaders. In addition, a director of operations, office manager, and community

liaison will ensure that the school implements efficient and effective management systems for internal operations and external partnerships.

Education Plan:

Ashley Elementary will develop curricula and assessments aligned to the Common Core State Standards, using research-based materials and proven practices from a variety of sources, and will implement these in place of DPS adopted curricula and assessments.

Ashley Elementary School will implement an innovative blended learning instructional approach which will include a blend of teacher-led direct instruction and technology-based instruction employing digital and on-line resources. Pillars of blended learning at Ashley Elementary will be 1:1 technology for students and daily integration of technology in instruction.

Ashley Elementary will implement a Dual Language Enrichment model for English Language Learners in ELA-S classrooms instead of Traditional Bilingual Education programs such as Early or Late Exit Bilingual programs. In the DLE program, students will receive instruction in both Spanish and English every day. The DLE program will begin in ECE, Kindergarten, and 1st grades and will roll up one grade level at a time until fully implemented. Spanish language development classes will be provided as an elective with the goal of developing dual language for all students.

Proposed changes to the district calendar include: changing the dates of planning and assessment days to match the school's assessment cycle, adding professional development days for teachers prior to the start of the school year, and adding a summer academy for students who have not met grade level academic standards, providing an opportunity for students who are behind academically to catch up and begin the year prepared to succeed.

Proposed changes to the school schedule include: extending the school day to increase instructional time for students, adding professional learning and collaboration time for teachers, and engaging community partners and teachers in providing enrichment opportunities in academics, arts, and athletics during the extended day.

Teaching:

The Ashley Elementary School innovation plan includes changes to hiring, employment terms, staff member schedules and assignments to ensure: 1) commitment to the implementation of the school's vision, mission, and strategic plan, 2) effective teachers in every classroom, and 3) expanded learning time for students. By ensuring that Ashley Elementary students have more and better instruction from teachers who are committed and capable, the innovation plan will result in significant increases in student academic achievement and a culture of excellence.

The school will recruit from sources beyond the DPS system, will hire when positions are open, not necessarily on the district hiring cycle, and will not accept direct or temporary placements from the district. Ashley will provide teachers and staff members with professional development to support their individual professional growth as well as the school wide implementation of the innovation plan.

Annual Contracts and an Annual Commitment to the Ashley Strategic Plan will be used to ensure that every staff member is committed to the implementation of the school's vision, mission, and

strategic plan. Staff members hired after the innovation plan is approved will be hired on annual contracts. Founding staff members will retain their existing employment terms and years for reaching probationary or non-probationary status with the district and will make an annual commitment to the implementation of the innovation plan.

Instructional support will be provided by an associate educator from a variety of pipelines (Denver Teaching Residents, fellows, interns, student teachers, and paraprofessionals) with priority given to K-2 classes. Ashley Elementary will research alternative licensure options to further support the development of an internal pipeline of teachers and leaders.

Governance:

The CSC will be replaced with the Ashley Elementary School Leadership Team (SLT). The SLT will comply with State Law on School Accountability Committees. The membership of the SLT will include 13 voting members determined through the following process.

Positions assigned by the principal:

- 1 Principal
- 2 Deans
- 1 Community Liaison

Positions elected by majority vote (serving 1 year terms):

- 4 Teachers
- 4 Parents
- 1 Support Staff Member

The SLT shall have the following responsibilities:

- Meeting at least once a month
- Recommending final candidates to DPS for the principal position (when a vacancy exists)
- Providing guidance and recommendations to the principal regarding all responsibilities of the CSC detailed in Policy BDFH in addition to the following:
 - Approving the school's annual budget
 - Determining and approving the school's master calendar and schedule
 - Making recommendations regarding the school's curriculum and instruction, culture and behavior, services for special populations, and use of school facilities

Finance:

Ashley Elementary will strategically identify and allocate financial resources to ensure the effective implementation of its innovation plan. The school will use the difference between actual salaries and district average salaries to support the addition of associate educators to reduce instructor to student ratios and to pay for extended student learning and professional development time.

Ashley will annually select district services that align to the innovation plan. Ashley will opt out of central services when those services do not align or when more efficient and effective options are identified by the SLT.

Ashley will opt out of the district's literacy and mathematics curricular materials, interim assessments, and related professional development. The associated cost savings, estimated to

be \$409, 507 over a four-year period will be used to purchase and create new curricular materials, 6 week short-cycle assessments, and related professional development. Ashley will purchase and maintain its own iPads and instructional technology.

Ashley Elementary leadership will work with the School Advisory Board and School Leadership Team to identify and pursue grants, donations, and fundraising opportunities.

Complete the following table to summarize the detailed budget supplied in this plan.

	2013-14	2014-15	2015-16	2016-17	2017-18
Number of Students	416	440	464	488	512
SBB Revenue	\$2,398,801	\$2,524,620	\$2,592,679	\$2,712,332	\$2,872,804
Grant Funds					
Private Funds					
Other Sources (actuals)	\$200,000	\$200,000	\$177,623	\$170,344	\$135,504
Total Revenue	\$2,598,801	\$2,724,620	\$2,770,302	\$2,882,676	\$3,008,308
Employee Salaries (including benefits)	\$2,193,454	\$2,330,821	\$2,484,940	\$2,605,635	\$2,728,497
Building Expenses					
Other Expenditures Including Services/Supplies	\$405,347	\$393,798	\$285,362	\$277,040	\$279,810
Total Expenses	\$2,598,801	\$2,724,619	\$2,770,302	\$2,882,675	\$3,008,307
NET INCOME	\$2,598,801	\$2,724,620	\$2,770,302	\$2,882,676	\$3,008,308
For any grants or private funds identified above, indicate whether the funding has already been secured and any plans to secure future funding.					

A. Mission Statement

Dream – Believe – Achieve

Sueña – Cree – Logra

Ashley Elementary School provides all students with a rigorous literacy, mathematics and science curriculum while nurturing the confidence and character needed to achieve their goals and succeed in the 21st century, positively impacting our community through excellence in thought and action. Preparing students for success through middle school, high school and college, Ashley Elementary School is a diverse community that embraces academic achievement as well as culture, language, arts & athletics.

Through innovation status, Ashley Elementary will provide a more rigorous curriculum in literacy and mathematics, technology-based teaching and learning with blended learning and iPads for every student, second language development with dual language enrichment, a full range of electives including music, art, physical education, and Spanish, and extended time for academics, enrichments, and service learning. Additionally, associates will support increases in differentiation and intensity of instruction and partnerships with community organizations, such as those described in the supplemental programs section, will expand daily enrichment and athletic opportunities for students.

B. Targeted Student Population

Ashley Elementary School is located in the Near Northeast (NNE) region of Denver with a boundary that serves the neighborhood surrounding the school. In 2012-2013, 346 students were enrolled at Ashley with the following demographics: 96% FRL, 53.5% ELL, 7.2% SPED, 69% Hispanic, 19.7% African American, 6.9% White, 2.3% American Indian, 1.4% Multiple Races, and .5% Asian/Pacific Islander.

According to the DPS 2013 Call for New Quality Schools, the school-age population in the NNE region is expected to grow by 2,060 students from 2010 to 2015. The average capture rate for schools in the NNE region is currently 81%. In 2012, only 71% of potential Ashley Elementary students who live within the boundaries chose to attend.

Ashley Elementary School has demonstrated persistently low academic achievement and declining academic growth rates of students over the last several years resulting in the school's performance being identified as "Accredited on Probation" or "Red" on the SPF in 2012. While Ashley made growth on the 2013 SPF that moved the school back to "Accredited on Watch" or "Yellow", the Ashley Elementary staff and community are committed to rapidly increasing achievement for all students.

By increasing the achievement of students and providing a rigorous 21st century education, including advanced integration of technology and second language learning opportunities,

Ashley Elementary expects to recapture its boundary students who have previously chosen to go elsewhere and attract new students from the growing population of youth in the region.

Enrollment is expected to increase to 416 students in the 2014-2015 school year. The current estimated enrollment is 342 students. However, there are underutilized spaces in the school that could be repurposed and under enrolled classes that would allow for increased enrollment. The innovation plan budget is based on a projection of additional income that would be generated from increased enrollment and the costs associated with reconfiguring the facility to accommodate three classes per grade level. Should this not happen, the staffing model and budget would be adjusted to meet the number of students actually enrolled.

Enrollment Projections:

GRADE	2014-15	2015-16	2016-17	2017-18	2018-19
ECE	32	32	32	32	32
K	84	84	84	84	84
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3	60	60	60	84	84
4	60	60	60	60	84
5	60	60	60	60	60
Total # students	416	440	464	488	512

Demographics are expected to change to be more representative of the NNE region. In the chart below, projected future demographics are calculated by splitting the difference between the current Ashley Elementary demographics and the average NNE region demographics.

Demographic Projections:

	FRL %	SPED %	ELL %	Minority %
Demographics				
Ashley Elem 2012-2013	96.0%	7.2%	53.5%	93.1%
NNE Region	57.0%	10.0%	27.0%	67.0%
Ashley Elem Projected 2018-2019	76.5%	8.6%	40.0%	80.1%

Ashley Elementary School values the diversity of cultures and languages in its community and will continue to recruit and serve students from diverse socio-economic, language, and ethnic backgrounds.

The innovation plan is designed to provide all students with a culturally responsive education that includes: rigorous academic content, direct instruction as well as technology-based instruction, and both native language and second language development. Implementing a Dual

Language Enrichment program is the school's primary strategy for supporting the language development of its majority population of native Spanish speaking students.

C. Stakeholder Participation in the Planning Process

In the spring of 2013, Ashley Elementary School teachers and community members were notified that due to the persistent low performance of its students, the school underwent a strategic school planning process to improve student academic performance. Teachers and community members were invited by the DPS Office of School Reform and Innovation to participate in: 1) the selection of a new school principal, and 2) a strategic school design process.

The Strategic School Design (SSD) team began working on May 15, 2013 and included 12 teachers and 3 parents. The SSD team selected an external consultant to facilitate the design team and the plan development process. Six research areas were identified by the SSD team, with input from surveys of teachers and parents, and studied over the summer. More than 90 parents responded to surveys providing input on the design features and programming that were most important to them. Areas of change identified by the SSD team included: technology integration, language development model, literacy curriculum and instruction, math curriculum and instruction, school culture, and strategic use of resources (time, money, and people).

Simultaneously, a Principal Selection Committee composed of Ashley Elementary teacher leaders and community members chose Zachary Rahn to be the new Ashley Elementary School principal.

SSD research efforts included: site visits and calls to high performing schools and teachers, online research reviews, and examination of curricular materials. The summer research was used to inform a set of recommendations that the SSD team brought forward to the Ashley staff and community.

SSD team members contacted each staff member during the summer to share information and seek input on proposed changes. The SSD team presented research findings and recommendations to the full Ashley Elementary staff on August 23, 2013. Staff members provided input on the recommended plan components and raised questions. Input was used by the SSD team to make revisions to the plan and questions were answered in a written response from the team.

Research findings and recommendations were presented to Ashley parents and community members at Back to School Night on September 4, 2013 and at each subsequent Ashley parent organization meeting. Parents and community members provided input used by the SSD team to make revisions to the plan.

D. Level of Support for Designation of Ashley Elementary School as an Innovation School

The Ashley SSD team submitted a letter to Superintendent Boasberg and DPS Board of Education members, strongly recommending the Ashley Innovation Plan for approval (see Appendix A). In, 2013, parents, guardians and community groups provided statements supporting the Ashley Innovation Plan, including the Chair of Ashley's CSC (see Appendix B). On December 2, 2013, over 60% of the Ashley teachers demonstrated support for the Ashley Innovation Plan through a fair and transparent voting process. On December 9, 2013, over 60% of employees belonging to Denver Association of Educational Office Professionals demonstrated support for the Ashley Innovation Plan through a fair and transparent voting process.

E. School Culture & Student Engagement

Ashley Elementary School's mission is to provide all of its students with a rigorous liberal arts education while nurturing the confidence and character needed for them to achieve their goals and succeed in the 21st century. Ashley's goals of increasing student achievement and preparing students with 21st century skills strategically align with the goals of the Denver Plan.

Research shows that students learn more successfully within a strong culture of achievement where there are opportunities to build relationships and celebrate successes. Ashley Elementary will create this atmosphere through consistent and clear expectations, regularly communicating pride in the school community and through Morning and Community Meetings where students will engage in the development of social and emotional competencies and come together to support the shared vision and mission of the school. All aspects of the Ashley Elementary culture focus on acknowledging and fostering excellence in thought, action and academics.

At the center of this culture are the Ashley Elementary Core Values currently framed as: *Responsibility, Achievement, and Perseverance*. The Ashley Elementary school culture team will work on reframing these core values around the school's tag line: *Dream – Believe – Achieve*, for the 2014-2015 school year.

All Ashley staff will explicitly teach and reinforce behaviors related to the school's core values at all times as part of the regular academic program. Every portion of the educational plan, including class time, provide opportunities to support the Ashley Elementary Core Values.

Social Emotional Learning

Ashley Elementary recognizes that the first step toward improving academic achievement is to improve the school culture and the social and emotional development of all students. Social Emotional Learning (SEL) involves the processes of developing social and emotional competencies in children. SEL programming is based on the understanding that: the best

learning emerges in the context of supportive relationships that make learning challenging, engaging, and meaningful; social and emotional skills are critical to being a good student, citizen, and worker; and many different risky behaviors (e.g., drug use, violence, bullying, and dropout) can be prevented or reduced when multi-year, integrated efforts develop students' social and emotional skills (CASEL.org). Research suggests that SEL improves student's positive behavior and reduces negative behavior, improves academic performance and attitudes toward school, and prepares children for adulthood.

Social & Emotional Learning Core Competencies



The definitions of the five competency clusters for students are:

- **Self-awareness:** The ability to accurately recognize one's emotions and thoughts and their influence on behavior. This includes accurately assessing one's strengths and limitations and possessing a well-grounded sense of confidence and optimism.
- **Self-management:** The ability to regulate one's emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals.
- **Social awareness:** The ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports.
- **Relationship skills:** The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed.
- **Responsible decision-making:** The ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards,

safety concerns, social norms, the realistic evaluation of consequences of various actions, and the well-being of self and others.

Greetings

The culture at Ashley Elementary school becomes palpable as soon as students arrive each day. Being greeted by school leaders and teachers, each student will be welcomed with a smile, a good morning and a handshake. This routine each morning will not only explicitly teach this skill, but, allow the school leaders to have a pulse on how students are doing and potential supports needed for the day. From the start, a purposeful school culture is being created.

Morning Meeting is a daily community gathering held at the start of every school day in classrooms or in a common space with breakfast provided. Led by administrators and teachers, Morning Meeting is an opportunity for scholars to focus on character education surrounding the school values outlined above. Students have the opportunity to participate through interactive discussion, games and role-plays. Time for student celebrations is also included in the Morning Meeting; and in doing so, students learn to notice and celebrate the values exhibited by one another.

Community Meeting will take place every Monday and Friday to build a sense of the whole school community, pride in the school, a sense of belonging, and an opportunity to celebrate successes. Each Friday, an Ashley Elementary “Leader of the Week” will be honored for demonstration of the school’s values and exemplifying excellence in thought and action by receiving a trophy to hold onto for the week and a unique uniform to keep which they can wear in place of the traditional uniform. Two students each week are identified as “Ashley Leaders” for living the schools core values. Academic achievement is also celebrated by giving the selected student a book and a certificate of recognition for outstanding achievement. The class with the highest weekly attendance will receive a banner to hang outside of their class.

In addition to daily morning meetings and weekly community meetings, school-wide pride will be a key component of the school’s culture. Occurring once a month, time will be allocated for students from an entire grade level to convene in a common location to engage in positive school culture-building activities. Examples of what may occur during this time include: dancing, physical education games, or arts projects that all students complete. At the end of every academic cycle, the school will also host an after school community event to spotlight students’ academic accomplishments and experiences.

In order to serve all students, we will have multiple structures in place for differentiation, support and involvement. English Language Learners are a large and valued part of our community and thus all oral and written communications with families will be translated into Spanish. In the classroom, English Language Development and Sheltered English Instructional strategies will be used to ensure all students are able to access the content and instruction.

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

Data analysis will be a critical piece of strong instruction, which will allow Ashley Elementary to observe trends in student successes and struggles. This analysis will be a driving point for a plan to remediate skills for students at risk of failure, as well as provide more challenging work for high performing students.

F. Student Discipline Policy

The purposes of disciplinary actions are: to change a student's behavior, to deter or prevent other students from engaging in negative behavior, and to maintain a safe and orderly school environment. Research indicates that the majority of disciplinary referrals are accounted for by a small number of students and teachers. It has also been found that students behave better when they are invested in their learning, when they are given choices and ownership (<http://www.edutopia.org/blog/positive-not-punitive-part-2-larry-ferlazzo>).

Ashley Elementary School will follow the district's discipline ladder of consequences outlined in district policies JK, JK-R, and JFK. As described above, the culture of Ashley Elementary School will cultivate an environment of high standards, social emotional competencies, and accountability. The school culture and discipline systems are defined by a unique mixture of Positive Behavior Intervention Supports (PBIS), No-Nonsense Nurturing, and Restorative Justice.

The unique blend of these programs has served as the foundation for effective behavioral systems at other innovation schools including Cole Arts and Science Academy and Force Elementary School. Through this system, consistency across grades was ensured, time on learning was maximized, and a positive school culture was created. With this system Cole saw a 30% reduction in suspensions, 50% reduction in office referrals and 50% reduction in disproportionality for African American students. Ashley Elementary will implement a similar system as described below.

Positive Behavior Intervention and Support (PBIS)

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

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

- Use of assessment for different purposes

Ashley Elementary uses a variety of strategies to implement PBIS including:

- Setting Clear Behavioral Expectations / Posted in Classrooms and Hallways
- Using Common Language Throughout the School
- Labeling and teaching positive behaviors (No Nonsense Nurturing)
- Consistent response to and consequences for negative behaviors
- Rewards and recognition program
- PBIS Committee to monitor and adjust the system

Universal Strategies

- Attendance and behavior rewards/recognition
- Community Meetings in the classrooms each morning to talk about the days schedule, address classroom concerns or educate on social/emotional skills
- Matrices of behavior (see district discipline ladder and matching interventions, and system developed last year)
- Teach and practice behavioral expectations for each setting
- Continued expectations posted throughout the building
- Continue Teach Twos in the beginning of the year and after long breaks
- Teacher and administration consistency with discipline
- Reflection time that includes reflective piece and restorative conversation
- School-wide documentation of behavior practices (possibly through a common form or time for teachers to enter behavior data) for evaluating the effectiveness and fidelity of interventions
- SEL and Bully Prevention program (tier II classroom)
- Common school-wide classroom behavior system (classroom stop-light with individual incentives and consequences)
- PBIS Committee to monitor student behavior and disciplinary actions and adjust the system to ensure that all students are supported and there is not any real or perceived disproportionality of consequences

Targeted Interventions

- Small group
- Data tracking
- More classroom support (in-class interventions) – support in Community Meetings
- Possible SIT referral
- Student Group that help teach conflict resolution

Intensive Interventions

- Small-group or individual
- Behavior Plan looking at the function of the behavior
- Behavior contracts, point system, home/school log, check-in/check-out, mentor, build on the positive
- SIT referral

Behavioral Expectations

Ashley teachers and have staff collaborated to carefully detail the behaviors that embody the Ashley core values. The Ashley Way describes what behaviors are expected in each school setting. Behavioral expectations are explicitly taught and practiced and staff members and students correct behaviors 100% percent of the time to ensure that expectations become norms.



THE ASHLEY WAY

RESPONSIBILITY ★ ACHIEVEMENT ★ PERSEVERANCE

CLASSROOM	HALLWAY	BATHROOM	AUDITORIUM	CAFETERIA	PLAYGROUND	MORNING & COMMUNITY MEETING
S.T.A.R. Sit up straight Track the speaker Ask questions Raise your hand	H.A.L.L. Hands at your sides All eyes to the front Lips zipped Legs walking safely	Clean up after yourself Be quiet Go quickly	Listen and remain silent Hands, feet and mouth are quiet Applaud when appropriate	Keep your area clean Stay seated Use your manners	Play safe and fair Show good sportsmanship Be active	S.T.A.R. Sit up straight Track the speaker Ask questions Raise your hand

No Nonsense Nurturing (NNN)

The Behavior Management Cycle from *No Nonsense Nurturing* will be used to track student behavior and ensure consistent disciplinary actions across school settings. Student behavior is visually tracked in each classroom through the use of a behavior pole that follows students throughout their day, tracking their behavior in regards to color-green, yellow, orange and red-with clothes pins with student names on them. All students begin each day with their pins at green. The behavior pole moves with students throughout the building as they transition, including electives and lunch. At the end of each day, a behavior report is sent home with students so parents are aware of how their child did that day.

Student behavior is reinforced at Ashley Elementary School through the use of acronyms that will be explicitly taught such as STAR and HALL (shown in chart above). Students will also receive class points for demonstrating positive behaviors.

The overarching behavior goal will be to have uniform acknowledgment, rewards and consequences for both positive and negative behavior, so that a predictable safe environment, conducive to learning is created. The behavior system will be transparent and made explicit to all stakeholders through the Ashley Elementary School Shared Community Commitment and orientation process. During the first weeks of school, students will receive explicit instruction on school expectations and components of the shared commitment.

In coordination with community awards, each classroom will create the appropriate incentive structure where students can earn behavioral recognition for demonstrating extraordinary choices and leadership as well as academic achievement and growth. These incentives will vary with different classrooms, but can include choice seating during reading time, center choice and student of the week. Families will also be involved and notified of all the successes their students are being recognized for, both in the community and in the classroom.

School-wide systems to address corrective behavior include: after school reflection and homework support, in-school suspension, out-of school suspension and the use of restorative justice.

Reflection and Homework Support

- If a student earns reflection (red), it will be recorded in Infinite Campus (IC) under the reflection tab
- If a student doesn't complete homework or all daily assignments, it will be recorded in IC under the homework support tab
- Students who earn reflection or homework support by 1:00 will attend after school that same day.
- An auto-dialer message will go out to parents to make transportation arrangements.
- Students who earn reflection or homework support after 1:00 will attend the next day
- Reflection and homework support will be held each day for 30 minutes after school
- Reflection and homework support will be supervised by the leadership team on a rotating schedule.

Daily Behavior Report

- Each Monday teachers will give students a new weekly behavior report.
- At the end of each day, teachers will complete the report, adding comments as appropriate.
- Daily report is checked in each morning, this is a part of homework. If students do not have a signed report from parents they will receive Homework Support time.

Restorative Justice (RJ)

Restorative Justice (RJ) is a set of practices that are philosophically rooted in the belief that wrong-doing is best addressed through collectively identifying the harm done by one's actions and taking steps to repair the harm. RJ is not a curriculum or program, it is a philosophical shift

in approaches to handling misbehavior and conflict. The goal for Restorative Justice is for all stakeholders to accept responsibility for actions and understand their impact on the community. Through the RJ system, students will be held accountable to one another and the school community. They will begin to take ownership for their behaviors. All staff will receive training and coaching on implementing Restorative Justice. Common language will be used throughout the school and issues will be addressed in grade-level community meetings, modeling for students so they begin to internalize the process. Students who are responsible for having caused harm will repair the harm and take responsibility for their actions.

Ashley Behavior Intervention Matrix

	Restorative	Therapeutic	Administrative	
Tier 3	RJ Conferences	Mental Health MHCD JFS	OSS; ISS; Police Referral; Expulsion	5% of Students
Tier 2	RJ Conferences	Point Sheets; Check in/out; Groups	Reflection, Homework support, referral to office, Silent Lunch; Silent Break; ISS	15% of Students
Tier 1	RJ Conversations; Proactive circles, Circles; Parent Meetings	Class points, classroom universal interventions, behavior management cycle (BMC)	Reflection, Homework support, silent break, silent lunch, behavior pole	80% of Students

G. Student Recruitment & Enrollment

The best way to attract and retain students is by providing a high quality educational experience that results in high achievement and increased opportunities for students. Innovation status will allow Ashley Elementary to provide students with a rigorous academic program, cutting edge instructional technologies, and enrichments to close opportunity gaps and accelerate learning.

The enrollment practices for Ashley Elementary will provide equal access to any student in its attendance boundary who is interested in attending the school, including students living in poverty, academically low-achieving students, students with disabilities, advanced students and other youth at risk of academic failure. Widespread and multimodal promotion throughout the Near Northeast community will be conducted in both English and Spanish through newsletters, neighborhood fliers, fliers at neighborhood businesses, promotion through local neighborhood associations and realtors for the community, articles in neighborhood newspapers, and DPS communication tools and publications. All families will receive the information regardless of

special education status or past academic performance.

Ashley Elementary will host one informational meeting a month, beginning in October 2013, at the school and other community locations in both Spanish and English as the main way to share information about the school. Ashley Elementary will use home visits as a strategy for student recruitment. Home visits would be conducted by two staff members together. The home visits ensure that families receive a personal contact from a school member regardless of the family's participation in informational sessions. As well, Ashley Elementary leaders, educators, staff, and volunteers will conduct a door-to-door campaign beginning in November to increase awareness of the changes taking place at the school.

Ashley Elementary will fully participate in the Denver Public School Choice Process and adhere to the School Choice timeline beginning recruiting efforts in December. The school will recruit students from the Near Northeast region and its boundary will be the goal of increasing and maintaining diversity, racially and socioeconomically.

Strategies for Recruitment and Retention

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

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

H. Student Investment & Satisfaction

Ashley Elementary has the goal of 95% annual attendance. High rates of attendance are supported by all aspects of the student and parent engagement plan described in this application. In cases of poor attendance, school leadership, teachers and staff will engage with families to support improvement, including attendance contracts as necessary. The Office Manager is responsible for collecting and monitoring attendance data, which is reviewed monthly by the Principal and School Leadership Team.

Students will be recognized as individuals at regular achievement ceremonies for attendance that meets or exceeds the school goals. Parents will be invited to these ceremonies. As well, the class with the highest attendance each week will be awarded a "Best Class Attendance Award" for which they will be recognized with a banner and earn special privileges.

As with parents, students will complete an annual satisfaction survey. The most important goal of this survey is that students can reflect on their learning, achievement and growth, that they feel connected to the school through their learning experiences and relationships with their teachers, and that they can begin to frame their learning in appropriate developmental terms. Response to the survey will follow the same process as that for the parent satisfaction survey outlined in this application. The principal and School Leadership Team will analyze student satisfaction data annually and determine next steps.

Students are central to the lifeblood of the school and achieving our mission. As such, they will take ownership over the rituals and routines discussed earlier in this application. When this happens, and when students experience academic growth and achievement, their investment in school increases as does their satisfaction. The overall structure of the school detailed within this plan, the purposeful culture created, and the academic program provided will involve and invest students at high levels.

I. Ongoing Parent/Guardian Involvement & Satisfaction

Parent Involvement

It has been shown that schools with strong Family/School Partnerships experience: higher test scores, better grades, higher levels of homework completion, more positive student motivation, and improved attitudes about school work (pbis.org). Ashley Elementary teachers and leaders know that parent involvement is a crucial element to a student's academic success. Therefore, parent engagement is a priority for the school. Every student and parent/guardian will receive a copy of the student handbook and will be asked to read and sign the Ashley Elementary School Shared Community Commitment prior to the start of the school year. Parents will receive bi-weekly communications from their teacher, a daily behavioral report, an academic progress report every six weeks, and invitations to a number of school events: back-to-school night, parent conference nights, awards ceremonies and events put on by the Ashley Parent Organization. Parents will be required to pick up student report cards in person, either by attending the conference night or visiting the school.

Staff will be prepared through professional development in strategies for working with families including but not limited to the following:

- Helping staff members to take different perspectives on situations by discussing hypothetical cases from different family members' points of view.
- Asking staff to evaluate their own assumptions and beliefs about the families with whom they work.
- Developing staff communication skills.

- Aiding staff in understanding research on family involvement and the theoretical rationale for the program.
- Providing staff time to process difficult conversations or situations with colleagues.

A **Community Liaison**, preferably bilingual in English and Spanish, will be hired to foster parent and community involvement in the school and to coordinate parent volunteer and community provider services. The Community Liaison will be charged with facilitating the Ashley Parent Organization meetings, securing community resources, coordinating parent training and volunteer work, scheduling and overseeing student enrichments and community providers, scheduling classes for families, communicating with parents and community organizations, and the administering the parent satisfaction survey. The Community Liaison will report directly to the school principal and will serve on the School Leadership Team, the school’s accountability committee.

The **Ashley Parent Organization** (APO) will meet monthly and will be open to all families and community members. The APO will advise the school leadership team, communicate with parents, organize parent volunteer efforts, plan special events, gather input, and raise money to support the school in meeting its goals.

The CSC will be replaced with the Ashley Elementary School Leadership Team (SLT). The SLT will comply with State Law on School Accountability Committees. The membership of the SLT will include 13 voting members determined through the following process.

Positions assigned by the principal:

- 1 Principal
- 2 Deans
- 1 Community Liaison

Positions elected by majority vote (serving 1 year terms):

- 4 Teachers
- 4 Parents
- 1 Support Staff Member

The SLT shall have the following responsibilities:

- Meeting at least once a month
- Recommending final candidates to DPS for the principal position (when a vacancy exists)
- Providing guidance and recommendations to the principal regarding all responsibilities of the CSC detailed in Policy BDFH in addition to the following:
 - Approving the school’s annual budget
 - Determining and approving the school’s master calendar and schedule
 - Making recommendations regarding the school’s curriculum and instruction, culture and behavior, services for special populations, and use of school facilities

When significant changes are being proposed to the calendar, schedule, or educational programs, the school leader and the SLT will seek input from teachers and parents. In addition

to its other duties and responsibilities, the SLT will also provide input on the evaluation of the educational programs, the SLT, and the principal. Evaluations will include an annual, formal review focused on accountability for implementation of the innovation plan and progress toward achievement goals.

A **School Advisory Board (SAB)** composed of five to seven key community members will serve as an accountability, advisory, and advocacy group for the school. The principal will recruit board members and coordinate SAB meetings. The SAB will determine a member to chair the committee. This SAB will advise the principal and SLT on how to ensure that the school's actions are consistent with its mission, vision, and innovation plan goals and will help to identify aligned funding opportunities.

Parent Satisfaction

The Ashley Elementary goal is maintain 85% satisfaction or higher on the DPS parent/guardian satisfaction surveys (defined as agree or strongly agree) through the change process. The Community Liaison will distribute and collect the parent satisfaction survey to ensure a high level of participation and to ensure that parents understand how to communicate satisfaction and concerns to the school.

Results of the satisfaction surveys, for both parents and students, will be shared with the APO, SAB, and Faculty. Strategies for addressing concerns indicated in the results will be collected and presented to the School Leadership Team for consideration. Major strategies to address concerns will become a part of the Unified Improvement Plan for the school.

Section II. LEADERSHIP

A. Leadership Team Personnel

The Ashley Elementary School leader will require excellent leadership skills appropriate for an innovative elementary school undergoing significant educational reform.

The Ashley Elementary Principal is Academically and Instructionally Focused. This Leader...

- Demonstrates a passion for preparing students to be successful in the global world of the 21st century.
- Has a deep understanding of the importance of instructional leadership and model the use of best practices in meeting the learning needs of all students.
- Engages the staff in shared study of the research to bring the best ideas to their learning community in order to support student success.
- Models a self-reflective, continuous improvement disposition for their own growth and value it for all members of the learning community.
- Understands and demonstrates the leadership skills necessary for effective planning and alignment of resources to meet academically and instructionally focused goals for all students as well as professional development for the staff.
- Utilizes a clinical approach to the supervision of instruction supporting all staff in reaching the highest levels of performance.
- Understands interdisciplinary instruction and support the teachers in creating cross-disciplinary connections that foster strong literacy and numeracy development as well as use the arts as a vehicle for learning.

The Ashley Elementary Principal is a Proficient Thinker and Problem Solver. This Leader...

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

The Ashley Elementary Principal is Culturally Aware. This Leader...

- Recognizes, values, and respects the broad spectrum of ethnicities and cultures represented in the school community, utilize these assets in further internationalizing the school culture, and assist members of the community in valuing each other.

- Recognizes her/his responsibility to encourage a continuing diversity in the recruitment and sustainability of a diverse faculty and student body.
- Intentionally creates and hones a school culture that supports the attainment of the goals of DCIS at Fairmont and the vision for the students of the graduate profile.

The Ashley Principal is a Collaborative Leader. This Leader...

- Is an excellent communicator, valuing her/his role as a listener, evidence gatherer, coach and supporter of high caliber learning for all students.
- Understands that change is a process not an event and allows time and provides support for innovation to be tested and developed into sustainable practice.
- Shares authentic decision making opportunities with members of the staff in order to build their capacity as teacher leaders.
- Builds the collective efficacy of all school community members to become purposeful in conceptualizing and achieving the goals of the school.
- Participates actively in DPS, collaboratively sharing ideas and searching for solutions to contribute to the field of education.
- Provides the necessary leadership, time and resources for job-embedded continuous, intentional professional development that meets the expressed instructional needs of the school community.

The Ashley Principal is an Effective User of Technology. This Leader...

- Models the use of technology to support her/his learning as well as the managerial functions of leadership.
- Uses technology to support data driven decision making and facilitate ongoing communication with the school community.
- Provides the necessary training and resources for equitable access to technology and new media for all students to support their learning.

The Ashley Principal is a Responsible and Ethical. This Leader...

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

The Ashley Elementary School principal is Zachary Rahn. Rahn has spent the last six years working within Denver Public Schools as a successful 3rd and 4th grade ELA-S teacher, Assistant Principal at Denver’s flagship innovation school, Cole Arts and Science Academy, and most recently spent a year residency at STRIVE Preparatory Schools through the Office of School Reform and Innovation’s Residency for the Educational Development of DPS Intrapreneurs (REDDI). An alumnus of Teach For America and the Ritchie Program for School Leaders at DU, Rahn has a track record of success as a teacher and leader. As a teacher he saw continually high

growth from his students. As a leader supporting the turnaround efforts at Cole, he helped to turn a school from “red” or unsatisfactory to “green” or meets expectations on the School Performance Framework within three years. In the past year, Rahn has been recruited for leadership positions both locally and nationally and has decided that the opportunity at Ashley is the best fit. Through his residency at STRIVE Prep schools this year, Rahn has visited and worked in high performing schools across the country, collecting information on effective practices that has been used to inform the development of this plan.

Other members of the immediate administrative team will include Deans, Director of Operations, Office Manager, Community Liaison, and Teacher Leaders with additional responsibilities for directly supporting the implementation of the innovation plan. All positions will be posted following the approval of the innovation plan for the 2014-2015 school year.

Office Manager – Responsible for effectively managing the information systems, attendance, communications and other administrative systems of the school. Welcoming visitors in the front office and managing office volunteers.

Director of Operations – Responsible for working with staff, students and the community to implement systems that ensure efficient and effective operations and promote clear communications throughout the school community.

Community Liaison – Responsible for communicating regularly with parents, facilitating the APO, securing community resources, coordinating parent training and volunteer work, scheduling and overseeing student enrichments and community providers, and scheduling classes for families.

Deans – Responsible for observing teachers and providing appropriate feedback and instructional guidance as well as evaluating teacher performance. The two instructional deans are also responsible for overseeing the school-wide discipline program, assessment procedures, and interventions. Deans will receive training in providing instructional feedback and evaluating teacher performance. Deans will not be required to have obtained a Colorado principal or administrator’s license.

Teacher Leaders – Priority focus areas will be identified each year and teachers will have opportunities to take on additional leadership responsibilities as a teacher leader. In the 2014-2015 school year, teacher leaders will be identified in the areas of Blended Learning, Literacy, Mathematics, and Language to support the implementation of the Innovation Plan. Teacher Leaders will be released half time from teaching responsibilities to provide professional development, coaching, and modeling of best practices for other teachers and students.

Leadership Succession Plan

By providing many leadership opportunities, Ashley Elementary School’s leadership pipeline expands the leadership capacity at the school and prepares multiple people to take on the role of the school principal, either at Ashley or another school. Teachers have opportunities to take on a variety of teacher leader roles. Teacher leaders also have opportunities to serve as a dean,

taking on additional aspects of principal leadership such as teacher supervision and evaluation. Principal interns and residents will also be welcome to join the Ashley leadership team. Institutional knowledge will be passed from the existing principal to any new principal through school policies and practices and the distributed leadership approach.

The Ashley Elementary School SLT will manage the principal selection process and will recommend two candidates to the district superintendent for hiring. Principal candidates will be provided to the SLT from the district's principal hiring pool. The superintendent may redirect the SLT to continue the search for a better qualified candidate but may not appoint a principal to the school without the approval of the SLT. The principal will assume the administrative responsibility and instructional leadership of the school under the supervision of the superintendent and in accordance with the innovation plan. In the event that the principal position is vacant, the superintendent shall hire an interim principal until such time that the district approves a principal candidate put forward by the SLT.

The selection process will include:

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

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

students, and community members and will be well-versed in the school's vision, mission, and goals as set forth in the innovation plan.

B. Leadership Team Coaching & Evaluation

The Ashley Elementary Principal will report to the Office of School Reform and Innovation. Leadership performance will be evaluated primarily on the effectiveness of the implementation of the innovation plan and the achievement of the innovation plan goals. The DPS Leadership Effectiveness rubric will be used to provide focused feedback to the principal on leadership competencies and to identify leadership goals and professional development needs.

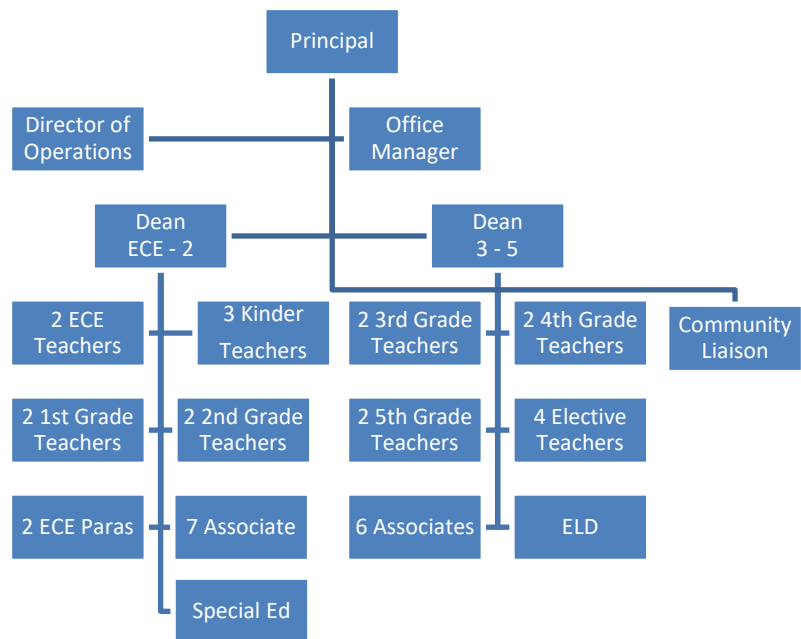
The principal will also be provided with executive coaching bi-monthly. The focus of that coaching will be established at the beginning of each year through a series of meetings between the principal and the coach. The executive coach, principal, and evaluator will meet at least once each semester to align the support in a way that it is potent, synergistic, and efficient, avoids duplication of effort, and makes best use of the principal's time.

Professional development opportunities will include school visits within and outside Denver Public Schools, professional development opportunities offered by the district (when determined by the principal and his supervisor to be appropriate), and other leadership development aligned to the school's vision, mission, and goals (e.g. blended learning, literacy instruction, change leadership, etc.).

Twice annually, the DPS supervisor will complete a formal evaluation of the principal using the DPS School Leadership Framework and the Innovation Plan. The Ashley Elementary SLT will provide feedback to the principal related to the leadership responsibilities outlined in the innovation plan and will provide input into the principal's evaluation.

C. School Personnel Structure

Ashley Elementary will make several changes to personnel structures to effectively and efficiently implement the Innovation Plan. An Office Manager and Director of Operations will replace the Secretary I, Secretary II, Office Support III and Office Paraprofessional positions. The office manager will ensure that the reception desk will always be staffed with a friendly and knowledgeable adult who can greet visitors, parents and students. The Community Liaison job description includes: coordination of parent volunteers; oversight of community enrichments; and involvement in marketing, communications, and fund raising. The Assistant Principal position will be replaced with two Deans, who will be responsible for the supervision and evaluation of teachers. And, teacher leaders will be added who will be released from their classrooms part time to provide professional development, coaching, and support to their fellow teachers in priority areas determined by the school.



D. Employment Policies

Ashley Elementary School employment policies will remain consistent with existing policies, with the exception of the specific waivers to District Policies, State Statutes and Rules, and Collective Bargaining Agreements presented in Section VI below. Any Ashley Elementary Teacher, including teachers on annual contracts, may choose to join and be represented by the Denver Classroom Teachers' Association (DCTA).

The Ashley Elementary School innovation plan includes changes to hiring, employment terms, staff member schedules and assignments to ensure: 1) commitment to the implementation of the school's vision, mission, and innovation plan, 2) effective teachers in every classroom, and 3) expanded learning time for students. By ensuring that Ashley Elementary students have more and better instruction from teachers who are committed and capable, the innovation plan will result in significant increases in student academic achievement and a culture of excellence.

The school will recruit from sources beyond the DPS system, will hire when positions are open, not necessarily on the district hiring cycle, and will not accept direct or temporary placements from the district. Ashley will provide teachers and staff members with professional development to support their individual professional growth as well as the school wide implementation of the innovation plan.

Annual contracts and the expectation of an annual commitment to the Ashley Innovation Plan will be used to ensure that every staff member is committed to the implementation of the school's vision, mission, and strategic plan. Staff members hired after the innovation plan is approved will be hired on annual contracts. Founding staff members will retain their existing employment terms and years for reaching probationary or non-probationary status with the district and will make an annual commitment to the implementation of the innovation plan.

Ashley Elementary teachers employed after the adoption of the innovation plan will be hired on annual contracts and will not be considered probationary or eligible to earn non-probationary status. Years of service and formal evaluations using DPS systems will be tracked and monitored by the school. Teachers on annual contracts who are hired by another school in the district will be able to apply their time at Ashley Elementary to the consecutive school years of demonstrated effectiveness and continuous employment required for the probationary period.

Teacher salaries and benefits will be based on the district salary scale and ProComp system. Teachers may be required to work an extended day schedule and will be compensated via a pre-determined stipend. Paraprofessionals working an extended day will also be compensated for the additional time at or above the district salary scale. ECE paraprofessionals will work the full student contact day. Stipends for extended time are pensionable earnings and will be included in the annual base pay.

The amount of time will be determined by the SLT annually based on student scheduling needs and availability of funding. The amount of compensation will be based on the amount of additional time and/or level of additional responsibilities and compensation for comparable work. Teachers will also have opportunities to take on additional leadership and responsibilities and receive additional compensation.

Other non-teaching positions necessary to implement the innovation plan will have unique job descriptions and will be compensated based on competitive salaries for similar positions in other schools or organizations. Examples of other positions include: dean of culture, community/family liaison, office/business manager, enrichment instructors (non-licensed teachers), etc.

Placement of teachers will be based on teacher effectiveness and student learning needs to ensure that the most effective teachers are working with the students with the greatest needs. In addition, Ashley will expand the reach of its most effective teachers through a variety of strategies including reducing the amount of non-academic duties and increasing the amount of time that they are providing instructional coaching and feedback to peers.

Instructional support will be added to as many classrooms as possible via associate educators from a variety of pipelines (Denver Teaching Residents, fellows, interns, student teachers, and paraprofessionals) with priority given to K-2 classes. Ashley Elementary will research alternative licensure options to further support the development of an internal pipeline of teachers and leaders.

Partnerships will be forged with community organizations to provide supplemental programming, enrichments and extra-curricular activities. Instructors in these supplemental programs would not need to be licensed teachers but would be required to be finger-printed and have background checks before supervising students.

The Ashley Elementary personnel policies are outlined in the replacement language in the waivers and in the employment policies section of the innovation plan. The employee manual will be revised to reflect these waivers following approval of the innovation plan.

E. Operations - Transportation

As a neighborhood school, Ashley Elementary does not require any changes in transportation for students. Busing is provided in accordance with district policies.

Section III: EDUCATION PROGRAM

A. Curriculum

The mission of Ashley Elementary is to prepare students for success in middle school, high school and college by providing all students with a rigorous liberal arts education and exposure to the arts, sciences, languages, and technology. The curriculum at Ashley Elementary is the cornerstone to carry out this mission successfully. The below discussed curricular materials are drawn from the best practices of schools across the country serving similar demographics and achieving excellent results. Ashley will use research-based programs that are proven effective working with similar student populations. All instruction at Ashley Elementary will be aligned with the Common Core State Standards and Colorado Academic Standards. Lesson planning will utilize a backwards-planning approach, implementing the *Understanding by Design* framework, shown to provide a deeper understanding for students.

To begin with, Ashley Elementary will implement new curricula in literacy and mathematics. Teachers will develop curricula and assessments aligned to the Common Core State Standards (CCSS), using research-based materials and proven practices from a variety of sources. Waiver requests for the use of non-adopted curricular materials are included in Appendix D.

The following section describes the specific curriculum plan for each subject, the history of success with this approach and the materials and techniques that will be used to maximize learning and achievement. Ashley teachers need to internalize lesson objectives and curricular materials and be able to make the necessary data-driven adjustments to better serve their specific group of students. With that in mind, support around lesson plan development and curriculum implementation will be a focus of professional development. A substantial amount of time will be spent working collaboratively to develop lesson and unit plans that align with CCSS and draw from the research-based curricular materials. Teachers will collaborate to ensure that there is both horizontal and vertical alignment around their unit plans to best support student growth. This will be an ongoing conversation throughout the school year, where teachers are spending time together to assess progress on the curriculum and effectiveness of specific unit plans. Moreover, teachers will receive professional development for each of the various curricular materials with a focus on excellent implementation. The School Leadership Team will create or adopt lesson plan templates to provide teachers with a structure for how to develop their individual lesson plans. Teachers will receive feedback and support on the creation and implementation lesson plans. In order to support sustainability amongst staff, as well as best practices, collaboration will be fundamental to curriculum development. Daily Team Time will be used to collaborate on the development of lesson plans and evaluate the effectiveness of lessons on advancing student achievement.

Blended Learning Approach

Ashley Elementary School will implement an innovative blended learning instructional approach which will include a blend of teacher-led direct instruction and technology-based instruction employing digital and on-line resources. Pillars of blended learning at Ashley Elementary will be 1:1 technology for students and daily integration of technology in instruction.

The Blended Learning approach will include:

1) Technology Access

- 1:1 Technology for Students – (beginning with iPads in 2014)
- Computers in all Classrooms
- Promethean Boards for Instruction

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

- Skills blocks in reading & math using digital instructional resources
- Ed Modo portfolio and collaboration tools used across subjects
- Word Processing Initiative
- Technology enrichments

4) Learning Management System

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

5) Professional Development and Support for Implementation for Blended Learning

- Blended Learning Teacher Leader Role
- Blended Learning Committee
- Technical support for technology maintenance and use

6) Technology Based Communications

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

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

Literacy

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

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

Direct Instruction:

Reading Mastery is an effective, strategy-based, direct instruction program that is proven to help students decode and comprehend with fluency. This is a researched based, best practice program in many high performing schools that will be used for direct instruction within the literacy block. The Reading Mastery curriculum comes with a fully built out scope and sequence that is standards based and is designed to create strategy-based instruction with intensive, explicit, and systematic teaching that allows students to learn more efficiently and achieve a high rate of success. Lessons address the five essential components of reading; phonemic awareness, phonics and word analysis, fluency, vocabulary and comprehension, and are carefully scaffolded to reach a wide range of academic levels and build confidence and independence. Lessons also provide word recognition and spelling instruction to help students make the connection between decoding and spelling patterns in English. Ongoing assessments that align to Common Core Standards create specific guidelines for remediation and informed instruction. Reading Mastery is used around the country at high-performing schools with similar populations including Rocky Mountain Prep, University Prep, Mastery Charter Schools, Equitas Academy and KIPP Raices.

Esperanza Program (Spanish language reading program for grades K-2; Intervention program for K-3; <http://www.valleyspeech.org/esperanza.html>) The Esperanza program is a Spanish multisensory structured language approach for reading, writing and spelling. The goal of the Esperanza program is to provide a multisensory, sequential, systematic approach to achieve Spanish literacy. The Esperanza program has an early childhood program called "Lenguaje y Lectura." This program focuses on early literacy skills. Its components include phonological awareness, the alphabetic principle, letter and sound correspondences, early writing skills, oral language and comprehension. The next level of the Esperanza program is designed for the emergent reader. The goal of this level of the Esperanza program is to systematically and cumulatively develop a strong knowledge of the structure of the Spanish language so that the student can read, write, and spell in his primary language. The Esperanza transition program for the English language should be implemented by eight years of age. The student could then apply his knowledge of phonology and the rules of one language for the acquisition of his second language. Subsequently, a structured English language arts program could be

incorporated into the classroom while also maintaining a student's primary language skills. Ideally, you would have a "true" bilingual and biliterate student. The most important point to make about the Esperanza Program is that it is a balanced approach for language arts. It meets all the descriptors for a balanced approach to literacy as defined by the National Literacy Panel. The Esperanza program can be used as an intervention program for Spanish speaking students.

Small Group Instruction:

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

Blended Reading:

Online and digital content, instruction, and assessments will be used during the blended reading time. Some of the curricular materials that may be used are listed below.

Accelerated Reader will continue to be used as an instructional tool for reading comprehension during the blended reading time. AR is available in English and Spanish and. The program assists in personalizing and guiding independent reading practice, provides online support and quiz information for teachers as well as increases parental support through web-based, school-to-home communications. AR utilizes the ATOS readability formula—a verified measure of quantitative text complexity for the Common Core State Standards. Research among key federally funded organizations charged with evaluating educational products show that AR is effective in improving students' reading achievement.

Imagine Learning is a language and literacy software program that features interactive activities, videos, and games. It is research based and adapts instruction to each student's needs. Imagine Learning provides strategic first-language instruction in Spanish to facilitate and enhance English language learning. Imagine Learning incorporates the five components of reading: phonological awareness, phonics, fluency, vocabulary, and comprehension and addresses the CCSS. Ongoing assessments allow students, parents, and teachers to track progress and personalize the learning experience.

Digital leveled books are also available in English and Spanish through **Raz-Kids**, **Reading A-Z**, and **TumbleBooks**.

Writing:

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

Write from the Beginning...and Beyond is a developmental writing program created by Jane Buckner that may be used to supplement the writing curriculum. *Write from the Beginning* includes narrative and expository writing utilizing *Thinking Maps*. Teachers build upon and extend student learning using Modeled Instruction, Analytic Rubrics, and Focused Mini-Lessons. Ashley teachers are piloting *Write from the Beginning* in the coming year and will make recommendations for how the materials would fit best in the curriculum at the end of the year.

Step-Up to Writing will be used for providing direct instruction to the whole group or via mini-lessons. Designed to create a common writing language and approach across grade levels and content areas, Step-Up to Writing incorporates effective instructional strategies and scoring standards that are familiar to all students and teachers and meet the CCSS. The program provides research-validated, hands-on, multisensory writing strategies and writing activities that help students become proficient in the areas of informational/explanatory, narrative writing and personal narrative, and opinion pieces. These strategies also foster development of critical thinking, reading comprehension, and listening and speaking skills and help establish writing as a process rather than as an end product. *Step Up to Writing* has been effective with both English Language Learners and students with exceptional needs, particularly because of the multisensory approach and the comprehension skills that are embedded as well as the

visual reminders and interactive materials. Classroom reproducible materials are available in English and Spanish.

Handwriting Without Tears is a research-based curriculum that provides developmentally appropriate, multisensory tools and strategies for teaching handwriting. It is crucial for academic achievement that Ashley Elementary students master handwriting effectively and efficiently so they can focus on the academic content aligned with the Common Core Standards as opposed to the mechanics of handwriting and note taking. In addition, there is research that correlates handwriting ability with achievement in other subject areas. The program follows research that demonstrates children learn more effectively by actively doing, with materials that address all styles of learning. Teachers will take full advantage of the workbooks and teacher's guides by grade that outline specific lesson plans, multisensory teaching tactics and student lead learn and check.

TypingWeb is an online tutorial on typing and keyboarding that includes entertaining typing games for practice and assessments of keyboarding skills. Teachers are able to administer and manage student accounts, track student progress and create student groups online. TypingWeb's proven curriculum aligns with the CCSS initiative for writing, preparing students for typing mastery and success. TypingWeb or a similar program will be used for the Ashley Elementary Word Processing Initiative.

Mathematics

Ashley students will receive up to 90 minutes of math instruction daily. The math block will include direct instruction, collaborative problem-solving, technology-based instruction, and opportunities for practice to develop fluency in computation. A minimum of 20 minutes each day will be dedicated to math skill development using the blended learning approach.

Go Math! is a research-based math program recently developed by Houghton Mifflin Harcourt. The Go Math! program is aligned to the CCSS and works toward mastery of concepts and skills. The program is technology driven with video based lessons and online access to student materials and home school connections. The curricular materials are designed to complete grade level concepts by April of the year and then move on the following year's learning objectives. Go Math! is available in English and Spanish and was recently selected by New York City as an approved math program.

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

Science

Students at Ashley Elementary School will engage in hands on science every other day for 45 minutes or the equivalent over the course of the calendar year. Using the **Full Option Science System (FOSS)** science curricular materials as a foundation, teachers will use an *Understanding by Design* approach to develop lesson plans that align to the CCSS. FOSS is a research-based science program for grades K-8 which was designated by the University of California at Berkeley in collaboration with the National Science Foundation. The FOSS program is focused both on science content and processes; builds critical thinking, literacy and inquiry skills; and has been shown to be effective with low-income students. The science curriculum scope and sequence will align to the CCSS and ensure that 5th grade students are well prepared for success on the state science assessment.

Social Studies

Ashley students will explore the culture of others, relate to the cultures of study, and share their own culturally diverse backgrounds. A greater social awareness is key to the academic success and moral character that Ashley Elementary is committed to developing in its students. **Social Studies Alive!** is a theory and research based active instruction curriculum published by TCI. These curricular materials provide strong content and instruction balanced with hands-on-experiences to ensure students are building critical thinking skills, while mastering content that is aligned with the CCSS. *Social Studies Alive!* programs teach students about the world around them in ways that make them excited to learn every day. The curricular materials include resources such as Big Books (navigable text & instructional images), Lesson Guides that include assessments, Lesson Masters (reproducible student and teacher masters for activities), Solutions for Effective Instruction, Visuals, and Poster Placards (full-color picture cards that support hands-on activities), and Audio Tracks (musical recordings, dramatic readings, and audio effects), as well as Spanish translations of Student Handouts in all Teacher Editions. These and other materials will make up the Ashley Elementary social studies curriculum which will be delivered for 45 minutes every other day or the equivalent across the calendar year. The social studies curriculum scope and sequence will align to the CCSS and ensure that 4th grade students are well prepared for success on the state social studies assessment.

Electives

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

Scope/Sequence

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

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

In addition to the specific curricular resources outlined in the previous section, we will augment the curriculum with other resources as needed to meet the needs of our students. A full scope and sequence will be developed following the approval of the innovation plan. A sample scope and sequence for one grade level is provided in Appendix L.

Class Size

As a neighborhood boundary school, Ashley Elementary does will not cap class sizes but will follow the district recommended class sizes of 28 per class in K-2nd grades and 30 per class 3rd-5th grades. Regardless of class size, the proposed model would add a second educator to each classroom by employing instructional paraprofessionals, Denver Teacher Residents, interns, and student teachers, reducing the teacher-student ratio.

Timeline of Curriculum Development

Ashley Elementary teachers and leaders will be provided with stipends to plan and create a scope and sequence for the 2014-2015 academic year in the spring and summer of 2014. Using the CCSS as a guide, Ashley Elementary will use the Understanding by Design method to map lesson plans, curricular materials, and assessments to essential learning goals. Once developed, teachers will review and revise the curriculum throughout the year in grade level teams.

B. School Schedule & Calendar

Calendar

Ashley Elementary School will develop a school calendar annually that meets or exceeds district and state length of time requirements and supports the implementation of the innovation plan.

Proposed changes to the district calendar for the 2014-2015 school year include: changing the dates of the six planning/assessment days to match the school's 6 week assessment cycle, adding six professional development days for teachers prior to the start of the school year, and adding a two week summer academy for students who have not met grade level academic standards. Adding 10 days to the year for students who are not yet proficient increases instructional time by 70 hours, providing an opportunity for students who are behind academically to catch up and begin the year prepared to succeed.

The Ashley Elementary SLT will determine extra duty compensation for extended day and year hours and additional roles and responsibilities based on the amount of additional time and/or level of additional responsibilities.

As an example, the current DCTA hourly rate for the expanded learning time pilot extra duty compensation is \$28 per hour. In the sample schedule, teachers would work 45 minutes more per day for the 172 student contact days for a total of 129 additional hours. Six eight-hour professional development days are also proposed for a total of 48 additional hours. If the SLT chose to base the extended time compensation on \$28 per hour, the stipend for this proposed schedule and calendar would be approximately \$5,000.

Student Schedule

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

The proposed student schedule for the 2014-2015 year for K-5 is 8:00am to 4:00pm four days a week and 8:00am to 3:00pm (early release) or 9:00am to 4:00pm (late start) one day a week. This schedule provides 285 minutes (4.75 hours) more per week than the average 7 hour school day provided in most elementary schools.

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

The ECE program may maintain a shorter day with an afterschool childcare option available at the school. The ECE team will research the best approach and present recommendations to the Ashley Elementary School Leadership Team for approval.

The Ashley Elementary School Leadership Team will determine the actual school calendar and daily schedule annually in the spring.

Extended time, when used effectively, has resulted in significantly increased academic achievement in schools across the country and is expected to be a major contributor to increasing achievement for students at Ashley Elementary School.

ASHLEY ELEMENTARY					
SAMPLE WEEKLY SCHEDULE FOR STUDENTS					
	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:00 am	Arrival	Arrival	Arrival	Arrival	Arrival
30 min	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting
180 min	Literacy Block	Literacy Block	Literacy Block	Literacy Block	Literacy Block
45 min	Lunch/Recess	Lunch/Recess	Lunch/Recess	Lunch/Recess	Lunch/Recess
45 min	ELD, Spanish, or Specials	ELD, Spanish, or Specials	ELD, Spanish, or Specials	ELD, Spanish, or Specials	ELD, Spanish, or Specials
90 min	Math Block	Math Block	Math Block	Math Block	Math Block
45 min	Science/ Social Studies	Science/ Social Studies	Science/ Social Studies	Science/ Social Studies	Science/ Social Studies
45 min	Enrichment	Enrichment	3:00 pm Early Release Day	Enrichment	Enrichment
4:00pm	Dismissal	Dismissal		Dismissal	Dismissal

Teacher Schedule

Teacher schedules will be developed annually to accommodate the scheduling needs of students. Teachers will work a longer day and will be compensated for their additional time. In addition, teachers will be provided with extended professional development and collaboration time to support the implementation of the innovation plan.

The proposed teacher schedule for the 2014-2015 year is 7:30am to 4:15pm. This schedule increases teacher time by 225 minutes (3.75 hours) per week. In addition to maintaining 45 minutes a day of individual planning, this schedule adds 405 minutes (6.75 hours) per week for professional learning and collaborative planning.

ASHLEY ELEMENTARY					
SAMPLE WEEKLY SCHEDULE FOR TEACHERS					
	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
7:30 am	Arrival	Arrival		Arrival	Arrival
30 min	Faculty Community	Faculty Community	7:45 Arrival	Faculty Community	Faculty Community
30 min	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting
45 min	INDIVIDUAL PLAN	INDIVIDUAL PLAN	INDIVIDUAL PLAN	INDIVIDUAL PLAN	INDIVIDUAL PLAN
135 min	Literacy Block	Literacy Block	Literacy Block	Literacy Block	Literacy Block
45 min	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
45 min	TEAM PLAN	TEAM PLAN	TEAM PLAN	TEAM PLAN	TEAM PLAN
90 min	Math Block	Math Block	Math Block	Math Block	Math Block
45 min	Science/ Social Studies	Science/ Social Studies	Science/ Social Studies	Science/ Social Studies	Science/ Social Studies
45 min	Enrichment	Enrichment	All Staff PD 3:15pm-4:15pm	Enrichment	Enrichment
4:15pm	Departure	Departure		Departure	Departure

C. Progress Monitoring and Assessment

Assessments

At Ashley elementary, student achievement is our top priority. Therefore, regular student assessment is our biggest tool to ensure our students catch up and keep up academically. Ashley Elementary is planning to use an array of different assessments throughout the year to evaluate the progress of students and the performance of the school.

Ashley Elementary will adhere to the district recommended timeline for CMAS, including PARCC English language arts and mathematics, as well as science and social studies and WIDA-ACCESS testing

as an absolute bar of progress and point of comparison with other schools.

Ashley Elementary will also use nationally normed assessments and diagnostic assessments. Terra Nova will provide benchmark assessment data for our students on a national landscape and will be given three times a year, in the fall, winter and spring. Ashley will work with the district and state on identifying an early reading assessment that meets the requirements of the READ Act. Ashley will work with high performing charter schools to develop or identify short cycle assessments in reading, writing and math to be administered every six weeks. In addition weekly performance tests will be given to measure mastery of essential learning goals and progress toward standards in literacy and mathematics. These school created assessments will be directly aligned to the Common Core State Standards.

Progress Monitoring

Performance goals for the school will be established by the school principal and clearly communicated to students and staff at the beginning of the year. Individual growth targets will also be set for students. Progress will be monitored weekly using curriculum-embedded assessments. At the end of each six week learning cycle, assessments will be administered to monitor student progress toward mastery of the standards. Additionally, three times a year, TerraNova assessments will be used to measure the performance of our students on a national scale and to predict outcomes on the state assessments. Progress monitoring data will be used to implement corrective actions for under-performing students and teachers as necessary.

Ashley Elementary is committed to frequent assessment of students because it allows us to intervene with struggling students immediately and frequently. Failure to meet a 65% or higher on weekly internal assessments will trigger immediate interventions. Interventions will include close parental communication and using the Response to Intervention process to troubleshoot.

As indicated in the previous section, classroom assessments and progress monitoring happens on a weekly basis and data is used constantly to inform instruction and better hone educational practice. Following each six-week assessment cycle, teachers submit to their assigned evaluator a plan for re-teaching standards at the start of the following cycle. A snapshot of cumulative progress will be communicated to students and their families every three weeks when progress reports are sent home. Administration will conduct professional development training and instructional planning sessions every six weeks at the end of each teaching and assessment cycle.

School administration will be responsible for collecting and analyzing assessment data. School made data trackers as well as district systems such as Infinite Campus, Parent and Student Portals, and Ed Modo will be used to collect, analyze, and report student assessment data. PARCC, WIDA-Access, Terra Nova, short cycle assessments, and weekly performance data will be gathered, triangulated, and analyzed by the principal and deans. Ultimately the principal, with the help of the Director of Operations, will be responsible for warehousing the data, interpreting the data for classroom teachers, and facilitating professional development based on performance findings.

Promotion & Retention Policies

Retention decisions for students performing below grade-level in core content areas will be made based on reading and math achievement levels as determined by multiple metrics. The principal, deans, teacher, and parents will confer prior to the end of the school year about the student’s progress. If students are making insufficient progress, an academic plan will be prepared and grade retention may be recommended to the School Leadership Team by the principal, deans, teacher, or parents or the SIT.

If the Ashley Elementary School Leadership Team approves the grade retention of a student, the student will be retained. Parents will not have the ability to override the decision of the School Leadership Team. Parents will be made aware of this policy at orientation, at the time of registration for all mid-year enrollees. The school will regularly communicate student performance to parents/guardians.

Performance Goals

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

School Performance Targets (Innovation Years 1-4) ¹							
	Expected TCAP (MGP) (Grades 4-10)	Expected TCAP % Proficient-Reading (Grades 3-10)	Expected TCAP % Proficient-Math (Grades 3-10)	Expected TCAP % Proficient – Writing (Grades 3-10)	Expected TCAP % Proficient - Science (Grades 3-10)	Expected Early Rdg Assmt % on grade level (Grades K-3)	Expected MGP on new WIDA-Access
<i>Meets Standard on SPF Rubric</i>	<i>Above 50</i>	<i>At least 50%</i>	<i>At least 40% (elem.) 50% (middle) 20% (high)</i>	<i>At least 40%</i>	<i>At least 30%</i>	<i>At least 50% of students at or above grade level</i>	<i>*Current CELA MGP at or above 50</i>
Year 1	60	45	50	30	15	40	60
Year 2	60	50	55	35	20	45	60
Year 3	60	55	60	40	25	50	60
Year 4	60	60	65	45	30	55	60

¹ 2012 SPF Rubric for Elementary School Level can be accessed at the following website- http://spf.dpsk12.org/documents/current/documentation/SPF_Rubrics_ES.pdf

D. English Language Acquisition

Identification

The Ashley Elementary Office Manager, under the supervision of the principal, will be in charge of collecting and administering the DPS Home Language Questionnaire. This information will be one part of the data used to assess both academic services and family communication plans.

Ashley Elementary School serves its ELL students in accordance with all applicable Federal Laws and Regulations and in compliance with Section 22-24-105 of the Colorado Revised Statutes. The staff of Ashley Elementary School will adhere to the following plan with ELL students:

- Upon enrollment into the school, all students will receive a home-language survey of languages spoken in the home.
- Students whose dominant language is not English will receive regular assessment of reading, written, and spoken English proficiency through the standard administration of the WIDA-Access test, TerraNova and STEP literacy test.
- Parents will be notified about placement in a language instruction educational program no later than 30 days after the beginning of school in a manner that they can understand and make well-informed decisions about the participation in programs and services.
- Educational Programs will be responsive to students' specific needs and in compliance with state and federal guidelines. Screening will take place within 10 days of entering school and English language development service will begin within 30 days.

Students in the ELA program will be evaluated upon enrollment and throughout the year using the annual WIDA-Access testing, Terra Nova three times a year, and literacy testing every six weeks.

The school will create the most accepting cultural atmosphere possible, such that students of all backgrounds and languages feel welcome and valued. For any parent with limited English proficiency, all school correspondences, written and verbal, are communicated in English and Spanish. Students will not be excluded from any curricular or extracurricular activities based on their level of English proficiency. Students will not be placed in Special Education classes based on their level of English proficiency.

Program Design and Curriculum

TNLI Program: The Gómez & Gómez Dual Language Enrichment Model

Ashley Elementary will implement The Gómez & Gómez Dual Language Enrichment (DLE) Model, instead of Traditional Bilingual Education (TBE) programs such as Early or Late Exit Bilingual programs, in ELA-S classrooms. The Gómez & Gómez DLE Model is a research-based and proven model that can be implemented by choosing either the Two Way Program or the One Way Program. Both programs are similar in terms of instruction and key components for

language development. The Two Way Program is implemented in all classrooms with all students, while in the One Way Program is implemented only in the ELA-S classrooms with English Language Learners. For the short term, Ashley Elementary will implement the One Way Program of The Gómez & Gómez DLE Model. The SLT will consider the impact and viability of implementing the Two Way DLE Model in the future and will prioritize Spanish speaking teachers in the hiring process to allow for expanded implementation of DLE.

DLE Model One Way Program

ECE-1st grades

English Language Learners (ELL) students in ELA-S classrooms will receive dual language instruction from an ELA-S teacher. Literacy instruction will be provided in Spanish for 120 minutes. English Language Development instruction will be provided for 45 minutes daily. Math instruction will be provided in English for 90 minutes using bilingual pairs; in Science and Social Studies instruction will be provided in Spanish for 45 minutes.

2nd-5th grades

English Language Learners (ELL) students in ELA-S classrooms will receive dual language instruction from an ELA-S teacher. Literacy instruction will be provided in Spanish for 90 minutes and English for 90 minutes using bilingual pairs. Math instruction will be provided in English for 90 minutes using bilingual pairs; Science and Social Studies instruction will be provided in Spanish for 45 minutes.

Key Components of the DLE Model

There are key elements of the DLE Model ECE-5th grades for both One Way and Two Way Programs. A commitment to enriched education for all requires fidelity of implementation that includes challenging, interactive and authentic instruction for all participating students.

- Language of the Day (LOD): All school and classroom activities not specifically designated a specific language of instruction adhere to what is called the Language of the Day (LOD), which alternates daily (MWF: Spanish/T-Th: English).
- Bilingual Pairs or Groups (2-3 pairs): Students are paired up based on language and content ability (hi-med; med-low) to support each other's language and content learning (pairs can change throughout the day).
- Bilingual Learning Centers (BLC) and Bilingual Research Centers (BRC): are interactive subject-based learning activities that support L1 and L2 learners. BLC are employed in PK-2nd grade (Reading, Math, Science, and Social Studies), while BRC are used in 3rd-5th grades (provides a focus on research, inquiry, and project-based learning).
- Conceptual Refinement (CR): Is a strategy used for 10-15 minutes at the end of each lesson for Reading, Math, Science and Social Studies to support L2 learners of respective content while at the same time support consistent academic rigor.

- Student-Generated Alphabets (SGA): Student created alphabets with grade appropriate vocabulary in both English and Spanish.
- Interactive Word Walls (WW): Teacher and student initiated Word Walls in English and Spanish in each DLE classroom.
- Project Based Learning (PBL): Inquiry-based approach for learning content through discovery, projects and research.
- Specialized Content-Area Vocabulary Enrichment Activities (SVE): are conducted once a week for approximately 15-20 minutes. They are contextualized, literature-based activities, not simply lists of vocabulary items.

Implementation

During the first year (2014-2015), ECE, Kindergarten, and 1st grades will be trained in and will implement the One-Way Dual Language Enrichment Model in ELA-S classrooms. Each year after year one, one grade level will add the One-Way Dual Language Enrichment Model to an ELA-S classroom. To support short and long-term academic success of all students, the goal is to achieve grade-level bilingualism and bi-literacy by the end of 5th grade.

ELD Curriculum

The National Geographic *Reach* program, currently being piloted in several DPS schools, will be used as the English Language Development (ELD) curriculum for ELA-E classrooms. An ELA-E teacher will provide ELD classes for 45 minutes daily to ELL students in ELA-E classrooms.

Students in ELA-S classrooms will receive ELD instruction as part of the One-Way Dual Language Enrichment Model.

ELA Strategies

Ashley Elementary School will use a significant number of whole-school strategies that strongly support the English Language Development of its students. These strategies are supported by the SIOP model and best practices in sheltered English instruction:

- Reading comprehension activity from the previous day, and it serves as both an anticipatory set and scaffold for new learning. Literary texts selected for their ability to create an immediate connection to the language and cultural experiences of our EL students.
- Flexible student groupings and opportunities to collaborate and cooperate in small groups.
- L1 (native language instruction) used to supplement direct instruction for content skill and concept recognition.
- Oral fluency and expression and reading comprehension skill development through modeled, shared, interactive, and guided instruction.

- Four separate literacy blocks for forty minutes each.
- Extended school year & day.
- Consistent school culture that maximizes time on task in each class.
- Strong vocabulary instruction within the reading blocks.
- Regular direct instruction in reading and writing content.
- Strong visual culture (word walls, picture-rich packets, etc.).
- Goal of every student speaking in every class every day.
- Safe space to learn (no making fun of others or fear of being mocked).

The principal of Ashley Elementary will be responsible for overseeing the ELA program and will receive regular professional development regarding appropriate assessment and implementation of the ELA program. The current principal has experience as an ELA-S teacher and ELL program leader, demonstrating results in making academic gains. All teachers must have an endorsement in linguistically diverse education. Teachers at Ashley Elementary receive professional development on appropriate support for students designated as English Language Learners. In addition, professional development will be provided focused explicitly on techniques for building language development with individual students, when and how to provide native language supports, and understanding the SIOP model. Educators who provide specific interventions described above will receive small-group training on those interventions.

Criteria for Exit/Re-designation from ELL Program

Students who meet the exit criteria are identified to be exited from the ELL program and are monitored for two years by the dean or deans. Exit records therefore indicate that the student's academic success will be monitored for at least two years after exit from ELL services. This follow up is done by the dean in tandem with the administrative leadership team and mainstream teachers. The dean notifies classroom teachers, the administrative leadership team, and parents, all of whom collaborate, agree and sign the district ELA Re-designation Review Form. Documentation of the exit decision is included in the student's cumulative folder as well as copies of those records maintained in the dean's files. Criteria for exit/re-designation include but are not necessarily limited to:

- a) Student's ability to score a level 5 (Advanced Proficient) on the WIDA and proficient level on TerraNova. These assessment scores ensures that all four skills (listening, speaking, reading, and writing) are assessed before a student is exited from ELL services.
- b) Student meets (Proficient) or exceeds (Advanced) as measured by TerraNova in Reading, Writing, and Math assessments.
- c) Student's observed ability to function effectively in mainstream classes and to progress as well as English proficient peers. This includes being able to work at the pace of the class and being able to use regular mainstream classroom materials. Students should be performing at or above grade level in all academic classes.
- d) Qualitative and quantitative input from the teachers and parents are considered.
- e) Majority of work samples demonstrate proficiency and mastery of grade level objectives.

- f) Parent requests for exit from the ELL program may at times supersede some of the above criteria, but parents must sign a waiver asking that their students not be assigned to ELL services. Educational consequences and outcomes of this decision are carefully explained to parents or guardians prior to making the decision.

Monitoring Exited/Redesignated ELLs. Monitoring is required for two years after a student exits ELL program services and appropriate records of student progress will be maintained by the dean or deans. Monitoring may include any or all of the following:

- Trimester review of grades
- Local and interim assessments
- Required state assessments
- Teacher observation
- Teachers may offer support to monitored students as they would for any student seeking additional assistance with classroom work, instruction, or assessment.
- Monitoring is not an extension of the language instructional program.
- Students who are monitored will not be counted as ELLs in any state or federal data collection systems for the purpose of acquiring state or federal funding.

E. Special Education

The staff of Ashley Elementary School, led by the Special Education teacher and supported by district officials will participate in identifying and referring students for assessment of special education needs, developing IEPs, maintaining records and collaborating in the delivery of these services as appropriate. Staff will use the benchmark and progress monitoring data compiled by the SIT team, along with diagnostic and other norm referenced tools to identify educational disabilities and the need for specially designed instruction. All evaluations to determine a student's eligibility for Special Education services will comply with the requirements of IDEA including the selection and administration of appropriate assessment tools and instruments. The team will work to ensure that cultural and linguistic diversity is considered throughout the process. English Language Learners in the RTI process will have their language acquisition and their area of academic need addressed simultaneously. In considering progress and response to intervention, ELL students will be compared to other students that have similar language development, as opposed to typical normative data in an attempt to avoid misidentification. ELL students that are being considered for Special Education referrals will be referred to the district's Multilingual Assessment Team for assessment in their native language. Ashley Elementary will implement the RTI/SIT process systemically and purposefully in order to avoid the misidentification of a disability.

Ashley Elementary School will engage in a thorough recruiting effort within the neighborhood the school is located, recruiting all students regardless of their special needs. Once students are admitted, staff members will reach out to families in order to welcome them, learn about the individual strengths and needs of the student, and prepare for excellent service delivery.

Ashley Elementary hires licensed special education teachers and recruits a targeted population that has experience working with students with disabilities from similar cultural and socio-

economic backgrounds. There are currently two special education teachers (2.0 FTE) serving 30 students on IEPs.

The entire school staff including the school's Special Education team, including special education teachers, paraprofessionals, and related service providers, provides a continuum of services to support student success in the general education curriculum. The school recognizes that all students with disabilities are entitled to FAPE a "Free and Appropriate Public Education" that is provided in the LRE "Least Restrictive Environment." These services include direct instruction outside of the general education classroom, integrated instruction and support inside the general education classroom, behavior interventions, and consultation with classroom teachers. Students with IEPs are included in the general education classroom to the maximum extent possible to meet their individual learning needs. Special Education providers "push in" to general education classrooms. These integrated services are tailored to the needs of the students, as identified in the IEP, and therefore they vary. Special education teachers may collaborate with the general education teacher to differentiate the lesson, co-teach, provide instruction to a small group for a mini-lesson, support individual students and groups during independent practice, integrate interventions or multimodality supports such as classroom visuals and manipulatives into instruction, provide ELL support, provide accommodations, and support assistive technology. Direct services outside of the general education classroom are mostly reserved for targeted instruction of discrete skills with remediation and research-based programs. Students with IEPs that have stronger skill sets can also access these interventions in the Tier II general education, and therefore are enabled to be further included in content areas. Direct services can also include intensive support of general education objectives via pre-teaching, extended independent practice, re-teaching, and conceptual applications. The overall objective of these direct services is to support student growth and therefore student ability to access the general education curriculum. Special education providers also facilitate positive behavioral supports for students with emotional and developmental disabilities. The special education teacher facilitates the school psychologist, social worker, and speech pathologist to provide 1:1 and group clinical supports. Case managers may also provide tutoring and homework support.

As previously mentioned, Ashley Elementary will operate an integrated academic model where students at all levels will participate in heterogeneous classes, but will benefit from small group instruction and blended instruction as needed to improve academic achievement and mastery. This model provides multiple opportunities for special education services and specialized instruction without disruption to a student's daily schedule. Ashley special education teachers, paras, and special services providers who work an extended day will be provided with extended time stipends.

Students with disabilities will participate in the school wide assessment cycle, which includes annual WIDA testing, Terra Nova testing three times a year and STEP testing every six weeks as well as weekly curriculum embedded assessments of essential learning goals. In addition, Case managers track student progress in the general education and provide tutoring and homework support. Case managers use baseline data to set a targeted IEP goals in the student's area of disability, closely monitor the student's progress with curriculum based measures and behavior observation tools, and communicates the student's progress to administration,

instruction. Expectations are taught, reinforced and monitored in all settings by all adults. Discipline and other data inform the design of interventions that are preventative and proactive.

- **Tier II** – targeted small group instruction - intensive specialized interventions for students identified as at-risk of academic, social or behavioral challenges or identified as underachieving who require specific supports to make sufficient progress in general education. This also applies to students who are in need of gifted and talented supports. Supports are provided with consistency by highly trained teachers and include progress monitoring and assessments presented at students’ instructional levels to measure growth towards benchmarks.
- **Tier III** - individualized intervention by specialists and/or referral for special education or gifted programs based on ongoing progress monitoring and/or diagnostic assessment.

A variety of interventions will be offered by teachers to support academic needs. Leveled Literacy intervention is provided one-on-three to students K-3, as needed as the proven, research-based program used for struggling readers.

There will also be multiple support systems built into the school to ensure student’s mental, emotional, social, developmental, and health needs are met, and both health and mental health personnel will be assigned to the school to coordinate these services. Student needs will be assessed and appropriate support will be scheduled in collaboration with the classroom teacher and support staff.

Ashley Elementary will use a Student Intervention Team (SIT) to works with all general education teachers to support differentiation and Tier II & II interventions. The SIT team will implement a universal screening using normative data tools and other curriculum based measures to identify students for Tier II interventions that target specific areas of need. These Tier II interventions include, but are not limited to, small group instruction within the general education classroom, ELL supports and programming, affective education, and research based programs. The progress of students receiving Tier II interventions will be monitored weekly by the SIT team. If students aren’t achieving their aim-line or responding to these Tier II interventions (6 week period), they will be referred for Tier III interventions and the SIT team will work to identify a root cause of the academic struggle and create a full SIT plan to address this need. All Tier III interventions will be research proven. These interventions may include, but are not limited to, Wilson Reading System, Foundations, Spellography, ALEKS and Why Try. All SIT plans will be closely monitored and measured for efficacy; the team will make alterations when necessary and give referrals to Special Education when appropriate.

G. Gifted and Talented Students

The blended learning design, data-driven instructional grouping, and enrichments offered at Ashley Elementary School are uniquely suited to challenging and empowering of gifted and talented students through differentiated curriculum and assessments, enrichment, and advanced learning opportunities. Collaborative projects will also encourage students to take

action on real world problems and to make their work public in meaningful ways. Because students identified as gifted and talented (G/T) will not be isolated in classes with others identified as G/T, they will learn to work in diverse groups and to collaborate with students who have other talents and interests.

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

The top performing students at Ashley will receive advanced learning opportunities such as curriculum compacting or acceleration, clustering of high performing students for instruction, and enrichment opportunities even if they are not all identified as gifted and talented.

A nomination form describing the district HGT magnet program and information about the nomination process will be distributed each fall to all students in the Denver Public Schools. This district HGT magnet program is available for all students who qualify based on demonstrated achievement, tested potential, teacher recommendations, identifiable characteristics and/or demonstrated need. These students make up approximately 2% of the student population.

Each identified gifted and talented student will receive an Advanced Learning Plan (ALP). Gifted and talented students often have unique social/emotional needs coupled with advanced intellectual abilities. Advanced Learning Plans can provide avenues for gifted students to realize their potential and experience success. The ALP will provide documentation for gifted education services in the student's areas of strengths, the student's yearly growth, and the ways that the student's academic, social, and emotional needs will be addressed. This establishes a partnership among the gifted student, the classroom teacher, the parent/guardian, and the gifted education specialist at the school.

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

H. Supplemental Programming

Health and Mental Health Services

Ashley Elementary offers a variety of health and mental health services to students and families. Services are provided during the school day by: a school psychologist (4 days a week), Jewish Family Services mental health (1.5 days and week), and a school nurse (3 days a week).

Extended Day Enrichments

Ashley Elementary will provide a longer school day and school year so that all students have sufficient time and resources to master academic content, as well as participate in structured enrichment activities. Teachers and community providers will offer enrichment during the extended day that may include: interventions, advanced math and science classes, Spanish, dance, theater, visual arts, and athletics. In addition to these built-in school programs, Ashley Elementary will work to build community partners in the Near Northeast that will promote academics as well as positive, healthy behavior for our students and their families. Examples of existing and potential partnerships include: the Denver Public Library, Girls on the Run, Boys and Girls Club, Beacons, Denver Kids, Denver Parks and Recreation, Earth Force, Boy and Girl Scouts of America, Fit Fun, Rapids Soccer, Rocky Mountain Children's Choir, Colorado Youth Symphony Orchestra, Music Tree, Johnson & Wales University, and Denver School of the Arts. Ashley Elementary will vet enrichment programs and providers, establish partnerships with organizations, communicate opportunities to students and families, and encourage participation. Potential partnerships will be researched in the 2013-2014 year, ensuring partners are secured for the start of school in 2014.

Extended Year Academics

Ashley Elementary will provide a two-week Summer Academy that will be mandatory for students who have not met grade level standards by the end of the year.

Section IV: TEACHING

A. Teacher Recruitment, Hiring, & Retention

At Ashley Elementary we know that good teaching matters. Research consistently shows effective teaching is the single most important school-based factor that advances student learning. Therefore, Ashley will aggressively recruit top candidates for based on our primary criteria for hiring teachers; mission compatibility, demonstrated student achievement with a similar student population, the capacity to communicate and work effectively across differences of race, class, gender, and sexual orientation (among others), communication skills, and work ethic/resilience. In addition, the hiring team will screen deeply at every stage for cultural competence, specific experience with the target demographics and review a variety of factors and experiences that predict authentic relationships and success with students.

Ashley Elementary will not adhere to the district staffing cycle; it will post vacancies when they become open. The school will work with the district HR office to post positions through the district website. In addition to this posting, the school will engage in independent outreach efforts to recruit candidates outside of the centralized recruitment channels. Recruiting efforts will take full advantage of our local and national partners and online job boards. Some of these include: Teach for America, Denver Public Schools and a variety of local and national universities and schools of education.

Ashley elementary school classroom teachers will be required to hold a Colorado license. Students will receive core academic instruction by teachers who meet the criteria for “highly qualified” in accordance with the Elementary and Secondary Education Act (ESEA). Licensed or non-licensed personnel may be hired to provide supplemental instruction and enrichment. Finger printing and background checks will be required for anyone who supervises students.

The school will consider all eligible applicants, including district teachers who apply to transfer for vacancies. Transfers will not receive priority consideration. Ashley Elementary will not accept direct placements from the district or assignment of unassigned non-probationary teachers. The Ashley Elementary principal, in consultation with the SLT, will make decisions related to Reduction in Building Staff (RIBS) and selection of candidates for vacancies.

A temporary hiring committee will be constructed for each vacant position. The hiring committee will make recommendations on candidates with final determination to be made by the school principal. To the extent possible, the hiring committee will include representatives from all staffing areas that will be affected by the new hire, such as the teaching team, an administrator, special education, and support staff. Applicants with promising resumes complete written questions, and then will be called for 30-minute phone screens, and applicants that pass this screen will be invited for in-person, full-day interviews that involve teaching a sample lesson, observing a lesson and meeting with members of the hiring committee. All candidates will be required to pass a DPS background check, which will be conducted through the district HR process.

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

B. Teacher Coaching

Feedback, coaching, and professional development are an integral part of the success of the Ashley Elementary innovation plan. Administrators support teachers by reviewing student academic data, supporting management, and supporting implementation of school-wide cultural and instructional norms. Ashley Elementary will use Doug Lemov's *Teach Like a Champion* book as a primary resource for instructional strategies and teachers will be regularly coached on the implementation and refinement of these techniques as well as curriculum-specific teacher coaching and training. Ashley Elementary will use the LEAP teacher effectiveness rubric as a framework for prioritizing growth goals and providing professional development, coaching, and support.

Teachers will receive feedback at least every two weeks. The principal and deans will be the assigned evaluators conducting formal observations and feedback and evaluating performance based on the LEAP teacher effectiveness rubric two times a year. Teachers will receive frequent (every other week) informal observations and feedback as well as coaching and support from the principal, dean, and teacher leaders / teacher effectiveness coaches. Review of instructional plans and student achievement data will be a regular part of the supervision and coaching conversations.

C. Teacher Evaluation

The Ashley Elementary School innovation plan is intended to support teachers, at all stages of their professional development. Teacher evaluation is meant to identify the current strengths and challenges of teachers, to identify professional growth opportunities and supports, and to monitor progress toward becoming a highly effective teacher. Ashley Elementary recognizes that teachers who are new to teaching or new to their position will experience a learning curve. Therefore, teacher evaluations will take into account growth toward teaching standards in addition to mastery of standards.

Evaluation of educators will be the responsibility of school leaders. Each teacher will be assigned an evaluator from the administrative team (principal or deans). Evaluators will be trained to conduct evaluations but will not be required to hold a principal license. Coaching Cycle: The evaluator as well as teacher leaders will observe educators informally on a bi-weekly basis and provide oral and written feedback on instruction. The assigned evaluator will also

observe each educator formally two times a year, completing a detailed observation protocol for a full-period observation. Twice a year, educators formally meet with their assigned evaluator for mid-year and end of year reviews, where performance is discussed with respect to the formal evaluations of educator effectiveness including student performance data and the LEAP teacher effectiveness rubric. Ashley Elementary will make modifications to LEAP specific to the innovation plan such as participating in the selection of peer observers with expertise in blended learning and dual language instruction and modifying the rubric to include these key focus areas in school culture and instruction.

The founding Ashley Elementary teachers and staff, hired prior to the approval of the innovation plan, will retain the employment terms under which they were hired. Non-renewal of probationary teachers and dismissal of non-probationary teachers will follow district policies and procedures.

Ashley Elementary teachers and staff hired after the Board's approval of the innovation plan will receive annual contracts. Poor performance of teachers on annual contracts will result in additional conferences with the assigned evaluator, a performance management and support plan with regular monitoring, and, if these measures do not improve performance, possible mid-year dismissal or non-renewal of an annual contract.

The principal will consult with his district supervisor and district HR partner regarding performance management plans and any possible termination of any employee.

D. Professional Development

Ashley Elementary is committed to offering comprehensive professional development to staff prior to the academic school year through a two-week workshop prior to the start of the school year and an ongoing calendar of whole-school and team-based professional collaboration and learning. The professional development topics will be determined based on school-wide goals, individual teacher goals, and student achievement data identified throughout the year.

One-Time PD

In the Spring and Summer of 2014, Teachers will participate in training on: Literacy Instruction, Reading Mastery or Esperanza, and Go Math! In addition, teachers will work in collaborative groups to develop the literacy and math curricula using: principles of backward planning from Understanding by Design, Common Core State Standards, and newly adopted curricular materials.

Annual PD

At the start of each school year, Ashley Elementary teachers and leaders will convene for two weeks of professional development and team building. The focus will include developing all focuses for the year, and instructional planning time in grade level teams.

Daily Team Time

Grade level teams will have 45 minutes a day of common planning time to work together, analyze student data, and plan for and evaluate instruction. Team time will be used for grade

level business, coaching and feedback, instructional rounds, collaborative data analysis, and lesson planning and revisions to curriculum, instruction, and assessments.

Weekly Observation and Feedback

Teachers will be provided with frequent feedback on instruction through a weekly observation and feedback cycle with their assigned evaluator and teacher leaders / coaches. Individualized professional growth plans will be guided by information from observations, analysis of lesson plans, and student progress data.

Weekly Early Release Time

One afternoon a week, students will be released at 3pm and teachers will convene from 3:15pm to 4:15pm for professional development. This early dismissal for students will allow for educators to analyze data, meet in grade level groups, and participate in workshops led by the principal, teacher leaders, district staff, or outside experts.

6 Week Cycle of Learning

Every six weeks, interim assessments will be administered. Immediately following interim assessments, teachers will meet for a full day without students to collaboratively analyze student achievement on interim assessments and plan for the following six week cycle. Teachers will plan for: re-teaching concepts that were not mastered, re-grouping students based on data, revising lesson plans and curricular materials, and identifying professional development needs.

Additional PD Options

Additional professional training and development opportunities will be offered outside of the regular calendar and schedule. These classes will align to the innovation plan priorities and will offer staff options for expanding their expertise to new areas or deepening their learning. Examples include Spanish classes for educators and more in-depth technology integration classes.

Evaluation of PD

The professional development program will be evaluated regularly by the School Leadership Team. The evaluation of the professional development program will include analyzing its impact on teacher effectiveness and student achievement. If teacher effectiveness and/or student achievement are not increasing at an adequate rate to reach the school's goals, the SLT will determine necessary changes to the professional development program.

SAMPLE ASHLEY ELEMENTARY PROFESSIONAL DEVELOPMENT CALENDAR		
Date	Time	Topic
June 7 – 11	8:00am-4:00pm	Go Math!
June 14-16	8:00am-4:00pm	Reading Mastery / Esperanza
August 11	8:00am-4:00pm	Literacy Focus – LETRS Training
August 12	8:00am-4:00pm	Literacy Focus – LETRS Training
August 13	8:00am-4:00pm	Blended Learning – Literacy Implementation
August 14	8:00am-4:00pm	Blended Learning – Math Implementation
August 15	8:00am-4:00pm	Vision/Mission – Staff Culture & Team Building
August 18	8:00am-4:00pm	School Culture – Cultural Competency, Community
August 19	8:00am-4:00pm	School Culture – Behavioral Expectations, Transitions
August 20	8:00am-4:00pm	School Culture – Environment – Room Set Up
August 21	8:00am-4:00pm	Instruction – Data Driven Lesson Planning
August 22	8:00am-4:00pm	Instruction – Common Strategies
Aug 3 days	8:00am-4:00pm	One-Way Dual Language Model for ELA-S Teachers
August 27	3:15pm-5:15pm	School Culture – How are we doing?
Sept 3	3:15pm-5:15pm	Back to School Night – Sharing our Vision
Sept 10	3:15pm-5:15pm	Instruction – Data & Lesson Plan Protocols
Sept 17	3:15pm-5:15pm	Classroom Culture – Managing Instruction & Transitions
Sept 24	3:15pm-5:15pm	Instruction – Blended Learning
Oct 1	3:15pm-5:15pm	Instruction – Mastery Learning Objectives / Re-teaching
Oct 6	8:00am-4:00pm	6 week cycle – Data Analysis, Planning, & PD

E. Pedagogy

A recurring theme for Ashley Elementary is the emphasis on student achievement through quality teaching. Ashley will hire the best teachers and provide ongoing support and professional development to leverage strengths and implement rigorous and effective instruction. Through extensive research and site visits to some of the top performing elementary schools across the country, Ashley Elementary will implement instructional methodologies that include: direct instruction, inquiry-based collaboration, and technology-based instruction.

In direct instruction, teachers are expected to plan, dictate, and guide student learning. Gradually releasing responsibility to students (e.g. I do, we do, you do) requires students to participate, think and work during a lesson plan. The typical structure starts with the teacher providing new content to students while modeling thinking and problem solving strategies in an

explicit fashion. There will then be an opportunity for students to participate with the teacher on a problem similar to the one just presented. Students are encouraged to ask questions and discuss their thought process during the group dialogue. Finally, students will address a similar problem independently or as part of a small group and they are encouraged to take time with critical thinking before asking for help.

Ashley Elementary instruction will also utilize an inquiry-based workshop model to allow students to apply concepts and critical thinking independently, in pairs, or in groups. Students will have opportunities to collaborate, providing and receiving feedback from their peers. This instructional approach allows students to go deeper in their learning and allows teachers to evaluate mastery of essential learning goals through authentic assessments and demonstrations of learning.

Through Blended Learning, students will engage in technology-based content, instruction, assessments, and performances. Computers, iPads, and video technologies allow students to have access to rigorous content and instruction adapted to their individual learning needs. Students may also use technology for additional intervention to accelerate learning and master grade level standards or for expanded learning opportunities to advance learning beyond grade level standards.

Although all classes at Ashley Elementary will be heterogeneously grouped, student achievement data will inform flexible grouping and allow students to receive more customized instruction in specific academic skills. In a flexible group setting, students who struggled to grasp a concept might be grouped together and receive more personal attention from the teacher or associate. Simultaneously, students who understood the concept might be asked to perform a more challenging exercise related to the lesson.

Academic achievement and content mastery is essential in leading our students to and through college. In addition to the rigorous instructional strategies outlined above, Ashley will create a learning environment that clearly outlines skill and content objectives for lessons. Ongoing assessments will monitor proficiency levels and corrective action will be implemented as needed. Ashley Elementary will dedicate time in daily and weekly morning and community meetings to teach character and leadership development as well as academic strategies such as perseverance, public speaking, and collaboration.

Section V: GOVERNANCE & FINANCE

A. School Governance

Ashley Elementary believes that by revising the typical governance structure, the School Leadership Team (SLT) takes on a new and innovative role that will best meet the needs of Ashley's students. The School Leadership Team will provide a collaborative decision-making structure that involves parents, teachers and community representatives. The School Leadership Team will also have increased responsibilities within Ashley Elementary. The goal of the School Leadership Team is to unite Ashley's stakeholders, including its principal, parents, teachers, support staff, and community members around the common goal of planning and implementing strategies in a collaborative method to significantly increase student achievement.

The CSC will be replaced with the Ashley Elementary School Leadership Team (SLT). The SLT will comply with State Law on School Accountability Committees. The membership of the SLT will include 13 voting members determined through the following process.

Positions assigned by the principal:

- 1 Principal
- 2 Deans
- 1 Community Liaison

Positions elected by majority vote (serving 1 year terms):

- 4 Teachers
- 4 Parents
- 1 Support Staff Member

The SLT shall have the following responsibilities:

- Meeting at least once a month
- Recommending final candidates to DPS for the principal position (when a vacancy exists)
- Providing guidance and recommendations to the principal regarding all responsibilities of the CSC detailed in Policy BDFH in addition to the following:
 - Approving the school's annual budget
 - Determining and approving the school's master calendar and schedule
 - Making recommendations regarding the school's curriculum and instruction, culture and behavior, services for special populations, and use of school facilities

When significant changes are being proposed to the calendar, schedule, or educational programs, the school leader and the SLT will seek input from teachers and parents. In addition to its other duties and responsibilities, the SLT will provide input on the evaluation of: the educational programs, the SLT, the principal, and the innovation plan. Evaluations will include an annual, formal review focused on accountability for implementation of the innovation plan and progress toward achievement goals.

In the event that an annual review of the innovation plan surfaces a needed change that requires a substantive revision to the innovation plan, including a change that would require additional waivers, the SLT will make the decision to go forward and will lead the revision

process. The revision process would include: researching the proposed changes; gathering input from stakeholders; obtaining consent from the majority of teachers, administrators, and the school leadership team; documenting support from other school employees, students and parents of students enrolled in the school, and the community surrounding the school; submitting the revisions to the district for review, and obtaining approval from the DPS and state boards of education.

A **School Advisory Board (SAB)** composed of five to seven influential community members will serve as an accountability, advisory, and advocacy group for the school. The SAB will advise the principal and SLT on how to ensure that the school's actions are consistent with its mission, vision, and innovation plan and how to leverage and expand its resources to more efficiently and effectively achieve the school's goals.

The **School Principal** is the Instructional and Administrative Leader at Ashley Elementary and oversees the day to day operations of the school. The principal, working collaboratively with the SLT and with input from faculty, staff, parents, and community representatives, is responsible for decisions on curriculum, instruction, assessment, the selection, assignment and evaluation of all faculty and staff, development of the budget and compensation system, as well as general administrative duties. The principal's responsibilities are to the students and faculty of Ashley Elementary School. In order to be an effective leader, the principal, with input from the SLT, must be able to make full use of the school's resources (time, money, and people) to implement the innovation plan and reach its goals.

B. Budget and Policy Narrative

Ashley Elementary will strategically identify and allocate financial resources to ensure the effective implementation of its innovation plan.

Salaries

Ashley Elementary will budget based on actual v. average salaries. The current difference between Ashley Elementary salaries and the DPS average is estimated by the DPS budget office to be \$300,000. This amount is included in the proposed innovation budget as revenue and is reduced each year to reflect the potential diminishing of this revenue source if the school does not experience staff turnover and the actual school salaries increase over time.

Ashley Elementary will adopt a salary schedule that will meet or exceed the district's. Teachers will be provided with additional compensation for additional time, additional responsibilities, and/or additional level of performance as determined by the school SLT consistent with the innovation plan. For the purpose of budgeting, extended time stipends are estimated at \$5,000 per teacher per year with a percentage increase for inflation. Actual stipend amounts will be determined by the SLT using the process outlined in this plan.

The budget includes funding for paraprofessionals in ECE and Kindergarten classes and associates in 1st, 2nd and 3rd grade classes. Additional resources will be pursued to fund associate in 4th and 5th grade classes as well.

District Goods and Services

Ashley Elementary will annually select district services that align to the innovation plan. Ashley will opt out of central services when those services do not align or when more efficient and effective options are identified by the SLT.

Ashley will opt out of the district's literacy and mathematics curricular materials, interim assessments, and related professional development. The associated cost savings will be used to purchase and create new curricular materials, 6 week short-cycle assessments, and related professional development. The shortfall of will be covered using funding allocated to the school for this restructuring via a school improvement grant.

Ashley will purchase and maintain its own iPads and instructional technology. In addition to technology funding provided by the district, private donations have been identified and will be secured for purchasing the technology necessary to implement the 1:1 initiative outlined in the innovation plan. Technology maintenance and support will be provided by a dedicated staff member.

Increased Enrollment Plan

The innovation plan budgets for adding a third section at each grade level yearly until full build out in the 2018/2019 school year. Currently 29% of families in the Ashley boundary opt to send their children to other schools in the district and we believe that our plan will attract back the roughly 150 students.

Facilities Renovations

Enrollment is expected to increase to meet the demands of the neighborhood. Ashley Elementary would need to renovate the current facility to accommodate additional students by reconfiguring and/or adding classrooms to meet the increased demand. Some portion of the costs associated with reconfiguring the facility would need to be allocated by the district in order to increase enrollment. If the money is not available for making the necessary changes to the facility, the school's maximum enrollment will remain 392 students.

Other Revenue

Ashley Elementary leadership will work with the School Advisory Board and School Leadership Team to identify and pursue other grants, donations, and fundraising opportunities.

C. Facility

Ashley Elementary School will remain in its current facility. Facility renovations, as outlined in the budget section, may be necessary if increased student enrollment is realized as a result of effective implementation of the innovation plan.

Section VI: WAIVERS

A. District Policy Waivers

Ashley Elementary School requested and received waivers from DPS district policies. Below is a summary of the existing policy as well as replacement language for each of the policies that Ashley has been approved by the DPS Board of Education to waive out of.

B. State Statute & Rules Waivers

Ashley Elementary School is requesting waivers from state statutes and policies in accordance with the Innovation Schools Act.² Below is a summary of the policy along with replacement language for each of the statutes Ashley seeks to waive out of.

C. Collective Bargaining Agreement Waivers

Ashley Elementary School requested waivers from district negotiated collective bargaining agreements. Below is a summary of the article along with replacement language for each of the articles Ashley has waived out of. Ashley's teachers voted, via secret ballot, on Monday December 2nd to waive provisions of the DCTA Collective Bargaining Agreement detailed below. The vote passed 18-5 exceeding the 60%+1 super-majority required to approve these waivers.

² 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.

Ashley Elementary School
Request for Innovation Status
December 2013
Waivers Requests and Replacement Policies
DPS, DCTA, and Colorado State Statutes

	Policy Waived	Area of Impact
School Proposal	BDFH: Collaborative School Committees	School Governance
Policy	<p>There shall be at each school a collaborative school committee with representation from parents, community, faculty, administrators and classified staff.</p> <p>Purposes and Scope:</p> <ul style="list-style-type: none"> - to enhance student achievement and school climate by engaging the school community in collaborative efforts supporting the school and District's goals. - to provide strategic direction in support of the school's mission and vision as stated in the School Improvement Plan (SIP). The SIP, with the school's program design, should serve as the strategic plan for the school. - to be in compliance with state and federal law, regulations of the Colorado Department of Education, applicable U.S. District Court orders, the District Affirmative Action plan, the DPS/DCTA Agreement, other contracts and District mandates. <p>The collaborative school committee will:</p> <ul style="list-style-type: none"> - work collaboratively with the school community that includes the building principal, teachers, staff, students, parents, civic and business leaders, service and neighborhood representatives, and other community members; - focus on the SIP as its primary responsibility at the school; - use Multiple Measures and align resources to support the SIP and the school's program design; - provide guidance, evaluation and approval for the SIP; - provide guidance, evaluation, and approval for the annual school budget to insure its alignment with the SIP and the school's program design; - act as the School Improvement and Accountability Council (SIAC) for the building; - establish relationships with parents, community members, civic, service and neighborhood organizations to increase involvement in the school and provide a forum for community input; - provide guidance, evaluation, and approval for the use of the staffing allocations provided by the District as it relates to the SIP, school budget, and school program design, including consultation regarding adjustments that may be made due to pupil-count issues; - participate in the principal-selection process by interviewing candidates and recommending candidates to the superintendent; - participate in the principal's annual evaluation by giving input on the principal's involvement in and support of the collaborative committee process; - review, and when appropriate, approve discipline and safety procedures; - review, and when appropriate, revise the school calendar and/or schedule; - make recommendations regarding any changes to the school design to the District Board of Education through the building principal. <p>The collaborative school committee will not:</p> <ul style="list-style-type: none"> - participate in the day-to-day operations of the school; 	

	<p>- be involved in issues relating to individuals (staff, students, or parents) within the school; - be involved in personnel issues.</p>	
Replacement Policy	<p>The CSC will be replaced with the Ashley Elementary School Leadership Team (SLT). The SLT will comply with State Law on School Accountability Committees. The membership of the SLT will include 13 voting members determined through the following process.</p> <p><u>Positions assigned by the principal:</u></p> <ul style="list-style-type: none"> • 1 Principal • 2 Deans • 1 Community Liaison <p><u>Positions elected by majority vote (serving 1 year terms):</u></p> <ul style="list-style-type: none"> • 4 Teachers • 4 Parents • 1 Support Staff Member <p><u>The SLT shall have the following responsibilities:</u></p> <ul style="list-style-type: none"> • Meeting at least once a month • Recommending final candidates to DPS for the principal position (when a vacancy exists) • Providing guidance and recommendations to the principal regarding all responsibilities of the CSC detailed in Policy BDFH in addition to the following: <ul style="list-style-type: none"> • Approving the school’s annual budget • Determining and approving the school’s master calendar and schedule • Making recommendations regarding the school’s curriculum and instruction, culture and behavior, services for special populations, and use of school facilities 	
School proposal	CFBA: Evaluation of Evaluators	Human Resource Management: Teacher Evaluation
Policy	<p>All persons who evaluate professional staff members shall possess an administrative certificate issued by the Colorado Department of Education and shall have received education and training in evaluation skills approved by the department. Issuance or renewal of an administrative certificate requires that the applicant has received such approved education and training in evaluation skills.</p> <p>Evaluation instruments for all professional staff administrators shall include a section dealing with their evaluation skills. The Superintendent or his/her designee shall review all evaluations done by professional staff administrators and when necessary shall discuss with them procedure and form.</p>	
Replacement Policy	<p>The principal has the authority to identify, prepare, and designate school administrators to conduct staff evaluations. Administrators who evaluate professional staff members may or may not possess an administrative certificate issued by CDE. All evaluators will receive CDE approved training in evaluation skills by the school’s principal. The school’s evaluation system will meet the standards of Colorado Senate Bill 10-191.</p> <p>Evaluation instruments for all non-licensed administrators who evaluate school staff including professional educators shall indicate on the evaluation whether or not the evaluator possesses an administrative certificate. The Superintendent or his/her designee shall review all evaluations conducted by non-licensed administrators when necessary shall discuss with them procedure</p>	

	and form.	
	The school's principal shall receive an annual evaluation by the Superintendent or his/her designee.	
School Proposal	DF & DF-R: Revenue from Non Tax Sources	Budget
Policy	<p>It is the policy of Denver Public Schools to aggressively seek to enhance revenue from non-tax sources through negotiated sponsorship agreements between the school district and commercial entities. While the district benefits financially from such a relationship, commercial entities in return may receive certain mutually beneficial considerations.</p> <p>In a sponsorship agreement, a company pays a premium or provides some economic benefit to the district in exchange for recognition. In a preferred provider contract, a company pays a premium or provides economic benefit in exchange for the right to be the sole provider, at the most competitive prices, for goods or services purchased by the district. Sales of goods and services to the district and contributions or donations made to the district that do not include additional, negotiated conditions are not covered by this policy and are governed by the purchasing and gifts and donations policies.</p> <ol style="list-style-type: none"> 1. Obtain a Sponsorship Proposal form from the Community Partnership Office, complete, and submit to the office with any appropriate materials to illustrate the type of sponsorship requested. 2. Upon submission, the Community Partnership Office will review the proposal to determine that it does not jeopardize current or pending sponsorship agreements, and that the corporate entity is an appropriate district affiliate. 3. The Community Partnership Office will refer the proposal to the Superintendent for review. If appropriate, the Superintendent will present the proposal to the Board of Education for approval. 4. Following Board of Education approval, the Superintendent will direct that a "Memorandum of Agreement" be developed between the school district and the sponsor that clearly defines the benefits to, and responsibilities of, both parties. 5. The appropriate district staff will review and, if appropriate, execute the Agreement. 6. The school(s) will be notified of approval and provided with a copy of the Memorandum of Understanding. The Secretary of the School District will keep the original agreement on file. 7. The school(s) will proceed with the terms of the sponsorship agreement. 	
Replacement Policy	<p>The School shall have the ability to request and secure school-based sponsorships independent of the district according to the following policies:</p> <ol style="list-style-type: none"> 1. The sponsorship must not compromise or show inconsistency with the beliefs, values of the district and school. 2. The sponsorship will not alter any district owned resources unless permission is granted by the district. 3. The sponsorship does not create a real or perceived conflict of interest with school administrators or staff. 4. The sponsorship agreement will be reported to the district budget office at least 30 days before an agreement is to take effect. The budget office will have the ability to refuse the agreement only in situations where said agreement will adversely impact funding arrangements for other schools in the district more than it would benefit Ashley Elementary or because it would be in conflict with existing fund regulations (such as federal grants). 	

School Proposal	IC/ICA: School Year/School Calendar	Calendar and Schedule
Policy	Prior to the end of the school year, the Board of Education shall determine the length of time during which district schools shall be in session during the next school year...All calendars shall include the dates for all staff in-service programs scheduled for the coming school year...Any change in the calendar except for emergency closings or other unforeseen circumstances shall be preceded by adequate and timely notice of no less than 30 days.	
Replacement Policy	No later than 60 days before the end of the school year, the SLT will determine the following year's school calendar and school day schedule 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. Input from parents and teachers will be sought prior to scheduling in-service programs and other non-student contact days. This calendar and schedule shall serve as the academic calendar and schedule for the school. All calendars shall include planned work dates for required 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 no less than 30 days. 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. The approved upcoming school year calendar and school day hours will be placed on the school's website prior to May 1 of the prior academic year and a copy shall be provided to the school's Instructional Superintendent.	
School Proposal	IE: Organization of Instruction	Education Program
Policy	The schools of the district shall be organized to present a unified program of instruction and shall be operated as a single system under the direction of the superintendent.	
Replacement Policy	The Innovation School will present a program of instruction that is consistent with its innovation plan, as approved by the DPS Board of Education.	
School Proposal	IGA: Curriculum Development	Educational Program
Policy	<p>Constant adaptation and development of the curriculum is necessary if the district is to meet the needs of the students in its schools.</p> <p>To be successful, curriculum development must be a cooperative enterprise involving all staff members, carried out under the competent leadership of the superintendent, and using all available resources. Carefully conducted and supervised experimentation for curriculum development also is desirable.</p> <p>As standards for student outcomes and performance are adopted, the curriculum shall provide a program of instruction based on and designed to enable students to meet the Board-adopted standards, which meet or exceed state adopted standards.</p> <p>The Board expects its faculty and administration to regularly evaluate the education program and to recommend modifications of practice and changes in curriculum content as well as the addition of new courses to the instructional program.</p>	
Replacement	Curriculum development will be carried out by school personnel, consistent with the school's	

ent Policy	innovation plan, using all available resources. The school curriculum will provide a program of instruction that enables students to meet or exceed the CCSS and CAS. The school will regularly evaluate its education program and make changes to curriculum content, instruction, and assessments. The district will evaluate the impact of the school’s education program as part of its 3 year review of the school’s innovation plan in addition to the annual UIP review by the SLT.	
School Proposal	IGD: Curriculum Adoption	Educational Program
Policy	The Board of Education is required by state statutes 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.	
Replacement Policy	Ashley Elementary School will carry out an educational program consistent with its approved innovation plan and will determine textbooks and curricular materials for use in its educational program.	
School Proposal	IIA/ IIA-R: Instructional Materials	Educational Program
Policy	<p>The District will establish a standard for appropriate textbooks and equivalent learning materials by course and grade level in each academic core area.</p> <p>The departments of Elementary and Secondary Education will review annually each school's three-year plan in conjunction with the School Improvement Planning process to assure that the school is in compliance with Policy IIA, and meets or exceeds the district's standard for textbooks or their equivalent learning materials.</p>	
Replacement Policy	The School will select appropriate textbooks and equivalent learning materials by course and grade level in each academic core area. Textbooks and learning materials will align with the CCSS and CAS and will meet or exceed the district’s standards. The district will review the school’s education plan every three years as part of the school’s innovation status review.	
School Proposal	IJJ/ IJJ-R: Instructional Materials	Educational Program
Policy	<p>Instructional materials will be adopted by the Board of Education based upon their effectiveness in implementing the instructional program for which they are intended and according to the following criteria:</p> <ol style="list-style-type: none"> 1. The extent to which they are aligned with Denver Public Schools Standards for Success, district goals, and adopted curricula; 2. The extent to which they meet a wide range of needs, interests, and student performance levels; 3. The extent to which they support teaching practices known to positively impact student learning; and 4. The extent to which they reflect diversity in such areas as ethnicity, gender, national origin and handicapping conditions. <p>Spanish and English language materials shall be adopted at the same time, if practicable.</p> <p>Schools shall use the current adopted instructional materials in each subject area, except as otherwise provided by superintendent and/or designee.</p> <p>Supplementary materials generally do not require adoption by the Board of Education.</p> <p>All schools use adopted textbooks for the core subject areas of mathematics, social studies,</p>	

	<p>science, foreign language and language arts;</p> <p>Following subject area adoption, schools purchase new textbooks for the next school year using procedures developed by staff; and</p> <p>The Board of Education grants waivers for purchase and use of non-adopted textbooks in core subject areas, except that non-adopted textbooks may be purchased subject to approval of the Superintendent or his/her designees, prior to the dates below.</p> <p>Principals are encouraged to appoint a committee to review non-adopted textbooks and supplementary materials used in the school prior to considering approval/denial.</p>	
Replacement Policy	<p>Textbooks and instructional materials will be selected by the school based on alignment to the CCSS and CAS and proven results with similar populations of students. The school will purchase and use non-adopted textbooks in core subject areas. Changes to textbooks and instructional materials will be proposed by teacher teams and approved by the School Leadership Team consistent with the school's innovation plan. The district will review the school's education plan every three years as part of the school's innovation status review.</p>	
School Proposal	IKE / IKE-R: Promotion, Retention and Acceleration of Students	Promotion, Retention and Acceleration of Students
Policy	<p>When grade retention or acceleration of a student is considered as provided for in Policy IKE, procedural guidelines are as follows:</p> <ol style="list-style-type: none"> 1. The teacher will confer with the parents at least four months before the end of the school year about the reasons that grade retention or acceleration may be recommended. 2. The parents, principal, teacher, and other appropriate staff will confer about the student's educational needs at least three months before the end of the school year. If retention or acceleration is to be a consideration, academic interventions to address the student's needs will be developed and implemented. 3. The principal, teacher, and parents will confer prior to the end of the school year about the student's progress. Based on this, the student will be retained or accelerated if the principal and parents concur that it is in the best interests of the student. In such instances, an academic plan will be prepared that includes the following: <ol style="list-style-type: none"> a. A summary of the school's interventions during the current year to meet the student's academic needs b. The interventions to be implemented during the next school year to meet the student's academic needs. 4. If the principal approves the grade retention or acceleration of the student and the parents do not concur, a letter stating the principal's recommendation and rationale will be placed in the student's record, and the student will not be retained or accelerated. 	
Replacement Policy	<p>Retention decisions for students performing below grade-level in core content areas will be made based on reading and math achievement levels as determined by multiple metrics. The principal, deans, teacher, and parents will confer prior to the end of the school year about the student's progress. If students are making insufficient progress, an academic plan will be prepared and grade retention may be recommended to the School Leadership Team by the principal, deans, teacher, or parents or the SIT.</p> <p>If the Ashley Elementary School Leadership Team approves the grade retention of a student, the student will be retained. Parents will not have the ability to override the decision of the School Leadership Team. Parents will be made aware of this policy at orientation, at the time of</p>	

	registration for all mid-year enrollees. The school will regularly communicate student performance to parents/guardians.	
School Proposal	GCF: Professional Staff Hiring	Human Resources Management: Hiring
Policy	<p>From the list of available candidates for teaching positions in the Denver Public Schools, the superintendent shall recommend those persons best fitted to serve...Applicants for probationary appointments shall be required to have a bachelor's degree...Teachers in the Denver Public Schools shall hold a...teacher certificate...Exceptions to this certification requirement may be made by the superintendent in cases of teachers of adult vocational education and in other unusual cases...Prior to hiring any person, in accordance with state law the district shall conduct background checks.</p> <p>Reappointment after resignation: Teachers reappointed to teaching positions after resignation shall be employed on probationary appointments. A teacher who has been absent five years or less may be considered for reappointment at the salary to which he was entitled at the time of resignation.</p> <p>Reappointment of probationary teachers: Reappointment of probationary teachers shall be considered annually at a meeting of the Board prior to June 1.</p>	
Replacement Policy	<p>Ashley Elementary will have autonomy to recruit staff and make offers to candidates outside of the traditional district hiring calendar.</p> <p>Ashley Elementary will work with the district HR office to post teaching positions through the district website. The school will also engage in independent outreach efforts to recruit candidates outside of the centralized recruitment channels, but will require that any interested candidates apply through the district site. All eligible applications for posted teaching positions will be provided to the school principal for selection using locally-designed processes.</p> <p>Ashley Elementary will receive applications and consider candidates from the direct placement process; however, the school shall not be required to select teachers through direct placement or to alter the hiring schedule or selection process in a way that gives preference to direct placement teachers.</p> <p>The Ashley Elementary principal will consult with district HR staff and incorporate hiring best practices at the school level where it is found to be appropriate.</p> <p>Teaching positions that are responsible for supplemental or enrichment instruction will not require a teacher certificate. Background checks will be administered using the existing systems and processes for the district.</p>	
School Proposal	GCB: Professional Staff Contracts and Compensation	Human Resources Management: Hiring, Compensation, Job Descriptions
Policy	<p>It is the Board's intent to review all compensation plans annually with representatives of the district's teaching staff. Administrator's salaries shall be determined by Board action with consideration given to the assigned responsibilities and specialized training. Salaries shall be reviewed annually at the regular Board meeting in June, and contracts as appropriate. The school district shall adhere strictly to the employment contract procedures established by Colorado statutes.</p>	
Replacement Policy	<p>The school shall adhere to the employment contract procedures established by Colorado statutes except for any statutory waivers identified by the Ashley Elementary innovation plan that are intended to protect the autonomy of the school to: pursue recruitment, selection, and hiring outside of the district hiring calendar; offer annual contracts to employees; prevent the direct placement of teachers from the district; and provide additional compensation based on school specific school roles and responsibilities. The school has the authority to issue its own</p>	

	employment offer letters to newly hired teachers. Ashley elementary will offer annual contracts to all employees hired after the approval of the innovation plan. Teachers hired prior to the approval of the innovation plan will retain the employment terms under which they were hired. The district HR office will work with Ashley Elementary to ensure staff contracts are consistent with the approved innovation plan.	
School Proposal	GCID: Professional Staff Training, Workshops and Conferences	Human Resources Management: Professional Development
Policy	Attendance by school personnel at professional meetings shall be justified by meaningful guidelines or rationale for such attendance. Such guidelines or rationale may differ by department but shall be well-defined and understood by appropriate personnel. An understanding of reasonable expenses should be developed prior to travel. The budgetary allocation of departmental travel accounts shall not be construed as automatic approval for expenditure. Travel outside the continental United States shall be considered only as an exception.	
Replacement Policy	For purposes of this policy, the School Leadership Team will determine guidelines and rationale for attendance of school personnel at professional meetings. The school's professional development plan is specified in the innovation plan. The school will determine the value of all staff training, workshops, and conferences as it relates to the school's mission and vision. All of the school's professional development shall be approved by the school's principal and the SLT. The school retains the option to participate or not participate in any professional development programs offered by the district.	
School Proposal	GDA: Support Staff Positions	Human Resource Management: Hiring of Support Staff
Policy	All support staff positions in the school system shall be established initially by the Board. Support staff members shall be employed for such time as the district is in need of or desirous of the services of such employees. The Board shall approve a statement of job requirements as presented by the superintendent. This shall be in the form of a job description setting forth the qualifications for the job, a detailed list of performance responsibilities and any required physical capabilities. Only the Board may abolish a position that it has created.	
Replacement Policy	The school will use support staff positions that have been established by the Board, when applicable. When additional or unique support staff roles are needed to effectively implement the innovation plan, Ashley Elementary will establish new positions and create job descriptions for these roles. The school principal or his designee will consult with the district Human Resources department on the language of the job description. The job description will set forth the qualifications for the job, a detailed list of performance responsibilities and any required physical capabilities. The school may create, revise, or remove any unique job descriptions necessary to implement the school's innovation plan.	
School Proposal	GDF-R: Selection, Appointment, and Reappointment of Full-time Classified Employees – Procedures	Human Resources Management: Hiring
Policy	The Board of Education has delegated the authority for appointment of classified employees in the Denver Public Schools to the Superintendent. The Department of Human Resources will convey to the Superintendent on a regular basis a recommended list of candidates for classified positions. The Superintendent's appointment of these classified employees will be on a probationary basis. The term "classified employee" ...shall be deemed to include, each DPS employee assigned to a	

	<p>full-time position listed in the salary and classification schedules for classified employees as maintained by the Department of Human Resources. No position requiring Department of Education certification or license shall be considered a classified position. Employees on the administrative and managerial salary schedules are not subject to the provisions of this policy.</p> <p>e. Probationary Period. All classified employees must serve a probationary period of at least two (2) continuous years on a full- time basis. A "year" means a continuous period not in excess of twelve (12) months. Employees shall be deemed probationary until they attain continuing service status as provided herein. Probationary employment shall be subject to termination at any time for any lawful reason, pursuant to Policies GDQD and GDQD-R.</p> <p>f. Continuing Service. Any classified employee who has served as an employee in active service in the Denver Public Schools on a regular full-time basis continuously for two (2) complete years, and for whom the Department of Human Resources has received an appraisal documenting the satisfactory performance of duties and the endorsement of his or her department head or principal, shall be recommended for continuing service by the Board of Education at their next regularly scheduled meeting. Employees granted continuing service shall not be required to be re-appointed on an annual basis. Written notification of continuing service status shall be furnished by the Department of Human Resources.</p> <p>Separation of Five (5) Years or Less. A classified employee who has resigned and within five (5) years thereafter is re-employed by the school district may be considered for re-appointment to the same position at the salary to which he/she would have been entitled at the time of resignation.</p> <p>Notification of Resignation. Classified employees who plan to resign in good standing shall notify their supervisor and the Department of Human Resources at least fourteen (14) calendar days in advance. Notification shall be in writing. Receipt of a resignation in writing by the Department of Human Resources creates an official resignation. Action by the Superintendent is not necessary to effectuate a resignation. A resignation, which has become effective, shall terminate continuing service status. The district has the sole authority to honor a revocation of the resignation.</p>	
Replacement Policy	<p>Ashley Elementary will comply with the existing district policy, with the following exceptions:</p> <ul style="list-style-type: none"> • The school will have the ability to engage in extended outreach for classified positions and have the ability to consider candidates who express a desire to apply for position vacancies. Ashley Elementary will work with the district HR office to post classified positions through the district website. The school may also choose to engage in independent outreach efforts to recruit candidates outside of the centralized recruitment channels as they deem appropriate. • The school's principal will be provided with all applications for classified positions and will make a selection using school-based processes. Background checks will follow the traditional process. The school will not be required to accept an appointment of a classified employee from the district. 	
School Proposal	GDI: Support Staff Probation, Tenure and Seniority	Human Resources: Hiring and Dismissal
Policy	<p>A full-time classified employee shall serve a probationary period of two years on a full-time basis continuously and without interruption, be employed for the next succeeding or third year, and be notified thereof in writing before attaining the status of continuing service. A "year" shall</p>	

	<p>mean that continuous period not in excess of 12 months during which the job classification involved re-quires the active services of the employee.</p> <p>Any classified employee having served as an employee in active service in the Denver Public Schools on a regular full-time basis continuously and without interruption for two complete years, who has been or shall be re-employed for the third year immediately succeeding, and who has been notified in writing shall have continuing service as a classified employee during efficient performance of duties, good behavior and continuous service without the need for recur-ring annual appointment.</p>
Replacement Policy	<p>All classified employees hired by Ashley Elementary after the approval of the innovation plan will be at will and will not be eligible to attain the status of continuing service.</p> <p>A full-time classified employee, employed at Ashley Elementary prior to the approval of the innovation plan, shall serve a probationary period of two years on a full-time basis continuously and without interruption, be employed for the next succeeding or third year, and be notified thereof in writing before attaining the status of continuing service. A "year" shall mean that continuous period not in excess of 12 months during which the job classification involved re-quires the active services of the employee.</p> <p>Any classified employee, employed at Ashley Elementary prior to the approval of the innovation plan, having served as an employee in active service in the Denver Public Schools on a regular full-time basis continuously and without interruption for two complete years, who has been or shall be re-employed for the third year immediately succeeding, and who has been notified in writing shall have continuing service as a classified employee during efficient performance of duties, good behavior and continuous service without the need for recurring annual appointment.</p>

School Proposal	DCTA: Article 1-2: Definition of Teacher	Human Resources: Teacher Licensure
Policy	The term "teacher" as used in this Agreement shall mean all non-administrative teaching personnel, employed half-time or more, who are licensed by the Colorado Department of Education as teachers, including others who are authorized to teach by statute.	
Replacement Policy	Ashley Elementary School teachers will include teaching personnel who are licensed by the CDE as well as teaching personnel who are not licensed and are providing supplemental or enrichment instruction. All core content teachers shall meet the federal Highly Qualified (HQ) requirements. Core content teachers shall possess a valid Colorado license and subject matter competency for their assignment. (ESEA)	
School Proposal	Article 1-7: Definition of "School Year"	Calendar & Schedule
Policy	The term "school year" as used in these Articles shall mean the officially adopted school calendar.	
Replacement Policy	The term "school year" as use in these Articles shall mean the school calendar as it is established by Ashley Elementary School. This definition will include both an identification of days and a typical daily schedule.	

School Proposal	Article 2-4-1: Waivers from Agreement	Waiver Request Procedure
Policy	2-4 No change, rescission, alteration or modification of this Agreement in whole or in part shall be valid unless the same is ratified by both the Board and the Association. 2-4-1 Unless otherwise provided in this Agreement, requests for waivers from this Agreement shall be made by the principal and the Association Representative to the Board of Education and the Association.	
Replacement Policy	Consistent with the Innovation Schools Act, requests for waivers from the Collective Bargaining Agreement will be made by the SLT to the Board of Education with documented support from teachers through an amendment or revision of the innovation plan.	
School Proposal	Article 5-4: School Leadership Team	Management
Policy	Each school will have a School Leadership Team (SLT) consisting of the principal, the association representative, a teacher appointed by the principal, and a minimum of 3 teacher representatives ... elected annually by a majority of the faculty voting by secret ballot. The SLT will make decisions by consensus. A consensus is either a unanimous decision or a majority decision that the entire SLT, including the dissenters, will support.	
Replacement Policy	<p>The CSC will be replaced with the Ashley Elementary School Leadership Team (SLT). The SLT will comply with State Law on School Accountability Committees. The membership of the SLT will include 13 voting members determined through the following process.</p> <p><u>Positions assigned by the principal:</u></p> <ul style="list-style-type: none"> • 1 Principal • 2 Deans • 1 Community Liaison <p><u>Positions elected by majority vote (serving 1 year terms):</u></p> <ul style="list-style-type: none"> • 4 Teachers • 4 Parents • 1 Support Staff Member <p><u>The SLT shall have the following responsibilities:</u></p> <ul style="list-style-type: none"> • Meeting at least once a month • Recommending final candidates to DPS for the principal position (when a vacancy exists) • Providing guidance and recommendations to the principal regarding all responsibilities of the CSC detailed in Policy BDFH in addition to the following: <ul style="list-style-type: none"> • Approving the school’s annual budget • Determining and approving the school’s master calendar and schedule • Making recommendations regarding the school’s curriculum and instruction, culture and behavior, services for special populations, and use of school facilities 	
School Proposal	Article 8: Professional Standards Sets Teacher Calendar, Work Year, Work	Calendar & Schedule

	Day, Class Size and Teaching Load	
Article Summary	<p>Article 8 - Professional Standards</p> <p>School Leadership Team. Each school will have a School Leadership Team as described in 5-4. The SLT will be responsible for making decisions as noted in Article 8. Decisions may be made by the SLT to alter the length of the lunch period (Article 8-2) ...only after conducting a confidential vote of the majority of the faculty. Changes will not be made to the length of the lunch period or secondary teaching load without a positive majority confidential vote of the faculty. Information about such changes will be sent to the Instructional Issues Council for tracking purposes.</p> <p>8-1 Contract year. The contract year shall be one hundred eighty-four (184) days. If a teacher is required to extend his/her contract year...he or she shall be paid at their regular scheduled rate per day. Regular scheduled rate per day is the teacher's salary divided by the number of days in the contract year.</p> <p>8-1-1 In addition to the one hundred eighty-four (184) days, newly hired teachers may be required to attend pre-session orientation meetings and shall be paid in accordance with Article 32...</p> <p>8-1-2 ...non student contact days shall include the equivalent of four and one half (4.5) full self-directed teacher planning days to be distributed in meaningful increments, and three (3) full professional days to be directed by the principal and one parent conference day. If the District continues the benchmark assessment program, three (3) or more days shall be set aside to grade and analyze data from benchmarks and other related assessments...</p> <p>8-1-2-1 The assessment day will be used to administer, grade and analyze data from benchmarks and other related assessments.</p> <p>8-1-2-2 Schools may modify the daily schedule on the parent/teacher conference days.</p> <p>8-1-3 There is an expectation that teachers will attend beyond the contract year for professional development determined by the principal if: a. the program needs to be scheduled outside the contract year, b. no programs will be scheduled for the last two weeks of June and the first two weeks of July, c. written notice is given ninety (90) days prior to the end of the school year, d. the educational reason is sound, e. teachers attending are paid in accordance with Article 32, f. adequate alternate opportunities are provided.</p> <p>8-1-4 Evening Meetings. Each teacher may be required to attend three (3) evening events approved by the SLT per school year, as part of the contracted time.</p> <p>8-1-5 Special Conditions of Employment. Any special conditions regarding the assignment of any teacher will be an addendum to the initial employment contract.</p> <p>8-2 Forty (40) Hour Work Week. The work week shall be forty (40) hours and shall include: 1. Lunch Periods...a minimum standard 45 minute daily lunch...duty free.</p> <p>8-2-1 The principal shall have authority to permit teachers to diverge from the regular school day.</p> <p>8-2-2 The District's scheduled student school contact day will not be extended without applying the due process of collective bargaining.</p> <p>8-3 Planning Time.</p> <p>Each elementary/ECE/K-8 school teacher shall receive a minimum of three hundred (300) minutes of self-directed instructional planning time per week. Within the three-</p>	

	<p>hundred-minutes per week, each teacher shall receive a minimum of forty (40) minutes of uninterrupted, self-directed instructional planning time per day scheduled during the student school contact day. If that is not possible, some of the uninterrupted block of forty (40) minutes may be scheduled outside the student contact day.</p> <p>8-7 Non-Teaching Duties.</p> <p>8-7-1 Assignment of teachers to non-teaching duties not done by aides will be rotated so that no teachers will have the same assignment for more than four (4) consecutive semesters, unless the teacher agrees to such assignment.</p>	
<p>School's Replacement Policy</p>	<p>Provisions specified in Article 8 will not apply to Ashley Elementary. The Ashley Elementary School Leadership Team will make decisions as described in the innovation plan. The contract year for teachers will be extended to include additional mandatory professional development days prior to the start of the school year. In addition, the contract year for some teachers will be extended to provide a summer academy for students who are not yet achieving at grade level. Teachers will be compensated for additional days via a stipend that is determined based on the average rate of pay for similar extended time in other district schools. Non student contact days, planning days, assessment days, and professional development days will be determined by the SLT annually, consistent with the innovation plan, as part of the adoption of the school calendar. Evening meetings will be scheduled, as necessary, to implement the innovation plan. In accordance with the innovation plan, student school contact days will be extended to increase instructional time and the teacher work week may be extended beyond 40 hours to include extended student time as well as additional collaborative planning and professional development time. Ashley Elementary teachers will be assigned non-teaching duties, as necessary, to implement the innovation plan with the intent being to maximize the time that the most effective teachers spend teaching students.</p>	
<p>School Proposal</p>	<p>Article 10: Teacher Evaluation: Describes the Evaluation Process for Teachers</p>	<p>Human Resource Management: Teacher Evaluation</p>
<p>Policy</p>	<p>10-1-6 "Evaluator" means school principal or administrative supervisor who is responsible for the evaluation. Principals are responsible for all evaluations in their building, but may designate other qualified administrators to assume evaluation responsibilities. Student Services Managers are responsible for evaluations of their personnel as determined by the District.</p> <p>10-2 Types of Evaluations. The school district has 3 (three) types of evaluation:</p> <p>10-2-1 Probationary Evaluation. Probationary evaluations are conducted on an annual basis during the teacher's probationary employment. Probationary teachers are those contract teachers who hold a valid Colorado teacher license and are in the first three years of teaching or service with the district. Teachers with authorizations or emergency licenses shall follow the probationary evaluation process and shall not be considered probationary until such time as they hold a Colorado professional teaching license. Probationary teachers receive a minimum of two documented observations. At least one of the observations is formal.</p> <p>10-2-2 Non-Probationary Evaluation. Non-probationary evaluations are conducted once every three years for teachers who have successfully completed their probationary period. Non-probationary teachers receive a minimum of one</p>	

	<p>documented observation. At least one of the observations is formal.</p> <p>10-2-3 Special Evaluation. Special evaluations are conducted when a supervisor determines that a teacher requires assistance in a non-evaluation year. Managers can recommend to an evaluator that a Student Services Professional be put on special evaluation.</p> <p>10-3 Timeline for conducting professional evaluation. Probationary teachers are evaluated yearly while designated as probationary and in the first year of non-probationary status.</p> <p>Thereafter, evaluations are to be conducted every three years. The exception to this is special evaluation, see article 10-8.</p> <p>10-3-1 Compensation as it relates to evaluation, Article 31-11 and ProComp Agreement, Articles 7.4.3 and 7.4.4</p> <p>10-4 Evaluators. The school principal is responsible for all evaluations in the school building and to use of the appropriate standards/criteria/rubric and form. When a teacher is assigned to more than one building, the home school principal must coordinate the evaluation with the appropriate principals or qualified managers. As necessary, the principal will identify a designated evaluator for each teacher, as well as other administrators who may be asked to conduct classroom observations. Designated evaluators work at the direction of the principal and they are responsible to the principal. Student Services Personnel are responsible for evaluations of their personnel as determined by the district, using the appropriate evaluation tool.</p> <p>10-4-1 To the extent required by state law, evaluators must hold a state principal/administrator license, be trained in evaluation skills that will enable him or her to make a fair, professional, and credible evaluation of the personnel whom he or she is responsible for evaluating.</p>	
<p>School's Replacement Policy</p>	<p>Evaluator refers to the supervisor who is responsible for the evaluation of personnel. While the Ashley Elementary principal will oversee all evaluations in the building, other administrators will have primary evaluation responsibilities for some personnel. Evaluators will receive CDE approved teacher evaluation training but will not be required to hold a state principal/administrator license. All school personnel will be evaluated annually. Evaluations will include both formal and informal observations. Modifications to the district evaluation system will be made in accordance with the innovation plan.</p> <p>Teachers who are not performing satisfactorily shall be placed on the school's performance improvement plan. Once a teacher has received a performance improvement plan from the school's principal the school leader will identify areas for improvement with the teacher, give the teacher notice of these areas for improvement in writing, and conduct weekly observations with written feedback. If, after 30 days, the teacher fails to make sufficient progress under the plan, the teacher's unsatisfactory performance will constitute cause for a mid-year termination.</p>	
<p>School Proposal</p>	<p>Article 11: Complaints Against Teachers/Administrative Leave/Corrective Action</p>	<p>Human Resources Management</p>
<p>Policy</p>	<p>11-2 Administrative Leave. If a principal decides to place a teacher on administrative leave for...the principal or designee shall meet with the teacher to give specific allegation(s) and the basic reason why the administrative leave for investigation is necessary, when possible.</p>	

	<p>11-2-1 The meeting shall take place at the end of the school day or whenever it is appropriate.11-2-2 The principal shall provide the teacher a copy of the administrative leave checklist and review it with the teacher. The teacher shall sign the form only as acknowledgement of receipt..11-2-3 At the teacher’s request a meeting will be held within three (3) school days...to give the teacher an opportunity to respond. The teacher may have Association representation at the meeting. 11-2-4...If an investigation must extend beyond seven (7) calendar days...the teacher and the Association will be notified by phone calls...[with]...the reasons for the extension and the expected date of completion...11-2-5</p> <p>During the investigation, the teacher...will... receive full pay. 11-2-6 Following completion...the principal or designee shall...share the results...and give the teacher an opportunity to respond...11-2-7 Administrative leave should be considered as an option to be used only when necessary to protect the students or staff or to conduct an appropriate investigation...There will be no record of the leave in a teacher's personnel file...11-2-8 The Agreement Review Committee (ARC) will review on an annual basis administrative leaves for the prior year to ensure that the above procedures have been implemented appropriately.</p> <p>11-3 Corrective Action. Before taking a corrective action against a teacher, the principal shall investigate the situation, meet with the teacher and give the teacher an opportunity to respond.</p>	
Replacement Policy	<p>Article 11 will apply to Ashley Elementary founding teachers, employed at the school prior to the adoption of the innovation plan. Teachers hired after the adoption of the school’s innovation plan shall be entitled to the district’s basic fairness and due process guidelines in issuing corrective action.</p>	
School Proposal	Article 13-7 Hiring timelines, 13-8 Personnel Committee	Human Resources Management: Hiring & Staff Assignments
Article Summary	<p>13-7 Timelines. The Human Resources Department shall determine the start date of the open market staffing cycle as early as practicable after schools have submitted their staffing vacancies and needs...</p> <p>Key dates and activities:</p> <ul style="list-style-type: none"> • Teachers verify consideration group... • Teacher requests for Intent to Vacate, Early Retirement Incentive, move to part time/job share, Extended Leave of Absence, and Return from Leave notice submitted. • Recommendation for non-renewal of probationary teachers. • In-Building Bidding and Reduction in Building Staff interviews conducted by Personnel Committees. (Articles 13-10,13-15) • Schools report vacancies. (Article 13-17) Vacancies are posted. • Teachers apply to transfer for vacancies. (Article 13-18) • Schools review qualified applicants’ applications and resumes, schedule interviews, extend offers. Schools notify unsuccessful transfer applicants. (Articles 13-19, 13-20) • Assignment of unassigned non-probationary teachers. (Article 13-194) • End of open market staffing cycle. <p>13-8 Personnel Committee.</p> <p>13-8-1 Each school shall establish a Personnel Committee to select candidates for vacancies and Reduction in Building Staff (RIBS) at the school building.</p> <p>13-8-2 The Personnel Committee will be composed of the principal and three (3)</p>	

	<p>teachers chosen by a vote of the faculty, and may have no more than two (2) parent(s) as member(s) appointed by the Collaborative School Committee.</p> <p>13-8-3 Teacher members will be chosen by the faculty.</p> <p>13-8-4 The Personnel Committee will make decisions by consensus...</p> <p>13-8-5 The decision or results of the Personnel Committee shall not be grievable. The failure to comply with the procedure contained in this Article is subject to grievance...</p> <p>13-8-7 The Personnel Committee shall operate during the school year. Outside of the school year the principal may fill positions without consultation.</p>	
<p>School's Replacement Policy</p>	<p>Ashley Elementary will not adhere to the district staffing cycle; it will post vacancies when they become open. The school will work with the district HR office to post positions through the district website. In addition to this posting, the school will engage in independent outreach efforts to recruit candidates outside of the centralized recruitment channels. The school will consider all eligible applicants, including teachers who apply to transfer for vacancies. Transfer will not receive priority consideration. Ashley Elementary will not accept direct placements from the district or assignment of unassigned non-probationary teachers.</p> <p>A temporary hiring committee will be constructed for each specific vacancy, with final determination to be made by the school principal. To the extent possible, the hiring committee shall include representatives from all staffing areas that will be affected by the new hire, such as the teaching team, an administrator, special education, and support staff. All candidates must pass a DPS background check, which will be conducted through the district HR process.</p> <p>The Ashley Elementary SLT will make decisions related to Reduction in Building Staff (RIBS) and selection of candidates for vacancies. Once the SLT determines that the school will undergo a (RIBS) all candidates currently in the position being reduced will be considered and the SLT will make RIBS decisions based on performance, professionalism, and merit.</p>	
<p>School Proposal</p>	<p>Article 14-1: Summer School Teaching Positions</p>	<p>Human Resource Management: Hiring & Staff Assignments</p>
<p>Policy</p>	<p>14-1 Summer School and Evening School. Summer and evening school programs shall be provided flexibility of design and implementation following the guidelines set forth below.</p> <p>14-1-1 Staffing. The purpose of all staffing procedures is to find the most suitable candidates for the teaching positions needed to run the summer school.</p> <p>14-1-1-1 Summer school teaching positions shall be posted.</p> <p>14-1-1-2 Postings shall include the following basic components: descriptions of any teaching position that may be included in the summer school, and an explanation of the selection process.</p> <p>14-1-1-3 All teaching positions in summer school programs will be filled first by teachers currently in the District.</p> <p>14-1-2 Compensation. Teachers will be paid for summer and evening work as provided in Article 32.</p>	
<p>Replacement Policy</p>	<p>Ashley Elementary School will fill summer school positions with its own teachers to the extent possible. Should additional teachers be necessary, the school will fill those positions with the best possible candidates, not necessarily teachers currently in the</p>	

	District. Teachers will be compensated for summer school time as agreed upon in the innovation plan.	
School Proposal	Article 20: Procedures for Conducting Reduction in Force	Human Resource Management: Staffing
Policy	<p>20-2 No new staff members shall be employed by the District so long as there remain employees of the District whose contracts have been canceled unless those employees do not have proper certification, endorsement and qualifications to fill the vacancies which may occur. Such priority consideration will be for a period of three (3) years following the reduction.</p> <p>20-2-1 Teachers will be hired in reverse order of reduction provided the teacher is certified and endorsed for the vacancy.</p> <p>20-2-2 The District will send a registered or certified letter to the teacher's last known permanent address. It shall be the teacher's responsibility to notify the District of any change in their permanent address.</p> <p>20-2-3 Teachers must accept the assignment within ten (10) days of the postmark date of the recall notice, or the position will be offered to the next certified and endorsed teacher. The liability of the District to recall employees whose employment contracts have been canceled shall terminate if the employee does not accept reemployment.</p> <p>20-2-4 When the former employee is re-employed, all accrued benefits at the time of the non-renewal shall be restored, including all eligible credit on the salary schedule.</p>	
Replacement Policy	Ashley Elementary School will not participate in the district Reduction in Force process and will not accept direct placement of district employees who have had their contracts canceled. New staff members will be employed at the school based on their qualifications and fit with the school innovation plan and position requirements.	
School Proposal	Article 25: Procedures for Arranging Job Sharing Assignments and Half-Time	Human Resource Management: Staff Assignments
Policy	<p>25-1 Job sharing, or converting from a full-time employee to a half-time employee, may be requested by regularly assigned full-time equivalent non-probationary teachers who wish to work only half-time. Procedures for assignment to a job sharing or half-time position will be available upon request from the Department of Human Resources.</p> <p>25-1-1 Application for a job sharing or half-time position must be made in writing to the Department of Human Resources by the published date.</p> <p>25-1-2 Teachers wishing to job share must find another teacher who also wishes to job share.</p> <p>25-1-3 Job share and half-time assignments, when possible, shall be for one (1) year at a time.</p> <p>25-1-4 Salary, benefits, accrued service and other employment entitlements shall be half their usual value, as applicable.</p> <p>25-1-5 To be effective, the job sharing or half-time assignments must be approved by the CSC at the school to which the teachers are assigned.</p> <p>25-2 Teachers will be notified of placement during the teacher staffing process.</p>	
School's Replacement Policy	Job sharing, or converting from a full-time employee to a half-time employee, may be requested by regularly assigned full-time equivalent teachers who wish to work only half time. Teachers who wish to request job sharing or half-time positions shall submit their request in writing to the school's SLT. The SLT shall review and determine	

	whether any requests for job sharing, or converting to half-time positions are approved or denied. All approved job sharing or half-time positions shall be for one (1) year at a time.	
CBA Article/Section	Article 32: Extra Duty Compensation	Human Resources Management: Compensation
Article Summary	See Extra Duty Compensation schedule in Article 32 Various tables that specify compensation levels for activities that include: substitute pay, hourly rates, activity salaries with steps and schedules.	
School's Replacement Policy	The Ashley Elementary SLT will determine extra duty compensation for extended day and year hours and additional roles and responsibilities consistent with the innovation plan. The Ashley Elementary SLT will determine extra duty compensation rates and schedules during the budgeting process each spring for the following school year.	
CBA Article/Section	Article 7: Grievance Policy	Human Resources Management
Article Summary	6 pages. Sections include: 1. Definitions, Purpose, Procedure (Level 1, Level 2, Level 3 Mediation/arbitration), Rights of teachers to representation, miscellaneous	
School's Replacement Policy	<p>The school shall maintain the following Grievance Policy:</p> <p>7-1 Definitions.</p> <p>7-1-1 A "grievance" shall mean a written complaint by a school staff member that there has been a violation, a misinterpretation, or inequitable application of any of the provisions of the School's Employment Contract or the School's Employee Handbook.</p> <p>7-1-2 Unless provided otherwise in this Agreement, all administrative procedures, practices and written personnel policies that affect staff are grievable.</p> <p>7-1-3 The term "grievance" shall not apply to any matter as to which (1) the method of review is prescribed by law, (2) the Board is without authority to act, or (3) a grievance is specifically prohibited or limited by the terms of the Employment Contract or School Handbook.</p> <p>7-1-4 An "aggrieved person" is a school staff member asserting a grievance.</p> <p>7-2 Purpose. The purpose of this grievance procedure is to secure equitable solutions at the lowest possible administrative level to problems that may arise. To this end, grievance proceedings will be kept informal and confidential and both parties will work toward a resolution to avoid litigation.</p> <p>7-3 Procedure. Since it is important that grievances be processed as rapidly as possible, the number of days indicated at each level is a maximum, and every effort should be made to expedite the process. The time limits specified may, however, be extended by mutual agreement.</p> <p>Information. The School agrees to make available to the aggrieved person and the aggrieved person's representative, all pertinent information not privileged under law, in its possession or control, and which is relevant to the issues raised by the grievance. The grievant agrees to make available to the School and its representatives, all pertinent information not privileged under law in its possession or control, and which is relevant to the issue raised by the grievant.</p>	

	<p>Timing. No grievance shall be recognized by the District or the School unless it is presented at the appropriate level within fifteen (15) school days after the aggrieved person knew, or should have known, of the act or condition on which the grievance is based. No grievance shall be recognized at Level Two unless it is filed with the Department of Human Resources within at least twenty (20) school days after the act or condition upon which it is based occurred. Grievances not timely presented will be considered as waived.</p> <p>7-3-1 Level One. A grievance first will be discussed with the aggrieved person's principal to attempt to resolve the matter informally, at which time the aggrieved person (1) may discuss the grievance personally, (2) may be accompanied by a District Human Resource Representative, or (3) may request that the District Human Resource Representative act on behalf of the aggrieved person. No written documentation of the grievance or administrative response will be required if the grievance is settled at Level One.</p> <p>7-3-2 If the aggrieved person is not satisfied with the results of the informal conference, the aggrieved person may then file a grievance in writing on the proper form with the principal or supervisor within seven (7) school days. The grievance must refer to the specific Articles of the Employment Contract and/or School Handbook and explain how they were violated and indicate the reason why the Level One decision is unsatisfactory. The principal shall also have the opportunity to provide comment related to the Level One in writing. The grievant shall send a copy of the written grievance and the principal response to the Department of Human Resources. All known documentation related to the grievance must be provided prior to the Level Two meeting.</p> <p>7-3-3 Level Two. The Human Resources Director or Instructional Superintendent will go to the school and meet with the teacher and principal to facilitate a resolution. Such meeting will take place within seven (7) school days after receipt of the written grievance by the Department of Human Resources. Any resolution determined by the Human Resources Director or Instructional Superintendent will be considered final.</p> <p>7-4 Miscellaneous. If the time limits for processing a grievance are not met by the administrator responding to the grievance, the grievance may be moved to the next level at the request of the aggrieved. The Department of Human Resources may take appropriate action on whether to grant the grievant's requested remedy based on its review of the situation.</p>
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School Proposal	DAEOP: Article 5	Human Resources: Grievance Process
Policy	Article 5 details the formal grievance policy regarding employees covered under the DAEOP agreement.	
Replacement Policy	Ashley Elementary School follow the grievance replacement policy detailed in the replacement policy for Article 7 of the DCTA Collective Bargaining Agreement.	
School Proposal	DAEOP: Article 6	Human Resources: Reduction in Force

Policy	Article 6 details the RIF process for employees covered under the DAEOP agreement.	
Replacement Policy	Ashley Elementary School will not participate in the district Reduction in Force process and will not accept direct placement of district employees who have had their contracts canceled. New staff members will be employed at the school based on their qualifications and fit with the school innovation plan and position requirements.	
School Proposal	DAEOP: Article 8 Probationary Period	Human Resources: Employee Status
Policy	Article 8 details the probationary period for staff covered under the DAEOP Agreement.	
Replacement Policy	<p>Ashley Elementary staff members covered by the DAEOP agreement will be hired on annual contracts. The annual contract expires at the end of each contract year.</p> <p>All contracts will be in writing. The school will provide contract language to the district for feedback before any initial employment contracts are signed. Mutual terminations will be negotiated between the teacher and the school principal.</p> <p>If an employee intends to terminate a contract after the beginning of the academic year, the employee shall give written notice of his or her intent at least thirty days prior to the date that he or she intends to stop performing the services required by the employment contract. The school principal has the authority to make employment offers to qualified candidates. Termination of all staff will follow the dismissal procedures outlined in the DPS policy GDQD and GDQD-R. Ashley Elementary will not provide first opportunity to interview rights to priority hiring pool candidates, but will consider them for employment. The school will not contribute staff to the district hiring pool. The school has the right to refuse direct assignments or mandatory transfers of staff from the district.</p>	
School Proposal	DAEOP: Article 10 Hours and Selected Working Conditions	Human Resources: Management, Calendar and Schedule and Compensation
Policy	Article 10 details the hours and selected working conditions including the calendar and schedule and compensation for staff covered by the DAEOP agreement.	
Replacement Policy	Ashley Elementary staff members covered by the DAEOP agreement will be hired on annual contracts at a rate set annually by the SLT. The SLT will determine the calendar, schedule, and compensation for all staff covered under the DAEOP each spring as part of the budget process.	
School Proposal	DAEOP: Article 14 Salaries/Increments and Appendix D Salary Schedules	Human Resources: Compensation
Policy	Article 10 details the hours and selected working conditions including the calendar and schedule and compensation for staff covered by the DAEOP agreement.	
Replacement Policy	Ashley Elementary staff members covered by the DAEOP agreement will be hired on annual contracts at a rate set annually by the SLT. The SLT will determine the calendar, schedule, and compensation for all staff covered under the DAEOP each spring as part of the budget process.	

School Proposal	Colorado State Statutes: Section 22-9-106: Local Board Duties Concerning Performance Evaluation for Licensed Personnel	Human Resource Management: Teacher Evaluations
Policy	<p>(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.</p> <p>(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.</p>	
Replacement Policy	<p>Ashley Elementary will implement the district licensed personnel evaluation system (LEAP) with modifications that comply with the requirements established pursuant to this section and the rules promulgated by the state board and Senate Bill 10-191. Evaluation of educators will be the responsibility of school leaders. Each teacher will be assigned an evaluator from the administrative team. Evaluators of school personnel will receive a CDE approved training to conduct evaluations but will not be required to hold a principal or administrator license.</p> <p>The policy will apply evenly to all teachers in the school. All teachers will receive at least one formal evaluation each year. The school principal will continue to be evaluated by the superintendent or his/her designee and will receive feedback on the quality of evaluations being given at the school. The school principal will be responsible for evaluations of other evaluators on campus, but may discuss evaluations with district staff as well to ensure meaningful calibration of scores.</p>	
School Proposal	Section 22-32-109(1)(f): Local Board Duties Concerning Selection of Personnel and Pay	Human Resource Management: Staff Hiring, Compensation
Policy	<p>22-32-109. Board of education - specific duties. (1) ...each board of education shall have and perform the following specific duties:</p> <p>(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,</p>	
Replacement Policy	<p>Pursuant to state law, the DPS board will delegate the duty specified in this paragraph to the innovation school. The principal, in consultation with the school leadership</p>	

	team, will select classroom teachers directly and rates of pay will be at or above the district schedule. For all unique job descriptions the SLT shall determine the rate of pay during the budget cycle each Spring for the following year.	
School Proposal	Section 22-32-109(1)(g): Handling of Money	Budget
Policy	(g) To require any employee or other person who may receive into his custody moneys which properly belong to the district to deliver such moneys to the treasurer of the district, or to deposit such moneys in a depository designated by the board;	
Replacement Policy	In accordance with the innovation plan, Ashley Elementary School may receive moneys and deposit such moneys into a school account. The School will establish an account with the district to manage receipt of locally raised money and will have autonomy in making deposits in and withdrawals from the account when such actions are taken to further the academic achievement of students at Ashley Elementary. The school will account for all moneys that it receives directly and will report to the DPS board.	
School Proposal	Section 22-32-109(1)(n)(I): Schedule and Calendar	Calendar and Schedule
Policy	(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 therefore by the board of education of the district.	
Replacement Policy	In accordance with the innovation plan, Ashley Elementary School's SLT shall determine, prior to the end of a school year, the length of time the school will be in session during the next following 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.	
School Proposal	Section 22-32-109 (1)(n)(II)(A): Actual Hours of Teacher-Pupil Instruction and Contact	Calendar and Schedule
Policy	(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.	
Replacement Policy	In accordance with the innovation plan, Ashley Elementary School's SLT shall determine, prior to the end of a school year, the length of time the school will be in session during the next following 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.	
School Proposal	Section 22-32-109 (1)(n)(II)(B): School Calendar	Calendar and Schedule
Policy	(B) Prior to the beginning of the school year, each district shall provide for the adoption of a district calendar which is applicable to all schools within the district...A copy of the calendar shall be provided to the parents or guardians of all children enrolled...Such calendar shall include the dates for all staff in-service programs...[The school administration shall allow for public input from parents and teachers prior to scheduling ...staff in-service programs. Any change in the calendar...shall be preceded by adequate and timely...of not less than thirty days.	
Replacement Policy	No later than 60 days before the end of the school year, the Ashley Elementary SLT, 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. Input from parents and teachers will be sought prior to scheduling in-service programs and other non-student contact days. This calendar shall serve as the academic calendar and schedule for the school. All calendars shall include planned work dates for required 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 no less than 30 days. 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. The approved upcoming school-year calendar and school-day hours will be placed on its website prior to May 1 of the prior academic year and a copy shall be provided to the school's Instructional Superintendent.	
School Proposal	Section 22-32-109(1)(t): Determine Educational Program and Prescribe Textbooks	Education Program
Policy	(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;	
Replacement Policy	In accordance with the innovation plan, Ashley Elementary School will determine its textbooks and curricular materials, including non-adopted textbooks. The DPS Board authorizes Ashley Elementary School to develop an educational program that aligns to the mission and vision of the school and enables the school to implement the innovation plan. All substantial material changes to the district educational program must be communicated to the district office of the CAO for review.	
School Proposal	Section 22-32-109(1)(aa): Adopt Content Standards and Plan for Implementation of Content Standards	Education Program

Policy	(aa) To adopt content standards and a plan for implementation of such content standards pursuant to the provisions of section 22-7-407;	
Replacement Policy	In accordance with the innovation plan, Ashley Elementary School will implement the Colorado Academic Standards and Common Core State Standards. The DPS Board delegates to Ashley Elementary the authority to develop a local plan for implementation of the CCSS and the CAS in a way that aligns to the school's innovation plan.	
School Proposal	Section 22-32-109(1)(jj): Identify Areas in which the Principal/s Require Training or Development	Human Resource Management: Professional Development
Policy	(jj) To identify any areas in which one or more of the principals of the schools of the school district require further training or development. The board of education shall contract for or otherwise assist the identified principals in participating in professional development programs to assist the identified principals in improving their skills in the identified areas.	
Replacement Policy	In accordance with the innovation plan, Ashley Elementary School SLT, in consultation with the district evaluator, shall jointly determine the required training or development of the principal. The principal will not be required to participate in district training not related to the innovation plan unless those trainings are agreed upon by the principal and district evaluator as part of the principal's professional development plan.	
School Proposal	22-32-110(1)(ee) Local Board Powers- Employ teachers' aides and other noncertificated personnel	Human Resource Management: Hiring Teacher Aides
Policy	(1) In addition to any other power granted to a board of education of a school district by law, each board of education of a school district shall have the following specific powers, to be exercised in its judgment: (ee) To employ on a voluntary or paid basis teachers' aides and other auxiliary, nonlicensed personnel to assist licensed personnel in the provision of services related to instruction or supervision of children and to provide compensation for such services rendered from any funds available for such purpose, notwithstanding the provisions of sections	
Replacement Policy	The DPS board grants autonomy to the School Leadership Team at Ashley Elementary to make staffing decisions consistent with waivers for district policies GCF and GDF. The school may employ non-licensed personnel to provide instruction or supervision of children that is supplemental to the core academic program.	
School Proposal	22-32-110(1)(h): Local Board Powers Concerning Employment Termination of School Personnel	Human Resource Management: Staff Dismissals
Policy	(1) In addition to any other power granted to a board of education of a school district by law, each board of education of a school district shall have the following specific powers, to be exercised in its judgment: (h) To discharge or otherwise terminate the employment of any personnel. A board of a district of innovation, as defined in section 22-32.5-103 (2), may delegate the power specified in this paragraph (h) to an innovation school, as defined in section 22-32.5-103 (3), or to a school in an innovation school zone, as defined in section 22-	

	32.5-103 (4).	
Replacement Policy	(h) To discharge or otherwise terminate the employment of any personnel. The DPS board delegates the power specified in this paragraph (h) to Ashley Elementary.	
School Proposal	22-32-126: Employment and authority of principals	Management
Policy	<p>22-32-126.</p> <p>(1) The board of education may employ through written contract public school principals who shall hold valid principal licenses or authorizations and who shall supervise the operation and management of the school and such property as the board shall determine necessary.</p> <p>(2) The principal shall assume the administrative responsibility and instructional leadership, under the supervision of the superintendent and in accordance with the rules and regulations of the board of education, for the planning, management, operation, and evaluation of the educational program of the schools to which he is assigned.</p> <p>(3) The principal shall submit recommendations to the superintendent regarding the appointment, assignment, promotion, transfer, and dismissal of all personnel assigned to the school under his supervision.</p> <p>(4) The principal shall perform such other duties as may be assigned by the superintendent pursuant to the rules and regulations of the board of education.</p> <p>(5) (a) The principal or the principal's designee shall communicate discipline information concerning any student enrolled in the school to any teacher who has direct contact with the student in the classroom and to any counselor who has direct contact with the student. Any teacher or counselor who receives information under this subsection (5) shall maintain the confidentiality of the information and does not have authority to communicate the information to any other person.</p> <p>(b) Each school district shall include in its discipline code adopted in accordance with section 22-32-110 (2) procedures to inform the student and the student's parent or guardian when disciplinary information is communicated and to provide a copy of the disciplinary information to the student and the student's parent or guardian. The discipline code shall also establish procedures to allow the student and the student's parent or guardian to challenge the accuracy of the disciplinary information.</p>	
School's Replacement Policy	<p>The Ashley Elementary School SLT will manage the principal selection process and will recommend two final candidates to the district superintendent for hiring. Principal candidates will be provided to the SLT from the district's principal hiring pool. The superintendent may redirect the SLT to continue the search for a better qualified candidate but may not appoint a principal to the school without the approval of the SLT. The principal will assume the administrative responsibility and instructional leadership of the school under the supervision of the superintendent and in accordance with the innovation plan. In the event that the principal position is vacant, the superintendent shall hire an interim principal until such time that the district approves a principal candidate put forward by the SLT.</p>	
School Proposal	Teacher Employment, Compensation and Dismissal Act of 1990 Section 22-63-201: Employment - License Required – Exception	Human Resource Management: Hiring and Teacher Qualifications

Policy	<p>(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.</p> <p>(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.</p> <p>(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.</p> <p>(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.</p>	
Replacement Policy	<p>Ashley Elementary will employ highly qualified and licensed teachers for teaching of core content pursuant to the federal ESEA Act (in conjunction with the District's ESEA Flexibility Request). The school may employ non-licensed teachers for supplemental and enrichment instruction consistent with the innovation plan. The DPS board may enter into employment contracts with non-licensed teachers and/or administrators at Ashley Elementary School as necessary to implement the school's innovation plan.</p>	
School Proposal	<p>Teacher Employment, Compensation and Dismissal Act of 1990 Section 22-63-202: Contracts in Writing Duration Damage Provision</p>	<p>Human Resource Management: Hiring, Contracts and Employment Offer Letters</p>
Policy	<p>(1) Except for a part-time or substitute teacher, every employment contract entered into by any teacher or chief administrative officer for the performance of services for a school district shall be in writing.</p> <p>(2) (a) A teacher or chief administrative officer and the board may mutually agree to terminate the teacher's or chief administrative officer's employment contract at any time.</p> <p>(b) Each employment contract executed pursuant to this section shall contain a provision stating that a teacher or chief administrative officer shall not terminate his or her employment contract with the board without the agreement of the board unless:</p>	

(I) If the teacher or chief administrative officer intends to terminate his or her employment contract for the succeeding academic year, the teacher or chief administrative officer gives written notice to the board of his or her intent no later than thirty days prior to the commencement of the succeeding academic year or, if a school district operates an alternative year program, not less than thirty days before the commencement of services under the employment contract; or

(II) If the teacher or chief administrative officer intends to terminate his or her employment contract for the current academic year after the beginning of the academic year, the teacher or chief administrative officer shall give written notice to the board of his or her intent at least thirty days prior to the date that the teacher or chief administrative officer intends to stop performing the services required by the employment contract.

(b.5) Each employment contract executed pursuant to this section shall contain a provision stating that a teacher or chief administrative officer shall accept the terms of the employment contract for the succeeding academic year within thirty days of receipt of the contract, unless the teacher or chief administrative officer and the district have reached an alternative agreement. If a teacher or chief administrative officer does not accept the terms of the employment contract within thirty days of receipt, the district shall be authorized to open the position to additional candidates.

(c) Each employment contract executed pursuant to this section shall contain a damages provision whereby a teacher or chief administrative officer who violates the provision required by paragraph (b) of this subsection (2) without good cause shall agree to pay damages to the school district, and the board thereof shall be authorized to collect or withhold damages from compensation due or payable to the teacher or chief administrative officer, in an amount equal to the lesser of:

(I) The ordinary and necessary expenses of a board to secure the services of a suitable replacement teacher or chief administrative officer; or

(II) One-twelfth of the annual salary specified in the employment contract.

(c.5) (I) The general assembly finds that, for the fair evaluation of a principal based on the demonstrated effectiveness of his or her teachers, the principal needs the ability to select teachers who have demonstrated effectiveness and have demonstrated qualifications and teaching experience that support the instructional practices of his or her school. Therefore, each employment contract executed pursuant to this section shall contain a provision stating that a teacher may be assigned to a particular school only with the consent of the hiring principal and with input from at least two teachers employed at the school and chosen by the faculty of teachers at the school to represent them in the hiring process, and after a review of the teacher's demonstrated effectiveness and qualifications, which review demonstrates that the teacher's qualifications and teaching experience support the instructional practices of his or her school.

(II) Repealed.

(III) (A) Any active nonprobationary teacher who was deemed effective during the prior school year and has not secured a mutual consent placement shall be a member of a priority hiring pool, which priority hiring pool shall ensure the nonprobationary teacher a first opportunity to interview for a reasonable number of available positions for which he or she is qualified in the school district.

(B) When a determination is made that a nonprobationary teacher's services are no longer required for the reasons set forth in subparagraph (VII) of this paragraph (c.5),

the nonprobationary teacher shall be notified of his or her removal from the school. In making decisions pursuant to this paragraph (c.5), a school district shall work with its local teachers association to develop policies for the local school board to adopt. If no teacher association exists in the school district, the school district shall create an eight-person committee consisting of four school district members and four teachers, which committee shall develop such policies. Upon notice to the nonprobationary teacher, the school district shall immediately provide the nonprobationary teacher with a list of all vacant positions for which he or she is qualified, as well as a list of vacancies in any area identified by the school district to be an area of critical need. An application for a vacancy shall be made to the principal of a listed school, with a copy of the application provided by the nonprobationary teacher to the school district. When a principal recommends appointment of a nonprobationary teacher applicant to a vacant position, the nonprobationary teacher shall be transferred to that position.

(C) This subparagraph (III) shall take effect at such time as the performance evaluation system based on quality standards established pursuant to this section and the rules promulgated by the state board pursuant to section 22-9-105.5 has completed the initial phase of implementation and has been implemented statewide. The commissioner shall provide notice of such implementation to the revisor of statutes on or before July 1, 2014, and each July 1 thereafter until statewide implementation occurs.

(IV) If a nonprobationary teacher is unable to secure a mutual consent assignment at a school of the school district after twelve months or two hiring cycles, whichever period is longer, the school district shall place the teacher on unpaid leave until such time as the teacher is able to secure an assignment. If the teacher secures an assignment at a school of the school district while placed on unpaid leave, the school district shall reinstate the teacher's salary and benefits at the level they would have been if the teacher had not been placed on unpaid leave.

(V) Nothing in this section shall limit the ability of a school district to place a teacher in a twelve-month assignment or other limited-term assignments, including, but not limited to, a teaching assignment, substitute assignment, or instructional support role during the period in which the teacher is attempting to secure an assignment through school-based hiring. Such an assignment shall not constitute an assignment through school-based hiring and shall not be deemed to interrupt the period in which the teacher is required to secure an assignment through school-based hiring before the district shall place the teacher on unpaid leave.

(VI) The provisions of this paragraph (c.5) may be waived in whole or in part for a renewable four-year period by the state board of education pursuant to section 22-2-117, provided that the local school board applying for the waiver, in conjunction with the superintendent and teachers association in a district that has an operating master employment contract, if applicable, demonstrates that the waiver is in the best interest of students enrolled in the school district, supports the equitable distribution of effective teachers, and will not result in placement other than by mutual consent of the teacher in a school district or public school that is required to implement a priority improvement plan or turnaround plan pursuant to article 11 of this title. Notwithstanding the provisions of this paragraph (c.5), a waiver shall not be granted for a request that extends the time for securing an assignment through school-based hiring for more than two years.

	<p>(VII) This paragraph (c.5) shall apply to any teacher who is displaced as a result of drop in enrollment; turnaround; phase-out; reduction in program; or reduction in building, including closure, consolidation, or reconstitution.</p> <p>(d) The department of education may suspend the license, endorsement, or authorization of a teacher or chief administrative officer who fails to provide the notice required by paragraph (b) of this subsection (2) and who abandons, fails, or refuses to perform required services pursuant to an employment contract, without good cause.</p> <p>(3) A teacher may be suspended temporarily during the contractual period until the date of dismissal as ordered by the board pursuant to section 22-63-302 or may have his or her employment contract cancelled during the contractual period when there is a justifiable decrease in the number of teaching positions. The manner in which employment contracts will be cancelled when there is a justifiable decrease in the number of teaching positions shall be included in any contract between the board of education of the school district and school district employees or in an established policy of the board, which contract or policy shall include the criteria described in section 22-9-106 as significant factors in determining which employment contracts to cancel as a result of the decrease in teaching positions. Effective February 15, 2012, the contract or policy shall include consideration of probationary and nonprobationary status and the number of years a teacher has been teaching in the school district; except that these criteria may be considered only after the consideration of the criteria described in section 22-9-106 and only if the contract or policy is in the best interest of the students enrolled in the school district.</p> <p>(4) (a) Notwithstanding the provisions of section 24-72-204 (3) (a), C.R.S., upon a request from a school district or a school concerning a person applying for a position as a teacher, a school district may disclose to the requesting school district or school the reason or reasons why a teacher left employment with the original school district. Upon the specific request of a school district at which a teacher has applied for employment, a school district may disclose any pertinent performance record or disciplinary record of a teacher that specifically relates to any negligent action of the teacher that was found to have endangered the safety and security of a student or any disciplinary record that relates to behavior by the teacher that was found to have contributed to a student's violation of the school district's conduct and discipline code. The information disclosed pursuant to this paragraph (a) shall only be disclosed to personnel authorized to review the personnel file in the school district or school and to the person applying for a position as a teacher.</p> <p>(b) No employment contract executed pursuant to this section shall contain a provision that restricts or prohibits a school district from disclosing to another school district or school the reason or reasons why a teacher left employment with the original school district or from disclosing to another school district any of the teacher's disciplinary or performance records pursuant to paragraph (a) of this subsection (4).</p>
Replacement Policy	<p>Ashley Elementary staff members hired after the adoption of the innovation plan will be on annual contracts. The annual contract expires at the end of each contract year.</p> <p>All contracts will be in writing. The school will provide contract language to the district for feedback before any initial employment contracts are signed. Mutual terminations will be negotiated between the teacher and the school principal.</p>

	<p>If an employee intends to terminate a contract after the beginning of the academic year, the employee shall give written notice of his or her intent at least thirty days prior to the date that he or she intends to stop performing the services required by the employment contract. Ashley Elementary teachers hired following the adoption of the school's innovation plan shall be on annual contracts. The school principal has the authority to make employment offers to qualified candidates. Termination of all staff will follow the dismissal procedures outlined in the DPS policy GDQD and GDQD-R. Ashley Elementary will not provide first opportunity to interview rights to priority hiring pool candidates, but will consider them for employment. The school will not contribute teachers to the district hiring pool. The school has the right to refuse direct assignments or mandatory transfers of teachers from the district.</p>	
School Proposal	<p>Teacher Employment, Compensation and Dismissal Act of 1990 Section 22-63-203: Renewal and Nonrenewal of Employment Contract</p>	<p>Human Resources Management: Dismissals</p>
Statute Description	<p>(1) (a) Except as provided for in paragraph (b) of this subsection (1), the provisions of this section shall apply only to probationary teachers and shall no longer apply when the teacher has been reemployed for the fourth year, except as provided for in paragraph (a.5) of subsection (4) of this section. This paragraph (a) is repealed, effective July 1, 2014.</p> <p>(b) For any school district that has implemented the performance evaluation system based on quality standards pursuant to section 22-9-106 and the rules adopted by the state board pursuant to section 22-9-105.5, the provisions of this section shall apply only to probationary teachers and shall no longer apply when the teacher has been granted nonprobationary status as a result of three consecutive years of demonstrated effectiveness, as determined through his or her performance evaluations and continuous employment.</p> <p>(2) (a) During the first three school years that a teacher is employed on a full-time continuous basis by a school district, such teacher shall be considered to be a probationary teacher whose employment contract may be subject to nonrenewal in accordance with subsection (4) of this section. A school district may also consider a teacher employed on a part-time continuous basis by such district and by a board of cooperative services to be a probationary teacher whose contract may be subject to nonrenewal in accordance with subsection (4) of this section. An employment contract with a probationary teacher shall not exceed one school year.</p>	
School's Replacement Policy	<p>Ashley Elementary teachers employed after the adoption of the innovation plan will be hired on annual contracts and will not be considered probationary or eligible to earn non-probationary status. Years of service and formal evaluations using DPS systems will be tracked and monitored by the school. Teachers on annual contracts who leave Ashley Elementary and are hired by another school in the district may apply their time at Ashley Elementary to the consecutive school years of demonstrated effectiveness and continuous employment required for the probationary period.</p>	
School Proposal	<p>Teacher Employment, Compensation and Dismissal Act of 1990 Section 22-63-206: Transfer of Teachers - Compensation</p>	<p>Human Resource Management: Direct Placement of Teachers</p>

<p>Statute Description</p>	<p>(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.</p> <p>(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.</p> <p>(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.</p> <p>(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.</p> <p>(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.</p>	
<p>School's Replacement Policy</p>	<p>Ashley Elementary may refuse direct placements or mandatory transfers of teachers from the district. District teachers who are qualified for a vacant position at the school will have an opportunity to apply for the position, and, if hired, will be compensated with a salary corresponding to the position and the years of service.</p>	
<p>School Proposal</p>	<p>Teacher Employment, Compensation and Dismissal Act of 1990 Section 22-63-301: Grounds for Dismissal</p>	<p>Human Resource Management: Dismissals</p>
<p>Policy</p>	<p>A teacher may be dismissed for physical or mental disability, incompetency, neglect of duty, immorality, unsatisfactory performance, insubordination, the conviction of a felony or the acceptance of a guilty plea, a plea of nolo contendere, or a deferred sentence for a felony, or other good and just cause. No teacher shall be dismissed for temporary illness, leave of absence previously approved by the board, or military leave of absence pursuant to article 3 of title 28, C.R.S.</p>	

Replacement Policy	<p>Ashley Elementary teachers and staff, hired prior to the approval of the innovation plan, will retain the employment terms under which they were hired. Non-renewal of probationary teachers and dismissal of non-probationary teachers will follow state law and district policies and procedures.</p> <p>All teachers employed after the approval of the school’s innovation plan will be employed using an annual contract. This contract can be non-renewed at the end of the contract term for any reason.</p> <p>In all situations related to teacher dismissal except for non-renewal of annual contracts, a teacher may only be dismissed for cause in accordance with the dismissal policies outlined in the replacement policy for 22-63-302.</p>	
School Proposal	<p>Teacher Employment, Compensation and Dismissal Act of 1990 Section 22-63-302: Procedure for dismissal - judicial review</p>	<p>Human Resource Management: Dismissals</p>
Statute Description	<p>(1) Except as otherwise provided in subsection (11) of this section, a teacher shall be dismissed in the manner prescribed by subsections (2) to (10) of this section.</p> <p>(2) The chief administrative officer of the employing school district may recommend that the board dismiss a teacher based upon one or more of the grounds stated in section 22-63-301. If such a recommendation is made to the board, the chief administrative officer, within three days after the board meeting at which the recommendation is made, shall mail a written notice of intent to dismiss to the teacher. The notice of intent to dismiss shall include a copy of the reasons for dismissal, a copy of this article, and all exhibits which the chief administrative officer intends to submit in support of his or her prima facie case against the teacher including a list of witnesses to be called by the chief administrative officer, addresses and telephone numbers of the witnesses, and all pertinent documentation in the possession of the chief administrative officer relative to the circumstances surrounding the charges. Additional witnesses and exhibits in support of the chief administrative officer's prima facie case may be added as provided in subsection (6) of this section. The notice and copy of the charges shall be sent by certified mail to said teacher at his or her address last known to the secretary of the board. The notice shall advise the teacher of his or her rights and the procedures under this section.</p> <p>(3) If a teacher objects to the grounds given for the dismissal, the teacher may file with the chief administrative officer a written notice of objection and a request for a hearing. Such written notice shall be filed within five working days after receipt by the teacher of the notice of dismissal. If the teacher fails to file the written notice within said time, such failure shall be deemed to be a waiver of the right to a hearing and the dismissal shall be final; except that the board of education may grant a hearing upon a determination that the failure to file written notice for a hearing was due to good cause. If the teacher files a written notice of objection, the teacher shall continue to receive regular compensation from the time the board received the dismissal recommendation from the chief administrative officer pursuant to subsection (2) of this section until the board acts on the hearing officer's</p>	

recommendation pursuant to subsection (9) of this section, but in no event beyond one hundred days; except that the teacher shall not receive regular compensation upon being charged criminally with an offense for which a license, certificate, endorsement, or authorization is required to be denied, annulled, suspended, or revoked due to a conviction, pursuant to section 22-60.5-107 (2.5) or (2.6). If the final disposition of the case does not result in a conviction and the teacher has not been dismissed pursuant to the provisions of this section, the board shall reinstate the teacher, effective as of the date of the final disposition of the case. Within ten days after the reinstatement, the board shall provide the teacher with back pay and lost benefits and shall restore lost service credit.

(4) (a) If the teacher requests a hearing, it shall be conducted before an impartial hearing officer selected jointly by the teacher and the chief administrative officer. The hearing officer shall be selected no later than five working days following the receipt by the chief administrative officer of the teacher's written notice of objection. If the teacher and the chief administrative officer fail to agree on the selection of a hearing officer, they shall request assignment of an administrative law judge by the department of personnel to act as the hearing officer.

(b) Hearing officers shall be impartial individuals with experience in the conducting of hearings and with experience in labor or employment matters.

(c) Expenses of the hearing officer shall be paid from funds of the school district.

(5) (a) Within three working days after selection, the hearing officer shall set the date of the prehearing conference and the date of the hearing, which shall commence within the following thirty days. The hearing officer shall give the teacher and the chief administrative officer written notice of the dates for the prehearing conference and for the hearing including the time and the place therefor.

(b) One of the purposes of the prehearing conference shall be to limit, to the extent possible, the amount of evidence to be presented at the hearing.

(c) The parties and their counsel shall be required to attend the prehearing conference with the hearing officer.

(6) (a) Within ten days after selection of the hearing officer, the teacher shall provide to the chief administrative officer a copy of all exhibits to be presented at the hearing and a list of all witnesses to be called, including the addresses and telephone numbers of the witnesses. Within seven days after the teacher submits his or her exhibits and witness list, the chief administrative officer and the teacher may supplement their exhibits and witness lists. After completion of the seven-day period, additional witnesses and exhibits may not be added except upon a showing of good cause.

(b) Neither party shall be allowed to take depositions of the other party's witnesses or to submit interrogatories to the other party. The affidavit of a witness may be introduced into evidence if such witness is unavailable at the time of the hearing.

(7) (a) Hearings held pursuant to this section shall be open to the public unless either the teacher or the chief administrative officer requests a private hearing before the hearing officer, but no findings of fact or recommendations shall be adopted by the hearing officer in any private hearing. The procedures for the conduct of the hearing shall be informal, and rules of evidence shall not be strictly applied except as necessitated in the opinion of the hearing officer; except that the hearing officer shall comply with the Colorado rules of evidence in excluding hearsay testimony.

(b) The hearing officer may receive or reject evidence and testimony, administer oaths, and, if necessary, subpoena witnesses.

(c) At any hearing, the teacher has the right to appear in person with or without counsel, to be heard and to present testimony of witnesses and all evidence bearing upon his proposed dismissal, and to cross-examine witnesses. By entering an appearance on behalf of the teacher or the chief administrative officer, counsel agrees to be prepared to commence the hearing within the time limitations of this section and to proceed expeditiously once the hearing has begun. All school district records pertaining to the teacher shall be made available for the use of the hearing officer or the teacher.

(d) An audiotaped record shall be made of the hearing, and, if the teacher files an action for review pursuant to the provisions of subsection (10) of this section, the teacher and the school district shall share equally in the cost of transcribing the record; except that, if a party is awarded attorney fees and costs pursuant to paragraph (e) of subsection (10) of this section, that party shall be reimbursed for that party's share of the transcript costs by the party against whom attorney fees and costs were awarded.

(e) Any hearing held pursuant to the provisions of this section shall be completed within six working days after commencement, unless extended by the hearing officer on a showing of good cause, and neither party shall have more than three days to present its case in chief. Neither party may present more than ten witnesses at the hearing, except upon a showing of good cause.

(8) The chief administrative officer shall have the burden of proving that the recommendation for the dismissal of the teacher was for the reasons given in the notice of dismissal and that the dismissal was made in accordance with the provisions of this article. Where unsatisfactory performance is a ground for dismissal, the chief administrative officer shall establish that the teacher had been evaluated pursuant to the written system to evaluate licensed personnel adopted by the school district pursuant to section 22-9-106. The hearing officer shall review the evidence and testimony and make written findings of fact thereon. The hearing officer shall make only one of the two following recommendations: The teacher be dismissed or the teacher be retained. A recommendation to retain a teacher shall not include any conditions on retention. The findings of fact and the recommendation shall be issued by the hearing officer not later than twenty days after the conclusion of the hearing and shall be forwarded to said teacher and to the board.

(9) The board shall review the hearing officer's findings of fact and recommendation, and it shall enter its written order within twenty days after the date of the hearing officer's findings and recommendation. The board shall take one of the three following actions: The teacher be dismissed; the teacher be retained; or the teacher be placed on a one-year probation; but, if the board dismisses the teacher over the hearing officer's recommendation of retention, the board shall make a conclusion, giving its reasons therefor, which must be supported by the hearing officer's findings of fact, and such conclusion and reasons shall be included in its written order. The secretary of the board shall cause a copy of said order to be given immediately to the teacher and a copy to be entered into the teacher's local file.

(10) (a) If the board dismisses the teacher pursuant to the provisions of subsection (9) of this section, the teacher may file an action for review in the court of appeals in accordance with the provisions of this subsection (10), in which action the board shall be made the party defendant. Such action for review shall be heard in an expedited manner and shall be given precedence over all other civil cases, except cases arising under the "Workers' Compensation Act of Colorado", articles 40 to 47 of title 8, C.R.S., and cases arising under the "Colorado Employment Security Act", articles 70 to 82 of title 8, C.R.S.

(b) An action for review shall be commenced by the service of a copy of the petition upon the board of the school district and filing the same with the court of appeals within twenty-one days after the written order of dismissal made by the board. The petition shall state the grounds upon which the review is sought. After the filing of the action for review in the court of appeals, such action shall be conducted in the manner prescribed by rule 3.1 of the Colorado appellate rules.

(c) The action for review shall be based upon the record before the hearing officer. The court of appeals shall review such record to determine whether the action of the board was arbitrary or capricious or was legally impermissible.

(d) In the action for review, if the court of appeals finds a substantial irregularity or error made during the hearing before the hearing officer, the court may remand the case for further hearing.

(e) Upon request of the teacher, if the teacher is ordered reinstated by the court of appeals, or upon request of the board, if the board's decision to dismiss the teacher is affirmed by the court of appeals, the court of appeals shall determine whether the nonprevailing party's appeal or defense on appeal lacked substantial justification. If the court of appeals determines that the nonprevailing party's appeal or defense on appeal lacked substantial justification, the court of appeals shall determine the amount of and enter a judgment against the nonprevailing party for reasonable attorney fees and costs incurred on appeal to the court of appeals. Any judgment entered pursuant to this paragraph (e) may be subject to stay as provided in rule 41.1 of the Colorado appellate rules.

(f) Further appeal to the supreme court from a determination of the court of appeals may be made only upon a writ of certiorari issued in the discretion of the supreme

	<p>court. Upon request of the teacher, if the teacher is ordered reinstated by the supreme court, or upon motion of the board, if the board's decision to dismiss is affirmed by the supreme court, the supreme court shall determine whether the nonprevailing party's appeal or defense on appeal to the supreme court lacked substantial justification. If the supreme court determines that the nonprevailing party's appeal or defense on appeal to the supreme court lacked substantial justification, the court shall determine the amount of and enter a judgment against the nonprevailing party for reasonable attorney fees and costs incurred on appeal to the supreme court. Any judgment entered pursuant to this paragraph (f) may be subject to stay as provided in rule 41.1 of the Colorado appellate rules.</p> <p>(11) (a) The board of a school district may take immediate action to dismiss a teacher, without a hearing, notwithstanding subsections (2) to (10) of this section, pending the final outcome of judicial review or when the time for seeking review has elapsed, when the teacher is convicted, pleads nolo contendere, or receives a deferred sentence for:</p> <p>(I) A violation of any law of this state or any counterpart municipal law of this state involving unlawful behavior pursuant to any of the following statutory provisions: Sections 18-3-305, 18-6-302, and 18-6-701, C.R.S., or section 18-6-301, C.R.S., or part 4 of article 3, part 4 of article 6, and part 4 of article 7 of title 18, C.R.S.; or</p> <p>(II) A violation of any law of this state, any municipality of this state, or the United States involving the illegal sale of controlled substances, as defined in section 18-18-102 (5), C.R.S.</p> <p>(b) A certified copy of the judgment of a court of competent jurisdiction of a conviction, the acceptance of a guilty plea, a plea of nolo contendere, or a deferred sentence shall be conclusive evidence for the purposes of this subsection (11).</p>
Replacement Policy	<p>Dismissal of Ashley Elementary teachers who were hired prior to the approval of the innovation plan will be done in accordance with existing state and district policies.</p> <p>Ashley Elementary teachers hired after the approval of the innovation plan will be hired on annual contracts. Teacher mid-year dismissal shall be for cause consistent with the process outlined in DPS policy GDQD/R.</p> <p>Mid-Year Dismissal Procedures For Employees on Annual Contracts:</p> <ul style="list-style-type: none"> -These procedures are an effort to maintain fair and equitable treatment for all school employees. -These procedures do not change the employment status of staff on annual contracts. <p>A. No employee will be dismissed until he/she has been notified by one of his/her supervisors of the supervisor's intent to recommend dismissal to the Superintendent or his/her designee. The supervisor will inform the employee of the grounds for the recommended dismissal pursuant to Colorado State Law 22-63-301 and will give the employee a reasonable opportunity to respond.</p>

B. If the supervisor decides to proceed with the dismissal recommendation, the supervisor will provide the employee with written notice of the ground(s) for the dismissal recommendation and the employee may request a post-termination hearing before an administrator (designated by the Superintendent or his/her designee) in the Human Resources Department. The employee must request the post-termination hearing within three (3) scheduled working days of the last day of work.

1. If the employee does not request the post-termination hearing within three (3) scheduled working days, the termination will be considered final. The recommendation for dismissal of employees who do not request a post-termination hearing will be forwarded to the Superintendent or his/her designee for final action. If the Superintendent or his/her designee does not uphold the supervisor's recommendation for dismissal, then the employee shall be entitled to back pay.
2. If the employee makes a timely request for a post-termination hearing, then the Human Resources administrator shall conduct the hearing within ten (10) scheduled working days of the receipt of the request for hearing, unless extraordinary circumstances require additional time.
 - i. The Human Resources administrator shall review the supervisor's decision in order to determine if there are facts that demonstrate that any of the ground(s) specified in the notice of dismissal recommendation provided the employee are present. The Human Resources administrator shall issue a decision in writing affirming, modifying, or reversing the dismissal recommendation. The decision shall be rendered within five (5) working days of the hearing, unless extraordinary circumstances require additional time.
 - ii. If the Human Resources administrator affirms the dismissal recommendation, the recommendation will be forwarded to the Superintendent or his / her designee for final action. If the Superintendent or his/her designee does not uphold the recommendation for dismissal, the employee shall be entitled to back pay.
 - iii. The Human Resources administrator's review concludes the dismissal procedures. The following procedures shall apply to the hearing before an impartial hearing officer:
 1. When a request for a hearing is received, the Superintendent or his/her designee, shall appoint a hearing officer skilled in the arbitration of labor relations matters and shall notify the Superintendent or his/her designee and the employee of the name of the hearing officer appointed. The hearing officer shall arrange the date and time of the hearing with the employee and a representative of the district.
 2. The hearing officer so appointed shall have the authority to establish hearing dates and to make all the necessary procedural rules. The hearing shall be strictly confined to whether any of the ground(s) specified in the dismissal recommendation notice provided to the employee and affirmed by the Human Resources Administrator are present.
 3. The parties shall exchange exhibits and witness lists at least five (5) working days prior to the commencement of the hearing.
 4. Pertinent information not privileged under law in the possession of the district shall be made available to the employee at his/her request.
 5. The employee may be represented by legal counsel at the hearing.
 6. The hearing officer will issue a written recommendation to the Superintendent or his/her designee and the employee within fifteen (15) working days after the close

	<p>of the hearing. The hearing officer's recommendation shall set forth detailed, written findings of fact. If the findings of fact demonstrate that any of the ground(s) specified in the notice for dismissal recommendation provided to the employee are present, the hearing officer is without authority to recommend the reversal of the dismissal recommendation. If the findings of fact demonstrate that none of the ground(s) specified in the notice for dismissal recommendation provided the employee are present, the hearing officer will have authority to recommend reversing the dismissal recommendation. The hearing officer's report shall be advisory only and shall not be binding on the Superintendent or his/her designee.</p> <p>7. All hearings conducted by the hearing officer shall be confidential.</p> <p>8. The Superintendent or his/her designee shall act on the hearing officer's report within ten scheduled working days, and his/her decision shall be final and shall terminate any rights of the employee under this policy. If the Superintendent or his/her designee does not affirm a dismissal recommendation, back pay and associated benefits may be restored, if applicable.</p> <p>9. The cost associated with employment of the hearing officer shall be paid by the district. The district shall be responsible for its legal costs, and the employee shall be responsible for paying his/her legal costs, if any.</p> <p>10. An official stenographic transcript of the hearing may be made at the request of the district or the employee, and a copy of any request shall be made available to the hearing officer. The person requesting a stenographic transcript shall pay the cost, except, if the other party requests a copy of the transcript, the entire cost of the stenographic transcript shall be shared equally by both parties.</p>	
School Proposal	Teacher Employment, Compensation and Dismissal Act of 1990 Section 22-63-401:Teachers Subject to Adopted Salary Schedule	Human Resource Management: Compensation
Policy	<p>(1) The board of a school district shall adopt by resolution a salary schedule that may be by job description and job definition, a teacher salary policy based on the level of performance demonstrated by each teacher, or a combination of the salary schedule and salary policy. Such salary schedule, salary policy, or combination schedule and policy shall be adopted in conjunction with or prior to the adoption of the budget for the following fiscal year. The schedule, policy, or combination schedule and policy shall remain in effect until changed or modified by the board. All teachers employed by the district shall be subject to such salary schedule, policy, or combination schedule and policy.</p>	
Replacement Policy	<p>Ashley Elementary will adopt a salary schedule that will meet or exceed the district's salary schedule. The School's SLT reserves the right to develop a supplemental compensation system separate from district policies to reimburse employees for extra duty pay as it may arise for activities that may include, but are not necessarily limited to additional time, additional responsibilities, coaching, tutoring, eternal professional development or for performance incentive pay.</p>	
School Proposal	22-63-402. Services - disbursements	Human Resource Management: Teacher License

Policy	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.	
Replacement Policy	Ashley Elementary may employ either licensed or non-licensed teachers for non-core subject areas. All core subject area teachers will be licensed and highly qualified under the requirements of the ESEA Act. School district moneys will be used to pay both licensed and non-licensed teachers hired to perform services consistent with the innovation plan.	
School Proposal	22-7-1207:Advancement – decision – parental involvement	Promotion, Retention and Acceleration of Students
Policy	<p>(1) Within 45 days before the end of the school year prior to the student’s fourth grade year, a teacher finds that a student has a significant reading deficiency, personnel of the local education provider shall provide to the student’s parent the written notice...</p> <p>(a) except for students with disabilities substantially impacting their progress developing reading skills;</p> <p>(b) the student is a student with limited English proficiency ... and the deficiency is due primarily to the student’s language skills;</p> <p>(c) the student is completing a second school year at the same grade level.</p> <p>(2) Written notice to parents shall include:</p> <p>(a) notification of serious implications to a student entering fourth grade with a significant reading deficiency and a meeting request...</p> <p>(b)...work with the parents to schedule a meeting...</p> <p>(c) if the parent does not attend the meeting, the teacher and personnel of the local education provider will decide whether the student will advance to the next grade level in the next school year.</p> <p>(4) specific information that should be discussed with parents: serious implications of attending fourth grade without reading proficiency, importance of achieving reading proficiency by end of third grade, the student’s body of evidence and the likelihood that the student, despite having a significant reading deficiency, will be able to maintain adequate academic progress at eh next grade level, the increased level of intervention instruction the student will receive in the next school year regardless of whether the student advances to the next grade level, the potential effects on the student if he or she does not advance to the next grade level,</p> <p>(b) ...the parent, teacher, and other personnel shall decide whether the student will advance to the next grade level int eh next school year. If the parent, teacher and other personnel are not in agreement, the parent shall decide whether the student will advance to the next grade level unless otherwise specified in the policy adopted</p>	

	<p>by the local education provider.</p> <p>(5) parents will be given written notification of the decision to retain or not retain the student...</p> <p>(6) ...beginning in 2016-17...if the superintendent, or his or her designee, or the principal... does not approve the decision to advance the student, the student shall not advance to fourth grade in the next school year. ...</p> <p>(7) Each local education provider shall ... oral and written communications to a parent... in a language that the parent understands.</p>
<p>Replacement Policy</p>	<p>Ashley Elementary will follow the school’s replacement policy IKE/IKE-R regarding retention of students.</p> <p>Retention decisions for students performing below grade-level in core content areas will be made based on reading and math achievement levels as determined by multiple metrics. The principal, deans, teacher, and parents will confer prior to the end of the school year about the student’s progress. If students are making insufficient progress, an academic plan will be prepared and grade retention may be recommended to the School Leadership Team by the principal, deans, teacher, or parents or the SIT.</p> <p>If the Ashley Elementary School Leadership Team approves the grade retention of a student, the student will be retained. Parents will not have the ability to override the decision of the School Leadership Team. Parents will be made aware of this policy at orientation, at the time of registration for all mid-year enrollees. The school will regularly communicate student performance to parents/guardians.</p>

Appendix A: Evidence of Support from Administration, Teachers, Staff

To Superintendent Boasberg and Board of Education Members;

When the Ashley Strategic School Design Team sat down for our initial meeting toward the end of the 12-13 school year, we all knew that we had an enormous undertaking ahead of us. While we were all a bit nervous, we knew that we were being given an opportunity that is not afforded to many learning communities. This opportunity galvanized us while at the same time, our knowledge and experience with the students at Ashley inspired us to research, plan, and implement a school plan that would provide new educational opportunities for this community that we have all grown to love. The stakeholders involved, which included teachers, administration, support staff, and community members, remained united in this cause throughout the entire planning process.

Initially, and during the entire design process, our team reached out to all members of our faculty and community for ideas and feedback. We wanted to ensure that all voices were heard and that our ultimate design was eclectic and well thought out. Three main ideas surfaced as we continued to brainstorm. These three components, strong community engagement and involvement, a rich language program, and exposure to a robust blended learning environment, ultimately became the pillars of our design. With these three ideals to guide us, the Ashley Innovation Plan was born.

It is with great pride and sense of accomplishment that the Ashley Strategic School Design team strongly recommends the Ashley Innovation Plan for approval. Within it lies the hope, dream, and vision of a community united for the cause of a better future for the students and children in its care. We are energized and anxious to embark on this journey together as we do everything in our power to bring these hopes, these dreams, and this vision to reality for our students and their families.

Warm Regards,

The Ashley Elementary School Innovation Team

Edith Zapata
Michael Cavilli
Z. Ho
Caway
Ryan Heath
Louis Carateo

Appendix B: Evidence of Support from Parents, Guardians and Community Groups

November 20, 2013

Dear Superintendent Boasberg & Board of Education Members,


We are writing this letter in support of the new Ashley Innovation Plan. We were part of the Innovation Team representing the parents and worked with teachers during the summer. We are excited with the changes. We like the new culture that has been built, uniforms, extended hours and overall plan that has been created. We also like the increasing opportunities for parent engagement and the creation of the Ashley Parent Organization which has not existed before.

We believe that this Innovation plan is the best choice for our kids and hope that you support our scholars, families and community in voting for the adoption of our plan.

In appreciation,


Edith Zapata
Parent


Karina Rodriguez
Parent


Jennifer Keel
Ashley Parent/Family Liaison



8269 E. 23rd Ave. • Denver • CO • 80238 • (303) 388-8500 • FAX: (303) 388-9600

November 15, 2013

Zachary Rahn, Principal
Ashley Elementary School
1914 Syracuse Street
Denver, CO 80220

Re: Innovation Plan

Dear Zach,

As the Chair of the CSC at Ashley, I am writing to express my support of the Ashley Elementary School Innovation Plan, which will be voted on December 2nd.

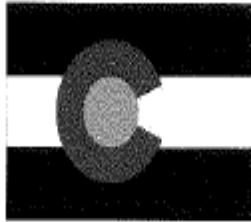
To that end, I am committed to buying enough iPads to equip all Ashley students 1st Grade - 5th Grade. I am also committed to pay for a dedicated and knowledgeable blended learning coach, subject to an agreement on a robust Blended Learning Plan with the Ashley Staff.

If you have any questions, please do not hesitate to call me.

Sincerely,

Philip Garvin

PG:pmf



MICHAEL JOHNSTON
State Senator
200 E. Colfax Avenue
Denver, Colorado 80203
Capitol: 303-866-4864
FAX: 303-866-4043
Email: mike@mikejohnston.org
Senate District 33

Senate Chamber
State of Colorado

COMMITTEES

Chair: Finance Committee
Vice-Chair: Education Committee

October 25, 2013

To Whom It May Concern:

It is with great enthusiasm that I write to express support for Ashley Elementary's innovation application. I could not be more excited about the opportunities innovation status provides schools, and after reviewing Ashley Elementary's application, I am confident they will be good stewards of the autonomy and trust you place with them.

Having visited Ashley Elementary, I know it is a school dedicated to providing all students with a rigorous literacy, mathematics, and science curriculum while also developing 21st-century skills. Ashley Elementary fosters a diverse community that embraces academic achievement as well as culture, language, arts and athletics.

Ashley Elementary's innovation application is premised on solid "pillars," each of which is research-proven to lead to higher student achievement. Best practices like more (and better) instruction, additional adults in the classroom, and increased literacy time will unleash the potential of Ashley's students.

As a state senator for Northeast Denver here in Colorado, I applaud Ashley Elementary for creating a bold plan of education that paves the way for improving outcomes for all students. Their dedication to a strong liberal arts education is unparalleled, and I fully support their request for innovation status.

Thank you for your consideration of the application.

Sincerely,

Mike Johnston
State Senator, District 33
Colorado General Assembly

Stapleton Foundation
for sustainable urban communities

7350 E. 29th Avenue, Suite 300
Denver, CO 80238
(303) 393-7700
(303) 393-6805 Fax

Zachary Rahn
Ashley Elementary School
1914 Syracuse Street
Denver, CO 80220

Dear Zach,

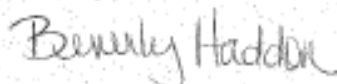
I am very excited to be writing this letter of support for Ashley Elementary's Innovation Application, because it represents a realistic yet bold approach toward the significant improvement of student achievement for all the children at Ashley.

I am the CEO of the Stapleton Foundation which is a community foundation that is dedicated to assisting several Near North East (NNE) Denver Public Schools (DPS) in their quest to educate our Denver children. We have worked with Ashley Elementary for approximately 8 years, and this is the first year we have reason to hope that Ashley will achieve very high marks on all measurements applied by DPS and the State of Colorado.

Throughout the summer the Stapleton Foundation partnered with the Ashley school community to assist them with the hiring process for a new school principal and begin the process of developing a new "Strategic School Design". We are very pleased to see that the plan reflects a more rigorous curriculum in literacy and mathematics. And, we are very excited about the addition of the research based blended learning, and second language development with dual language enrichment.

This new Strategic School Design supported by a decision by Denver Public Schools Administration and the Board of Education will substantially benefit the students currently at Ashley, and the new students from the neighborhood as well as students who will choose in because of the dynamic program. I do hope you will support their request for innovation status.

Sincerely,



Beverly Haddon

As a parent, family member or friend of Ashley Elementary School, I enthusiastically support the adoption of the Ashley Innovation Plan. The plan was developed over five months with the input of families, teachers and staff. I believe that it will provide scholars with increased opportunities and ensure the needs of all children are met.

Como padre de familia, un familiar o amigo de la Escuela Primaria Ashley, con entusiasmo a favor de la aprobación del Plan de Innovación de Ashley. El plan fue desarrollado durante cinco meses, con ayuda de las familias, los maestros y el personal. Creo que va a proporcionar los estudiantes con mayores oportunidades y garantizar que se cumplan las necesidades de todos los niños.

Signature/Firma	Name of Student/Relationship to School Nombre del alumno / Relación con la Escuela	Date/Fecha
Dante Lujan	Dante Lujan	
Clara P.	Jose Fernando Garcia ^{estudiante}	10/29/13
	Mila & Lucy Hancock	10/29/13
Genny R. Potts	Wanenouon Some	10/29/13
Anese King	Carson Vigil / Mather	10/29/13
Sara Chapman	Kharon/Pharrah Johnson	10/29/13
Jaime Ulloa	Elizabeth Ulloa	10/29/13
Eric Blandford	Jay-Jay + Naglan	10/29/13
Manuel Lora	Dante Hernandez ^{Veronica Jauregui}	10/29/13
Isabelle White	Isabelle White	10/29/13
Maria Lorena	Esteban Vazquez	10/29/13
Keshia Marie Martinez	Denise Brown Ja'Niyah Payne	10/29/13
JUMA YILU	Ayca Yilu	10-29-13
Edith Zapata	Kevin Vasquez Juan V. Nayeli Vasquez	10/29/13
LySeanna Draper		10-29-13
Rosa Lino	Stephanie Patagua Brayan Patagua	10/29/13
Alfred Morales	Alfredo Morales (sister)	

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Signature/Firma	Name of Student/Relationship to School Nombre del alumno / Relación con la Escuela	Date/Fecha
	CRISTEL GARCIA MARIN JAYLA SIBALEY	10/29/2013
	ARMANI ANDERSON	10/29/2013
	DELFINA + MARK MCM	10/29/2013
	CONFORT + EUGENIA	10/29/13
	TARA PENA	10/29/13
	LUCILLE CAMILLERI	10/29/13
	JASMINE LUMPH	10/29/13
	JASMINE LUMPH	10/29/13
	GERALDINE REYES	10/29-13
	FISMA JULLIA	10/29/13
	NEWASH PAIVA	10/29/13
	VIVIANA DEVORA	10/29/13
	LILIANA DEVORA	10/29/13
	GABRIEL BERGONZINI	10/29/13
	CAROL CLARSON	10-29-13
	MARTINO SANDOZ 5 th gr. CRISTINA DURAN 3 rd gr.	10/29/13
	SAUL BALDERRA	10/29/13

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Signature/Firma	Name of Student/Relationship to School Nombre del alumno / Relación con la Escuela	Date/Fecha
	Tara-Marit Peña	10-29-13
	Jorge - Casillas	10-29-13
	Jordan Morrison	10-29-13
	Amareh Asan, Amari fair-Munoz	10-29-13
	Christopher / Alexa Goyhart	10-29-13
	Melanie Goens	10-29-13
	Summer Scholars Staff	10-29-13
	Justyce Goens	10-29-13
	Justyce Goens	10-29-13
	Jaeda Aliyah Martinez	10-29-13
	Embard Cambria Nichols-Dawey	10-29-13
	Aniah Sims - parent	10-29-13
	Depza Mikah Afajah	10-29-13
	Ashley MAURER; SLP	10-29-13
	MIGUEL RIVAS	10-29-13
	MIGUEL RIVAS	10-29-13
	Rita-Lynn Hayes	10-29-13

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Signature/Firma	Name of Student/Relationship to School Nombre del alumno / Relación con la Escuela	Date/Fecha
Thelma Hoffman	Ashley	10-29-13
Rama Morales	Ashley	10-29-13
Eiva Martínez	Ashley Alexander	10-29-13
Estela Martínez	Ashley Lynett	10-29-13
Maria Garza	Emily	10/29/13
Zuzanna D	Base / Joshua / Victor Loandir	10/29/13
Adriana Rojas	Melissa y Cesar Avencz	10/29/13
[Signature]	Tarah Cady Asate	10-29-2013
Maria Lacerda	Karina Perez	10/29/13
Maria Lacerda	Andrea Perez	10/29/13
Maria Lacerda	Ulises Perez	10-29-13
Detmar Long	Serenity + Jerry Long	10-29-13
Ivette	Izabel Garcia / Madre	10/29/13
Manuela Garcia	Isac Leon	10/29-13
[Signature]	Geoffrey Olan	10-29-13
Ereolina	Jasmine	10-29-13
MJC	Geral D. Reyes	10/29-13

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Signature/Firma	Name of Student/Relationship to School Nombre del alumno / Relación con la Escuela	Date/Fecha
Domingo Rios	Toel Meza	10-29-13
Ronald Smith	Denise Brown	10-29-13
Azzine Smith	Denise Brown	10-29-13
Sueva Gomez	Marisol Gomez y Antonia G.	10-29-13
James Murray		10-29-13
Janet Brown	Nicole and Julio Guerrero	10-29-13
Willie Young	A. Niyon Livingston	10-29-13
W. W. Young	" " "	10-29-13
Marisa Lopez	Antonio G.	10-29-13
Donna Mappin	Zachary	10-29-13
Maria M	Faith Brown	10/29/13
Yvonne	Resur Tejeda	10-29-13
Bunika	Giselle Garcia-McKin Sayla Sibley	10/29/13
Julian Sencato	Julian Sencato	10/29/13
Isabella Bantoff	Isabella Bantoff	10-29-13
Deniss Morales	Deniss Morales	10-29-13
Brian Perras	Brian Perras / Mom	10/29/13

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Signature/Firma	Name of Student/Relationship to School Nombre del alumno / Relación con la Escuela	Date/Fecha
Irene Medina	Allison Lopez madre	10-29-13
Victor Lopez	Allison Lopez Papa	10-29-13
Moisés Lucumí	TARELY - LUCUMÍ H	10-29/13
Julio Romero	Cynthia Quizeck	10/29/13
Melissa Edwards	Mauriah Sims mother	10/29/13
Hortencia Reaves	Edijah	10/29/13
Ebony Reaves	Abase'e Reaves	10-29-13
Yolanda Martinez	Madre Alejah Martinez	10-29-13
Michael Brown	Michael Brown	10/29/13
Maria Garcia	Jessica Garcia	10/29/13
Nohelia Meza	Jessica Garcia	10/29/13
Rocio Espinoza	Jessica Garcia	10/29/13

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Signature/Firma	Name of Student/Relationship to School Nombre del alumno / Relación con la Escuela	Date/Fecha
Griselda Villegas	Christian Gomez	11-14-13
Guadalupe Garcea	Sarahi Corona (estud.)	11-14-13
Angela Sechrest	Alexis Corona student	11-14-13
Julio Rugada	Jynthia Quezada	11/14/13
Yvonne Elena Salgado	Omar Salgado	11/14/13
Ge Yanet Ochoa	Edwin G. Hernandez	11/14/13
Maria Rangel	Jessica Garcia	11/14/13
Dainhe Arsenheimer	Gabriel Arsenheimer	11/15/13
CHARLES WILLIAMS	KIARA/ERIANNA WILLIAMS	11/15/13
Margarita Chavez	Magaly and Angelica Chavez	11/15/13
Leticia Martinez	Brenda Villanueva	11/15/13
Karim Rodriguez	Cesar Tejada	11-15-13
Jose Rodriguez	Anthony C Rodriguez	11-15-13
Angelica Casillas	David Jose Beltramin Adriana	11:15:13
Ana Rosa Lopez	Lizet y Yohani Torres	11-15-13
Martha Martinez	MIGUEL RIVAS	11-15-13
Teresa Castañeda	Leonora Castañeda	11-15-13

Appendix C: Waiver Template for Use of Non-Adopted District Curriculum

School Name: Ashley Elementary

Requestor: Zachary Rahn

Requestor's Phone Number: 603-501-9092

Department/Title: Principal

Title: FOSS

Publisher: Delta Education

ISBN Numbers and Authors for each Course:

GRADE	LIFE	PHYSICAL	EARTH
K	Animals Two by Two	Materials in Our World	Trees & Weather
1	Insects & Plants	Solids & Liquids	Pebbles, Sand & Silt
2	Plants & Animals	Balance & Motion	Air & Weather
3	Structures of Life	Measuring Matter	Soils, Rocks, & Landforms
4	Environments	Energy & Electromagnetism	Sun, Moon, & Planets
5	Living Systems	Mixtures & Solutions	Weather on Earth

Subject Area: Science **Grade(s):** K-5th

Copyright: 2012

Format (click correct box) Hardback Paperback (K-2 is soft; 3-5 is hard)

Textbook Non-Adopted Supplementary Text Don't Know

What need in student proficiencies does this alternative program address that is not currently addressed in DPS core materials?

The FOSS science curriculum will be included within our daily core curriculum. FOSS provides all students with science experiences that are appropriate to students' cognitive development and prior experiences. It provides a foundation for more advanced understanding of core science ideas organized in thoughtfully designed learning progressions in order to prepare students for life in an increasingly complex scientific and technological world. The National Research Council (NRC) in *A Framework for K-12 Science Education* and the American Association for the Advancement of Science (AAAS) in *Benchmarks for Scientific Literacy* have described the characteristics of scientific literacy:

- Familiarity with the natural world, its diversity, and its interdependence.
- Understanding the disciplinary core ideas and the crosscutting concepts of science, such as patterns; cause and effect; scale, proportion, and quantity; systems and system models; energy and matter—flows, cycles, and conservations; structure and function, and stability and change.
- Knowing that science and engineering technology, and mathematics are interdependent human enterprises and, as such, have implied strengths and limitations.
- Ability to reason scientifically.
- Using scientific knowledge and scientific and engineering practices for personal and social purposes.

The FOSS Program design is based on learning progressions that provide students with opportunities to investigate core ideas in science in increasingly complex ways over time. FOSS starts with the intuitive ideas that primary students bring with them and provides experiences that allow students to develop more sophisticated understanding as they grow through the grades. Cognitive research tells us that learning involves individuals in actively constructing schemata to organize new information and to relate and incorporate the new understanding into established knowledge. What sets experts apart from novices is that experts in a discipline have extensive knowledge that is effectively organized into structured schemata to promote thinking.

Novices have disconnected ideas about a topic that are difficult to retrieve and use. Through internal processes to establish schema and through social processes of interacting with peers and adults, students construct understanding of the natural world and their relationship to it. The target goal for FOSS students is to know and use scientific explanations of the natural world and the designed world; to understand the nature and development of scientific knowledge and technological capabilities; and to participate productively in scientific and engineering practices.

With Delta Foss, students learn science by doing science. They develop deep durable understanding of science concepts and principles through authentic investigations, analysis and reflection. This program teaches scientific thinking processes such as logical analysis and data based decision-making. The four learning modalities include Active Investigation, Reading, Multi-media and Assessment. This results in a comprehensive understanding of science concepts. Students continue to be engaged in the learning consistently throughout these lessons. These four modalities (active investigation, reading, multi-media and assessment) utilize an inquiry based approach to learning which directly links to our school's commitment around the functions of PBL. Moreover, the curriculum includes student books that complement each module and integrate content reading and writing into the context of learning science (Lawrence Hall of Science, 2013). This allows for NNEMS to thoughtfully integrate science and reinforce academic vocabulary (Delta Education, 2013).

Although many programs use thinking processes, FOSS is the only one that has organized the Scientific Thinking Processes into a developmental sequence specifically related to cognitive stages.

- OBSERVING
using the senses to get information
- COMMUNICATING
talking, drawing, acting
- COMPARING
pairing, one-to-one correspondence
- ORGANIZING
grouping, serializing, sequencing
- RELATING
cause and effect, classification
- INFERRING
superordinate/subordinate classification, if/then reasoning, developing scientific laws
- APPLYING
developing strategic plans, inventing

Practical experience in classrooms demonstrates that students learn best by doing. When involved in learning something of interest, students come to understand concepts more fully, remember them longer after the experience, and develop confidence in their ability to find things out and to understand science.

Practical experience has taught us that when language arts experiences are embedded within the context of learning science, students improve in their ability to use their language skills. Students are eager to read to find out information, and to share their experiences both verbally and in writing.

Again, the School Specialty Delta Foss Science curriculum is a hands-on curriculum, which directly aligns with our focus on project-based learning in that the cycle of learning replicates the investigative, research, analysis and solution-based learning.

What data support the requested alternative core program?

See attached Evidence of Success documents.

What funding source(s) will be used to support initial purchase and ongoing material needs?

Funding to support the purchasing of this curriculum will come from our savings from averages to actuals as well as grant funding.

What is the professional development plan, both initial and ongoing, to support successful implementation of the alternative core program?

Prior to the start of the school year, all teachers will participate in an initial professional development orienting them to the program components, scope and sequence, and instructional design. Delta Foss representatives will support this initial professional development. The sales rep has offered one FREE day of professional development, in addition to one FREE day we earn with our purchase. Delta Education offers a partnership with districts and schools to provide workshops, institutes, and other forums for the training of teacher-leaders to help ensure the best use of the materials and the development of teachers to guide and instruct their students in science.

Delta offers interactive workshops with master consultants facilitating all implementation workshops. Teachers and administrators learn how to use each kit component while working in small groups modeling learning strategies identical to those found in our active learning classrooms. Those direct experiences transfer immediately into the science classroom.

The support Delta Education provides ensures strong implementation and continued success in areas of teacher preparation, student performance, leadership development, and administrative and community support. At Delta Education, their primary mission is to advance science through the use of effective, inquiry-based curricula.

I project needing another opportunity for professional development during the first month of the school year once teachers have immersed themselves in the curriculum. We will put aside \$1200 for two, half-day trainings/support time from Delta Foss to further support implementation and alignment to the Next Generation Science Standards.

How will student mobility be accommodated into and out of this alternative core program to the DPS core program?

We will ensure through data teams and masterful instruction that no gaps exist for students. Compared to the current science program, FOSS is a considerable more robust and rigorous program for our students.

How will teacher mobility be accommodated into and out of this alternative core program to the DPS core program?

Teachers will be given plenty of time to plan ahead and dig into this new curriculum. As I speak with outside Science educators, I find many have heard, or even used, Delta Foss Science curriculum before and are familiar. In Denver, University Prep and STRIVE Prep Elementary will use this/do use this curriculum.

Vendor: School Specialty

Vendor Contact Name: Cori Read, Regional Manager (CO, NE, NM, KS, & WY)

Contact Phone Number: 303-548-2767

Contact Fax Number: 720-468-4018

Email: corinne.read@schoolspecialty.com

Vendor Street Address:

80 Northwest Blvd, Nashua, NH 03063 PO Box 3000, Nashua, NH 03061-3000

School Name: Ashley Elementary

Requestor: Zachary Rahn

Requestor's Phone Number: 603-501-9092 **Department/Title:** Principal

Title: Reading Mastery Signature Edition

Publisher: McGraw-Hill Education

ISBN Numbers and Authors for each Course: Members of the Reading Mastery authorship team include:

Siegfried Engelmann

Siegfried ("Zig") Engelmann is a former Professor of Education at the University of Oregon and Director of the National Institute for Direct Instruction. He has authored over 100 instructional programs, ranging from beginning reading to elementary chemistry and earth sciences. His principal efforts have focused on at-risk, deaf, Downs Syndrome, and autistic children. He has authored 50 chapters, 95 articles, and 19 books on educational psychology and instruction, including Theory of Instruction (with Carnine). He has been involved in nine major research projects, and has received the 2002 Award for Education Research from the Council of Scientific Society Presidents. His other awards include the Fred Keller Award from the American Psychological Association, and an honorary doctorate from Western Michigan University.

Bonnie Grossen

Bonnie Grossen has over 30 years of experience working in intervention and special education as a teacher, administrator, and program author. She is a frequent keynote speaker at educational conferences and has been published dozens of times in professional education journals. Grossen serves as the Executive Director of the Center for Applied Research in Education, a non-profit organization that provides implementation guidance for schools implementing secondary Direct Instruction intervention in mathematics, reading, and writing.

Karen Davis

Karen Davis received her master's degree in Education at the University of Oregon. Previously an elementary classroom teacher, she is a co-author of direct instruction programs in reading and language arts. She has conducted "rough draft" tryouts of programs under development. She taught preliminary versions of programs to students in her classroom, keeping detailed notes on problems students encountered during lessons, collecting data on student performance, and modifying lessons.

Owen Engelmann

Owen Engelmann has worked with the developers of the Direct Instruction model since 1984. He has co-authored programs in math and reading. He has also acted as an implementation consultant in schools with diverse populations, including Hispanic-American students in Utah and African-American students in Baltimore.

Subject Area: Reading/Language Arts

Grade(s): K-3

Copyright: 2008

Format (click correct box) Hardback Paperback

Textbook Non-Adopted Supplementary Text Don't Know

What need in student proficiencies does this alternative program address that is not currently addressed in DPS core materials?

Reading Mastery Signature Edition (RMSE) is contains three strands to support a wide range of student proficiencies.

Reading Strand

- Addresses all five essential components of reading: phonemic awareness, phonics and word analysis, fluency, vocabulary, and comprehension
- Provides spelling instruction to enable students to make the connection between decoding and spelling patterns
- Develops student decoding and word recognition skills that transfer to other subject areas

Oral Language/Language Arts Strand

- Teaches the oral language skills necessary to understand what is spoken, written, and read in the classroom
- Helps students to communicate ideas and information effectively
- Develops the ability to use writing strategies and writing processes successfully

Literature Strand

- Supports the reading strand with a wide variety of literary forms and text structures
- Provides multiple opportunities for students to work with useful and important words
- Gives ample opportunity for each student to read at his or her independent level

RMSE provides fully differentiated instruction through ongoing assessment with a Curriculum-Based Assessment and Fluency Handbook as well as in-program mastery tests to provide a complete system for guiding student instruction. Teachers will use it to ensure students are properly placed in the program, measure student achievement within the program, identify skills students have mastered, and present remedial exercises to students who are experiencing difficulty.

What data support the requested alternative core program?

The goal of Reading Mastery Signature Edition (RMSE) is to promote proficient reading and success for all students. Highlighted studies conducted over the past 25 years appear below, demonstrating the success of RMSE as compared to a variety of other reading programs for both general and special education populations.

Kamps, Abbott, Greenwood, Arreaga-Myer, et al (2007) evaluated the effects of Reading Mastery with 170 English-Language Learners (ELL) and 148 English-only students in a Tier II experimental study. The study found generally higher gains for ELL students enrolled in Reading Mastery. Some of the ELL students performed as well as English-only participants on the Dynamic Indicators of Basic Early Literacy Skills (DIBELS), according to the study. This experimental/comparison study of secondary-level, small-group instruction included 318 Grade 1 and 2 students from six elementary schools in urban and suburban communities. Overall, results indicated generally higher gains for ELL students participating in Reading Mastery than for students in the ESL/balanced literacy group. Nearly all students in the experimental group, including Spanish-speaking students and students speaking other languages, were making progress toward benchmark scores.

Gunn, Biglan, Smolkowski, and Ary (2000) evaluated the effects of the Reading Mastery program on the reading skills of 256 Grade K–3 students. The students came from nine schools across three school districts in three small Oregon communities. The sample included all Grade K–3 students who were either aggressive (n=100) or who performed below grade level on literacy skills (n=156). The gain scores from before year one to after year one show that the students in Reading Mastery outperformed the students in the control group in Letter-Word Identification, Word Attack, and oral reading fluency.

Twelve studies have been published in peer-reviewed journals about Reading Mastery and DISTAR Reading. (Reading Mastery was formerly called DISTAR Reading.) All the studies examined the effectiveness of one or more of the Direct Instruction language programs across a wide variety of settings and populations.

A comprehensive overview of all studies and the research base for Reading Mastery is available upon request and at SRAonline.com.

What funding source(s) will be used to support initial purchase and ongoing material needs?

Funding to support the purchasing of this curriculum will come from our savings from averages to actuals as well as grant funding.

What is the professional development plan, both initial and ongoing, to support successful implementation of the alternative core program?

McGraw-Hill Education will provide initial and ongoing professional development support for the implementation of RMSE.

New Teacher Implementation Training - Understanding the importance of having well-trained teachers, McGraw-Hill Education will provide training sessions for teachers implementing RMSE in their classrooms. This training will focus on implementation of the program, small group instruction, technology, assessment, and managing all materials within the program. Time will be spent in the training sessions learning the print components, technology components, and

routines in the program to assure a consistent implementation. This training will be ½ day in length (3 hours) onsite training or one hour pre-recorded webinar.

Site Administrator Training - training sessions can be designed for administrators and site leaders to support the implementation of RMSE. The sessions are designed specifically to assist building administrators with supporting the implementation of *RMSE*. Time will be spent discussing the foundation of the program, technology, fidelity checklists, and assessment tools to monitor student progress using the curriculum

Follow-Up Training - To further support the needs of teachers not able to attend the initial training session and the needs of teachers hired after training occurs, McGraw-Hill Education can offer live and on-demand webinars to provide initial training. These sessions will be available to teachers throughout the school year to support their training needs.

Additionally, **Teaching Tutors** are professional development tools available via CD-ROM, and use a variety of multimedia resources to provide educators with the detailed information they need to effectively implement programs in their classrooms.

How will student mobility be accommodated into and out of this alternative core program to the DPS core program?

Reading Mastery, Signature Edition is designed to work comfortably with a variety of existing core programs to provide the significant increase in the intensity of instruction in five critical strands—phonemic awareness, letter-sound correspondences, word recognition and spelling, fluency, and comprehension.

How will teacher mobility be accommodated into and out of this alternative core program to the DPS core program?

RMSE includes a Core Lesson Connections book to support teachers with strategic, targeted instruction that supports and enhances the core reading program, including:

- Brief, 20-minute activities aligned to specific program lessons
- Explicit instruction with modeling, guided practice, and independent practice to develop word-learning and comprehension strategies
- An instructional model designed to be presented in conjunction with each program lesson

Vendor: McGraw-Hill Education

Vendor Contact Name: Adam Palmese

Contact Phone Number: 720.355.2868

Contact Fax Number:

Email: adam.palmese@mheducation.com

Vendor Street Address: 2002 Sandhurst Drive

City: Castle Rock

State: CO

Zip Code: 8010

School Name: Ashley Elementary

Requestor: Zachary Rahn

Requestor's Phone Number: 603-501-9092

Department/Title: Principal

Title: Step-Up to Writing

Publisher: Thinking Maps

ISBN Numbers and Authors for each Course: Maureen Auman, MA

ISBN / UPC:1602181571 - Step Up to Writing Primary Classroom Set (Grades K-3)

ISBN / UPC:1602181588 - Step Up to Writing Intermediate Classroom Set (Grades 3-6)

Maureen Auman has worked with teachers and administrators in Colorado and throughout the country. Her active, hands-on workshops and presentations have received rave reviews at local, state, and national conferences.

For more information on workshops and school or district staff development opportunities, contact Maureen at her office - The Read-Write Connection in Fort Collins: Phone (970) 224-1651; fax (970) 224-1657; e-mail maureen@readwriteconnect.com.

Subject Area: Writing **Grade(s):** K-5th

Copyright: 2012

Format (click correct box) Hardback Paperback **X**

Textbook Non-Adopted Supplementary Text Don't Know

Step-Up to Writing

Step-Up to Writing will be used as a supplemental curricular resource for providing direct instruction to the whole group or via mini-lessons. Designed to create a common writing language and approach across grade levels and content areas, Step-Up to Writing incorporates effective instructional strategies and scoring standards that are familiar to all students and teachers and meet the CCSS. The program **provides research-validated, hands-on, multisensory writing strategies** and writing activities that help students become proficient in the areas of informational/explanatory, narrative writing and personal narrative, and opinion pieces. These strategies also foster development of critical thinking, reading comprehension, and listening and speaking skills and help establish writing as a process rather than as an end product. *Step Up to Writing has been effective with both English Language Learners and students with exceptional needs, particularly because of the multisensory approach and the comprehension skills that are embedded as well as the visual reminders and interactive materials. Classroom reproducible materials are available in English and Spanish.*

Vendor: Sopris Learning a part of Cambium Learning www.soprislearning.com

Vendor Contact Name: Gerry Foos, Sales Executive - CO

Contact Phone Number: 303-547-2295

Contact Fax Number:

Email: gdfos@comcast.net

Vendor Street Address: 4093 Specialty Place, Longmont, CO 80504

School Name: Ashley Elementary

Requestor: Zachary Rahn

Requestor's Phone Number: 603-501-9092

Department/Title: Principal

Title: Write from the Beginning...and Beyond

Publisher: Thinking Maps

ISBN Numbers and Authors for each Course: (see attached) Jane Buckner, ED

Subject Area: Writing **Grade(s):** K-5th

Copyright: 2012

Format (click correct box) Hardback Paperback **X**

Textbook Non-Adopted Supplementary Text Don't Know

Write from the Beginning...and Beyond

Write from the Beginning...and Beyond is a writing program that can be used in combination with core curricular writing programs. The materials provide teacher-friendly mini-lessons from Write from the Beginning...and Beyond, as well as analytic improvement rubrics.

We would like to purchase the four Write from Beginning...and Beyond teacher manuals to be used by teachers within the Core Writers Workshop as supplementary resources for providing mini-lessons and specific examples for teachers to use when guiding students during the writing workshop. We will purchase 6 copies of each of the following 3 manuals so that each grade-level team has one copy.

Write from the Beginning...and Beyond Expository/Informative (#3050)

This manual provides teachers with the tools for providing explicit instruction in the different types of expository writing, but also clarifies for the students how each type differs from other kinds of writing (such as narrative). Expository writing includes, but is not limited to: Explaining How (Sequential), Reporting (Categorical), Reporting (Part to Whole), Reporting (Compare and Contrast), Describing (Focus on Attributes), Defining (Limited or Extensive), Explaining Why (Reasons/Causes for an Event), Explaining Why (Personal Opinion), Explaining Why (Point of View)

Response to Literature (Item #3040)

This manual explains the background information necessary for responding to literature (eg, stages of understanding, types of oral and open-ended written responses, and various types of prompts). It is designed to help teachers guide students through the process of explaining and supporting their thinking about a particular piece of discourse.

Write from the Beginning...and Beyond Narrative (Item #3030)

From personal experience narrative (chronological, thematic, and autobiographical incident) to imaginative/fictional narrative (problem-solution and intriguing adventure), this spiral-bound manual provides teachers with the information and tools they need to successfully teach narrative writing to their students using the Thinking Maps common visual language.

A sample training manual can be found here: http://thinkingmaps.com/pdfdocs/see-inside/wftbb_exp.pdf

Vendor: Thinking Maps, Inc.

Vendor Contact Name: Judi Herm, CO Regional Rep.

Contact Phone Number: (800) 243-9169

Contact Fax Number: (919) 678-8782

Email: jherm@actmindful.com

Vendor Street Address: 401 Cascade Pointe Lane, Cary, North Carolina 27513

School Name: Ashley Elementary

Requestor: Zachary Rahn

Requestor's Phone Number: 603-501-9092

Department/Title: Principal

Title: Esperanza

Publisher: Esperanza

ISBN Numbers and Authors for each Course:

Subject Area: .

Grade(s): . Lenguaje y Lectura for Pre-k to Kindergarten and 1st – Esperanza for 1st – 2nd grade

Copyright: .

Format (click correct box)

Hardback

Paperback

Textbook Non-Adopted

Supplementary Text

Don't Know

What need in student proficiencies does this alternative program address that is not currently addressed in DPS core materials?

The Esperanza program is a Spanish multisensory and structured language approach for reading, writing, and spelling. The Esperanza program which includes an introduction of new concepts through the following modalities

- a. Auditory
- b. Visual
- c. Tactile
- d. Kinesthetic

The goal of the Esperanza program is to provide a multisensory, sequential, systematic approach to achieve Spanish literacy and allow students to learn new information with much repetition and rehearsal. This allows for a high level of retention. Esperanza is a comprehensive research based program. Esperanza is a program that has been empirically validated. Empirical validation means that it has been described as effective by researchers conducting the literacy studies.

In the Esperanza program, the students will learn phonological awareness activities which are designed in sequential order. The most basic phonological awareness activities are rhyming and alliteration. The next level includes counting words in sentences and segmenting words. The activities that follow include identifying and manipulating syllables. The highest level of phonological awareness includes identifying and manipulating phonemes.

Students learn the names of the letters and the sequential order of the alphabet. Children who have a strong foundation of the alphabet principle will be better prepared for literacy.

The students will learn a new concept every day in a multisensory way. They will learn the letter to sound symbol correlations.

After the children have been introduced to a new letter and its sound, they have opportunities to skywrite, trace and copy the new letter.

Next the students will practice reading, writing and spelling utilizing the concepts that they have learned.

The students will also have opportunities to expand their word knowledge, vocabulary, expressive and receptive language skills utilizing language approaches that are evidence-based.

Esperanza includes 78 Spanish narrative and expository passages with over 276 picture vocabulary cards, comprehension questions and graphic organizers for reading comprehension and written language.

There are very few Spanish programs which have been tested and validated by research studies. Esperanza is one of those programs.

What data support the requested alternative core program?

Manis, F., Lindsay, L., and Bailey, C. (2004). Developing of Reading in Grades K-2 in Spanish Speaking English Language Learners. *Learning Disabilities Research and Practice* 19(4) 214-224

Cárdenas- Hagan, E., Carlson, C., and Durodola, S. (2007) The Cross Linguistic Transfer of Early Literacy Skills:

The Role of Initial L1 and L2 Skills and Language of Instruction. *Language Speech and Hearing Services in Schools*. 38(3), 249-259.

Lindsay, K., and Manis, F. (2005). Development of Reading Skills in Spanish Speaking English Language Learners: A six Year Longitudinal Study. *Perspectives*, Volume 31, No. 2, p23-26.

What funding source(s) will be used to support initial purchase and ongoing material needs?

Funding to support the purchasing of this curriculum will come from our savings from averages to actuals as well as grant funding.

What is the professional development plan, both initial and ongoing, to support successful implementation of the alternative core program?

Two-day training prior to the start of the school year for our ELA-S teachers and ongoing PD throughout the year.

How will student mobility be accommodated into and out of this alternative core program to the DPS core program?

Esperanza is designed to work comfortably with a variety of existing core programs to provide the significant increase in the intensity of instruction and will fit well with the current DPS literacy guides.

How will teacher mobility be accommodated into and out of this alternative core program to the DPS core program?

Teachers will be given plenty of time to plan ahead and dig into this new curriculum. Additionally, best practices, lesson plans and materials will be kept online to ensure smooth transition of materials from one teacher to the next.

Vendor: Valley Speech Language & Learning Center **Contact Name:** Ruth Sanchez

Contact Phone Number: 956-504-2231 **Contact Fax Number:** 956-501-2231

Email: valleyspeechllc@att.net

Vendor Street Address: 535 Stovall Road

City: Brownsville

State: TX

Zip Code: 78520

School Name: Ashley Elementary

Requestor: Zachary Rahn

Requestor's Phone Number: 603-501-9092

Department/Title: Principal

Title: Go Math K-5 Common Core

Publisher: Houghton Mifflin Harcourt

ISBN Numbers and Authors for each Course: Please refer to attachments

Author: Dr. Matt Larson

Subject Area: Mathematics **Grade(s):** K-5

Copyright: 2012

Format (click correct box) Hardback Paperback

Textbook Non-Adopted Supplementary Text Don't Know

What need in student proficiencies does this alternative program address that is not currently addressed in DPS core materials?

Go Math! is a focused program designed to meet the objectives and intent of the Common Core State Standards for Mathematics. The author team for Go Math! consists of mathematics educators and school district personnel and includes representation from the leadership of NCTM. The team's balance between state and national perspectives as well as the team's research expertise and practical experience makes Go Math! both accessible and mathematically sound.

Go Math! was specifically written to provide thorough coverage of the CCSS with an emphasis on depth of instruction. Particular attention was given to providing support for teachers as they transition to a focused, rigorous curriculum. These efforts are apparent in the ways lessons begin with context-based situations and progress toward more abstract problems. Students and teachers are supported as they advance from concrete to abstract content through the use of models and math talk prompts presented in the Student Editions, and sample questions provided in the Teachers Editions. The program is designed so that teachers can easily create the environments necessary for teaching the Common Core Standards with depth without having to develop new materials.

Real world problems that are instructionally sound and relevant to students are presented begin each lesson. The purpose of this approach is to provide students with contexts through which the students will make sense of the content. Strategies and conceptual understanding are highlighted through a clear emphasis on visual representations, mathematical models, and student explorations. Student Editions provide additional support for the development of conceptual understanding through the seamless transition from context-embedded situations to abstract concepts by engaging with the mathematics on the page throughout the lesson. The

student edition facilitates engagement with the lesson from the beginning of instruction because it is in a worktext format. Depth of understanding is reinforced through the use of Math Talk and Write Math prompts provided within the lessons to support verbal and written communication around important mathematical topics. Problem solving is practiced daily in lesson practice sets that include application problems containing embedded computation. The problem solving skill or strategy lessons provide strong reading support, and problem solving practice moves from specific strategy practice to mixed strategy practice. Intervention for problem solving scaffolds help for reading word problems and uses unique graphic organizers, which are available on write-on, wipe-off MathBoards, to improve students' ability to analyze problems. Communication and reasoning are also an important focus as students are asked to explain concepts verbally and in writing everyday. Visual representations in Go Math! make concepts accessible to students and provide an opportunity to develop mathematical understanding without an over reliance on written text.

What data support the requested alternative core program?

See attached documentation.

What funding source(s) will be used to support initial purchase and ongoing material needs?

Funding will come from the savings in going from averages to actuals as well and grant monies received as part of the turnaround efforts at Ashley.

What is the professional development plan, both initial and ongoing, to support successful implementation of the alternative core program?

Ashley Elementary will receive one 1 day of implementation training of staff Grades K-5 upon purchase of Go Math this Spring and 1 day of additional professional development prior to the start of the school year. Resources regarding Professional Development offerings has been provided for a future PD plan.

How will student mobility be accommodated into and out of this alternative core program to the DPS core program?

The GoMath! Program will complement those students who have only experience with Everyday Math across the district as the curriculums align in many ways.

How will teacher mobility be accommodated into and out of this alternative core program to the DPS core program?

Teachers will be given plenty of time to plan ahead and dig into this new curriculum. Additionally, best practices, lesson plans and materials will be kept online to ensure smooth transition of materials from one teacher to the next.

Vendor: Houghton Mifflin Harcourt
Osburn

Vendor Contact Name: Rebecca

Contact Phone Number: 303-507-7643

Contact Fax Number: .

Email: Rebecca.osburn@hnhco.com

Vendor Street Address: 5901 Priestly Drive, Suite 170 (Regional Offices)

City: Carlsbad

State: CA

Zip Code: 92008

Appendix D: School Facility Questionnaire –Innovation School

School Name: Zachary Rahn					
Primary Contact for Facility Planning: Zachary Rahn					
Telephone: 603-501-9092			Email: Zachary_Rahn@dpsk12.org		
Grade levels and student enrollment estimates for the first five years:					
	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Grades	ECE-5	ECE-5	ECE-5	ECE-5	ECE-5
Enrollment	407	422	437	452	467
Region: Near North East Denver					
Description of the facility/ies under consideration including available square footage and quotes (for years 1-5) from property owners: Facility #1: Ashley Elementary School					

Core Classroom Requirements Years 1-3:		
Baseline assumption for number of students per classroom:		
Year 1	Year 2	Year 3
28	28	28
Administrative/Support Spaces		
Main Office	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
If yes, list number of private offices needed (e.g., principal, AP, etc.):	4	
Satellite Office	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Work Room/Copy Room	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Supplies Storage	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Teacher Work Room(s)	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
If yes, list number of teacher work/planning rooms needed:	2	
Specialty Classroom Needs		
Number of Science Labs:	0	
Number of art rooms (with or without kiln):	1	
Number of computer labs:	1	
Library Media Center (LMC)	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Performance/Dance Room	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Auditorium	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Other (list room type and number):	Family/Community Room	
Physical Education/Athletic Requirements		
Gymnasium	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Locker Rooms	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
Weight Room	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
Field(s) – soccer, football, multipurpose	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Baseball Field	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
Softball Field	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
Other (please list):	Large commons for Community Meeting	
Other Needs		
Playground(s)	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Large space for class/school assemblies (e.g., morning meeting, cafeteria)	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Spaces not addressed and/or special considerations:		

E: Job Descriptions for Identified Leadership Team Members

Ashley Elementary Principal Job Description

	<i>Primary Responsibilities</i>	<i>Performance Indicators may include:</i>
<i>Academic Program</i>	<ul style="list-style-type: none"> • Build a comprehensive program development of standards-based, rigorous, elementary-school curriculum across six grades. • Design supporting logistics for the academic program, including staffing structure and schedule. • Recruitment and selection of elementary school faculty. • Design a rigorous system for student assessment, data tracking, and appropriate student interventions. • Build a detailed elementary school professional development plan. 	<ul style="list-style-type: none"> • Plan created by April, 2014, demonstrates clear capacity to achieve the following academic goals: • 75% of 3rd graders in year 3 achieve proficiency on TCAP tests of reading, writing, and mathematics. • All students make a minimum of 1.5 years growth in reading, writing, mathematics as measured by a nationally-normed test. • Teachers develop detailed, comprehensive curriculum & assessments by the first day of school each year. • Each staff member participates in meaningful professional development regularly each trimester. • Students enter middle school on or above grade level in every content area.
<i>School Culture</i>	<ul style="list-style-type: none"> • Design an age-appropriate, school-wide system of discipline and character education. • Develop plan for community gatherings that set tone for academic program. • Develop comprehensive plan for extracurricular activities, including sports, arts, and other areas of interest. 	<ul style="list-style-type: none"> • Plan created by April, 2014, demonstrates clear capacity to achieve the following culture goals: • Student discipline issues are handled quickly, fairly, and with a strong emphasis toward preserving classroom learning. • Daily and weekly community gatherings showcase student learning, teach self-advocacy and public speaking skills, and strengthen school community. • Students engage in extracurricular activities, participate actively in the school community, and maintain strong morale.
<i>Community</i>	<ul style="list-style-type: none"> • Build a plan for ensuring excellent parent satisfaction and parent participation. • Build a plan for ensuring high levels of student attendance. 	<ul style="list-style-type: none"> • Plan created by April, 2014, demonstrates clear capacity to achieve the following community goals: • Family Satisfaction, as measured by their satisfaction with the academic

	<ul style="list-style-type: none"> Engage external partners to add value to the students' experience of the school, especially in the areas of extracurricular activities. 	<p>program and the clear and open communication of the staff, will exceed 85% annually.</p> <ul style="list-style-type: none"> Ensure a 90% rate of return on survey of family satisfaction. Ensure that 90% of families attend at least one event at the school. Ensure the Ashley Parent Council meets monthly and solicits feedback from all parents. Daily student attendance will exceed 95%.
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Ashley Dean Job Description

Our Aspiring Deans are:

- Dedicated to the educational success for first generation college-bound urban students of color.
- Driven by a growth mindset based on an unconditional resolve for setting up all scholars for success.
- Driven by data, and can gather, compile, and prepare reports in a timely manner to create and implement recommendations for improvement.
- Spanish speakers or they have experience working with bilingual students (preferred).

Our Deans have:

- At least three years of exemplary teaching experience in an urban setting.
- Experience in school administration, supervision, or teacher leadership.
- Previous instructional leadership experience.
- Success implementing data driven instruction through measurable gains in student achievement
- Excellent communication, public relations, and intrapersonal skills.

Our Deans have the following responsibilities and indicators of success

	<i>Primary Responsibilities</i>	<i>Performance Indicators may include:</i>
<i>Academic Program</i>	<ul style="list-style-type: none"> • Observe classes, deliver feedback, and support teachers’ professional goals as appropriate with the guidance of Principal. • Implement appropriate student interventions, including push-in, pull-out, and tutoring interventions for students with the guidance of the Principal. • Support the Principal with standardized test administration. 	<ul style="list-style-type: none"> • 75% of 3rd graders in year 3 achieve proficiency on TCAP tests of reading, writing, and mathematics. • All students make a minimum of 1.5 years growth in reading, writing, mathematics as measured by a nationally-normed test. • Teachers develop detailed, comprehensive curriculum & assessments by the first day of school each year. • Each staff member participates in meaningful professional development regularly each trimester. • Students enter middle school on or above grade level in every content area.

<p>School Culture</p>	<ul style="list-style-type: none"> • Implement and oversee effectively, building-wide, consistent student discipline system. • Implement character education program. • Provide daily leadership of community gatherings that set tone for academic program • Implement engaging extracurricular offerings for student areas of interests. • Oversee logistical aspects of tutoring program, including student data tracking and placement. • Oversee Response to Intervention (RTI) process and Student Intervention Team (SIT) 	<ul style="list-style-type: none"> • Student discipline issues are handled quickly, fairly, with an emphasis toward preserving learning. • Daily community gatherings that showcase student learning, public speaking skills, and strengthen school community. • Students engage in extracurricular activities, participate actively in the school community, and maintain strong morale. • Students in need of tutoring receive interventions promptly and appropriately. • RTI process and SIT meet regularly, respond quickly and effectively to student needs, and support teachers with an efficient referral process.
<p>Community</p>	<ul style="list-style-type: none"> • Ensure a high level of parent satisfaction and participation. • Ensure excellent student attendance. • Manage external partnerships. 	<ul style="list-style-type: none"> • Parent Satisfaction in academic program and communication of the staff, will exceed 85% annually. • Ensure a 90% response rate on parent satisfaction surveys. • Ensure that 90% of parents attend at least one event at the school. • Daily student attendance will exceed 95%. • External partners are actively engaged in the school culture.

Ashley Elementary Director of Operations

Our Aspiring Director of School Operations will:

Work with students, families, teachers, administrators, and members of the community to implement systems that ensure efficient and effective school operations and promote clear communications throughout the school community. Excellent candidates will be dedicated to establishing and maintaining organizational structures that fiercely defend and support instructional time in a school setting with a willingness to roll up their sleeves to complete a wide-range of tasks. The ideal candidate has a high capacity for problem solving, logistics, and coordinating details in a fast-paced environment. This is an administrative position with growth opportunities toward organizational leadership, particularly in an operational capacity. Spanish proficiency strongly preferred.

The Director of School Operations reports to the School Principal.

	<i>Primary Responsibilities</i>
<i>Student Life</i>	<ul style="list-style-type: none"> • Supervise daily student breaks, arrival, and dismissal in collaboration with the Administrative Team. • Manage student discipline in collaboration with Administrative Team. • Organize and implement student rewards program. • Supervise student library.
<i>Learning Environment/Facility</i>	<ul style="list-style-type: none"> • Minimize and quickly address disruptions to the learning environment. • Manage the day-to-day needs of the facility, including photocopiers and technology. • Manage relationship with facilities manager and custodial staff.
<i>Budget & Resources</i>	<ul style="list-style-type: none"> • Ensure critical resources are available and easily accessible and campus spending adheres to available budget. • Manage all aspects of the budget and accounts, including procurement, purchasing, ordering, and reimbursements. • Organize and track student uniform sales.
<i>Safety & Efficiency</i>	<ul style="list-style-type: none"> • Procedures and structures are established to promote safety and efficiency among students, staff, and families. • Provide Dunkirk Elementary students with an effective and professional learning environment. • Coordinate all ERCM (Emergency Response Crisis Management) compliance requirements and establish internal safety protocol. • Communicate systems and schedule with staff for fire drills, lock down drills, and crisis drills. • Supervise food service program.

Ashley Elementary Office Manager Job Description

Our Aspiring Office Manager will:

Serve as the primary administrative staff member for the school. The Office Manager will be responsible for effectively managing the information systems, communications, and other administrative systems of Ashley Elementary. He or she works closely with the Principal to manage both urgent and long-term administrative and data management needs. The Office Manager is hired and evaluated by the Principal.

	<i>Primary Responsibilities</i>	<i>Performance Indicators may include:</i>
<i>Data Management</i>	Manage student data and Student Information Systems	<ul style="list-style-type: none"> • Student information is accurate and immediately accessible. • Denver Public Schools’ requests for student information are returned promptly and accurately, more specifically student cumulative folders, IC enrollment, attendance, and scheduling. • Student progress reports are created promptly, are understood by parents, and are easily generated by teachers.
<i>Communications</i>		<ul style="list-style-type: none"> • Students, Parents, and Visitors to the campus are greeted politely and supported promptly. • Inquiries to the school from parents and community members, either by phone, email, or through the website, are answered promptly and professionally. • All families receive notification when their child is staying after school for extended day activities. • Provide translation of documents or meetings as necessary to support communication with parents.
<i>General Office</i>	Organize and maintain school office files, cash receipts, and supplies	<ul style="list-style-type: none"> • Student records, school documents, and other reference materials are organized in files in a way that is easily accessible by school administrators. • Processes for registering visitors and substitutes are clearly defined and consistently implemented. • Cash and checks received at the campus are accounted for properly and deposited weekly.

Appendix F: Resume for School Leader

ZACHARY F. RAHN

3755 Garfield Street • Denver, CO 80205
(603) 501-9092 • Zachary_Rahn@dpsk12.org

PROFESSIONAL EXPERIENCE

Principal in Residence, STRIVE Prep-Highland

June 2012-June 2013

Denver Public Schools, Denver, CO

Resident in the inaugural leadership training Residency for the Educational Development of DPS Intrapreneurs (REDDI) through the Office of School Reform and Innovation (OSRI) and the Michael and Susan Dell Foundation, spending a one-year residency at one of the highest performing charter schools in the State, participating in their Principal in Training program while serving in an administrative capacity at their Highland Campus

- Participant in an intense leadership training series focused on strategic, transformational and entrepreneurial leadership, meeting monthly for seminars
- Participant in the Principal in Training (PIT) program at STRIVE Prep, meeting regularly with Chris Gibbons, CEO of STRIVE Prep Schools, focusing on key competencies for strong school leaders
- Traveled to schools locally and nationally, networking, compiling best practices, systems and structures to develop a strong culture and increased student achievement
- Coached, evaluated and managed 11 teachers at STRIVE Prep-Highland, providing ongoing support and development to teachers through a unique coaching and feedback model
- Managed behavior team at STRIVE Prep-Highland, rolling-out new behavioral and culture system

Assistant Principal, Cole Arts and Science Academy

August 2009 – June 2012

Denver Public Schools, Denver, CO

Integral member of the School Leadership Team that transformed Cole from red to green within the district School Performance Framework over a three year period while pioneering an ECE-12th grade campus that provides wrap around services to students and the community

- Increased Colorado State Assessment Program (CSAP) scores over the past three years in all academic areas (Reading 22%-30%, Math 20%-33%, Writing 13%-23% & Science 6%-15%)
- Developed a unique behavioral system that ensures consistency across grades and maximizes time on learning and explicitly creates a positive school culture. With this system, there was a 30% reduction in suspensions, 50% reduction in office referrals and 50% reduction in disproportionality for African American students
- Developed and facilitated professional development, data analysis and planning sessions for teachers
- Transformed the teacher evaluation system to align with the Teaching As Leadership Rubric and established formative conversations, ensuring all teachers are provided explicit feedback multiple times throughout the year
- Managed, collaborated and lead over 70 teachers and staff
- Effectively organized and executed six family orientations for over 700 students and families with 100% participation
- Collaboratively worked with members of the administrative team and faculty to develop the Unified School Improvement Plan, Innovation Plan and oversaw afterschool programs and instruction
- Successfully served as the Site Assessment Leader (SAL) for all district and state tests

- Collaborated with over 30 community service providers to ensure that the needs of all Cole students and families are met through the non-profit organization Friends of Cole

School Director, Solano ECE-8 Elementary School

February 2011 – July 2011

Teach For America Summer Institute, Phoenix, AZ

- Managed 11 staff members and 20 faculty advisors serving 600 summer school students
- Analyzed teacher effectiveness for 92 new teachers and monitored student achievement data and developed school-wide strategies to ensure teachers met effectiveness goals and students achieved individualized summer growth goals
- Created an inclusive school culture focused on student achievement as evidenced by reaching or exceeding all Institute-wide corps culture goals and 89% of corps members believing the school director provided effective leadership

Corps Member Advisor, M.A. Jones Elementary School

February 2009 – June 2009

Teach For America Summer Institute, Atlanta, GA

- Mentored 12 novice teachers through lesson plan feedback, daily observations, and workshops in instructional planning and delivery, teaching as leadership, classroom management and diversity where cohort averaged greater than 84% proficiency across 26 indicators of teacher effectiveness
- Supported the largest number of corps members at school site, leading to 88% of students meeting their individualized summer achievement growth goals
- Developed, executed and facilitated daily professional development sessions for corps members and staff

3rd/4th Grade Bilingual Teacher, Cole Arts & Science Academy

August 2007 – May 2009

Denver Public Schools, Denver, CO

- Planned and implemented rigorous curriculum in Literacy, Math, Science and Social Studies with extensive ELL support, specializing in literacy in my second year
- Motivated and led a classroom of third and fourth graders to achieve 1.6 years growth in reading on the DRA2 and 82% mastery on the end of year Everyday Math Assessment
- Advised students in after school enrichment and tutoring program in grades 3-6

EDUCATION

Type D Administrators License, Ritchie Program for School Leaders

University of Denver, Denver, Colorado

Masters of Education, Pedagogy, Curriculum and Instruction with an Emphasis in Urban Leadership

University of Colorado – Denver, Denver, Colorado

Bachelor of Arts Degree, Dual Major: Political Science and Spanish

Susquehanna University, Selinsgrove, Pennsylvania

CERTIFICATES & LICENSES

Professional Principal License, State of Colorado, 2011

Professional Teacher License, Elementary Education, State of Colorado, 2007-Present

Denver Public Schools English Language Acquisition-Spanish Qualified, 2007-Present

AWARDS & ACHIEVEMENTS

2012 Top Performing & High Growth School, Denver Public Schools, Cole Arts and Science Academy

2010 Center of Excellence Award, CDE, Cole Arts and Science Academy (Fall 2010)

New Leaders for New Schools, 2010 EPIC (The Effective Practice Incentive Community) Award (Spring 2010)

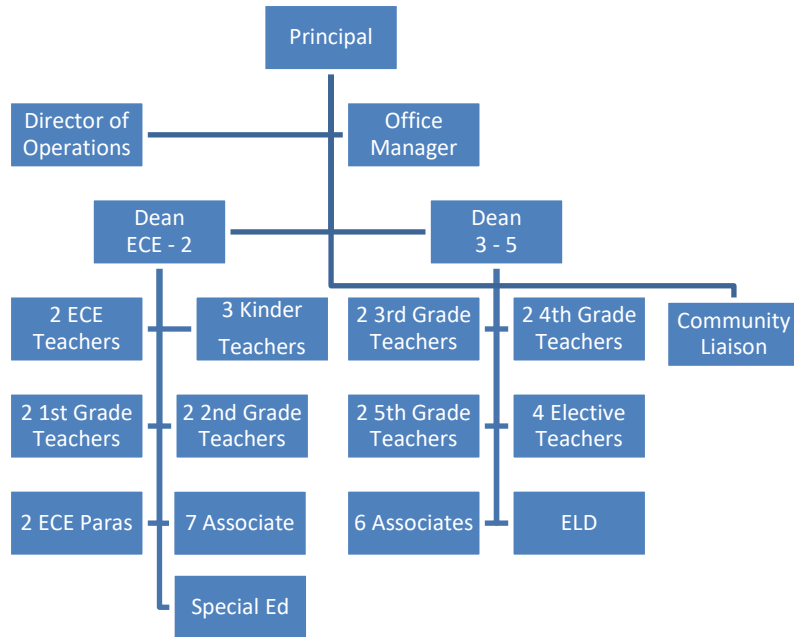
School of Innovation, Cole Arts and Science Academy (August 2009)

Outstanding Leadership Award, Mitchell Elementary School (2008)

Top 10 CSAP growth school for third grade reading, Denver Public Schools

Appendix G: Organizational Chart

Year One Organizational Chart



Appendix H: Staff Roster

Proposed Innovation Staff Roster

	Year 1	Year 2	Year 3	Year 4	Year 5
ECE Teachers	2.0	2.0	2.0	2.0	2.0
Paraprofessionals	2.0	2.0	2.0	2.0	2.0
Classroom Teachers K-5	13.0	14.0	15.0	16.0	17.0
Associate Educators	9.0	10.0	11.0	12.0	13.0
Gifted & Talented	.25	.25	.25	.25	.25
Mild/Moderate SPED	2.0	2.0	2.0	2.0	2.0
ELD	1.0	1.0	1.0	1.0	1.0
Arts (Music & Art)	2.0	2.0	2.0	2.0	2.0
PE	1.0	1.0	1.0	1.0	1.0
Spanish	1.0	1.0	1.0	1.0	1.0
Mental Health	.6	.6	.6	.8	.8
Nurse	.6	.6	.6	.6	.6
Deans	2.0	2.0	2.0	2.0	2.0
Community Liaison	1.0	1.0	1.0	1.0	1.0
Principal	1.0	1.0	1.0	1.0	1.0
Director of Operations	1.0	1.0	1.0	1.0	1.0
Office Manager	1.0	1.0	1.0	1.0	1.0
Director of Blended Learning	1.0	1.0	1.0	1.0	1.0
Total	41.45	43.45	45.45	47.65	49.65



**Faculty & Staff Handbook
2013-2014 School Year
1914 Syracuse Street, Denver CO 80220
720-424-9748**

ASSISTANCE

Should any teacher/staff member need assistance during the day, call the main office. Office staff will call administration depending on the need. Requests for assistance are just that, they do not take the place of daily classroom management and/or discipline ladder.

ATTENDANCE

Ashley Elementary follows the DPS/DCTA guidelines regarding attendance policies for employees. Teachers are expected to report on time (to school and for supervision). In the event that you are going to be out sick, all teachers must call Zachary Rahn at 603-501-9092 or Felice Manzanaras at 303-250-0996 so that we can ensure a substitute is found for the following day. After talking with Zach or Felice, teachers must put in for a sub using the online automated system. Per DCTA contract, sick days are used for illness of self or family. Personal leave must be requested, with permission from administration, no less than 10 days in advance of expected leave (Personal leave is to be used for personal hardship or family emergencies).

CELL PHONES, VOICEMAIL, MAILBOXES AND EMAIL

Cell phones

Ashley Elementary staff members are expected to keep personal cell phones in a secure location during the school day/instructional time. It is not acceptable to take personal calls or text messages during instructional time. Students are not permitted to have cell phones at school. In the event that a parent insists they have a phone, students will turn their phones into the office for safekeeping during the day.

Voicemail

All teachers have access to voicemail and are expected to record and maintain a current greeting. You are expected to check your voicemail at least every 24 hours, and strive for the same response time to messages. If you have any questions please see Mike O'Connor.

Mailboxes and Email

It is the teacher's responsibility to check your mailbox and email diligently, before, after and during the school day. Please note that there may be confidential information that should only be viewed by teacher.

COMPUTERS

Each teacher is supplied a district owned laptop computer. District policies, including internet use and electronic mail policies, shall be honored by each user of a district computer. The district filter software will govern internet sites allowed, even on staff computers. It is strongly recommended that faculty/staff do not access personal outside/web-based e-mail accounts on district computers.

All DPS employees will have a district assigned e-mail. With the assigned user name and a personal choice password, every district employee will have access to his/her employee benefits account information.

CONFIDENTIALITY

All staff are reminded of the importance of confidentiality. Discussions about students are always for educational purposes and occur in private settings. **Ashley Elementary** has high standards of professionalism, which help to create a positive and respectful climate for all.

COPY MACHINES

These are for teacher and staff use. Students or volunteers are not to use these machines unless they have been appropriately trained.

CUSTODIAL ASSISTANCE

All requests for custodial services, unless emergency, are to be emailed to FM with a copy sent to Jayne Hanavan. If you need emergency service, contact the front office.

DISPUTE RESOLUTION

Collaborative Resolution Process: The principal, faculty, and staff at **Ashley Elementary** are committed to solving problems in a good faith and at the lowest possible level. Therefore, if faculty or staff members believe that there are problems at the school, they are expected to raise the matter with the appropriate member of Administration to help resolve the dispute. They will listen to the concern or dispute and make the final decision. If the claim or dispute involves the principal, the faculty or staff member should raise the matter with Instructional Superintendent (IS) to resolve the dispute. For the 2013-2014 school year **Ashley Elementary** will be working with the Office of School Reform and Innovation.

DRESS CODE

In accordance with district policy GBEBB-R, during the work day and any time employees attend work-related activities, employees shall appear in appropriate, professional dress. Examples of professional attire include, but are not limited to, collared shirts, dress slacks, dress coordinates, suits, dresses, ties, and sport coats. All staff should reference the **Ashley Elementary** Professionalism & Dress Code Presentation for further clarification.

EVALUATION OF TEACHERS

Ashley Elementary will use the LEAP evaluation system and observation tools for the school's performance management system.

Each teacher is responsible for fully participating in the **Ashley Elementary** school wide professional development. Each year, individual teachers will set individual learning goals according to the LEAP system. Teachers meet with an assigned Principal or Administrative Partner to refine goals, review related LEAP guidelines using the Framework for Effective Teaching to determine criteria for success. Consistent with the DPS LEAP evaluation system, the principal partner, the administrative partners, and peer observers will be involved in the evaluation process. Teachers will be formally observed with specific feedback 4 times per year and will receive feedback on progress toward individual growth goals and student achievement gain as modified from the pilot year.

The **Ashley Elementary** Principal and Administrative Team will use the DPS LEAP content for evaluating staff. Classroom observations are unannounced and feedback is provided during follow-up conferences and in writing. Additional data is collected and feedback provided during ongoing informal classroom observations, data team observations, team planning observations, professional development meeting observations, parent conference observations, etc. The teacher evaluation body of evidence also includes student perception data, professionalism standards, and student outcomes.

Coaching and feedback from administration and other recommended supports help teachers grow and improve against specific goals, however, it is ultimately the teacher's responsibility to show growth with the supports provided.

EVALUATION OF NON-TEACHING STAFF

Non-teaching Staff will be evaluated using the DPS standard evaluation procedures and timelines.

EXCUSING STUDENTS FROM CLASS

Students are not to be sent off the school grounds during school hours unless signed out by a parent or guardian in the main office.

Students are not to be out of their regular classes to work on projects anywhere in the building unless teacher approval has been given and adult supervision is arranged. Students are not to be in the halls without the appropriate pass.

FILM AND VIDEO USE

Films ordered from the Denver Public Schools catalog are approved and available for use through the IMC. Films ordered from outside of the school (video tapes and special orders) must be carefully considered. Films rated G are appropriate for students. Instructional time is short, so movies should not be shown in lieu of instruction. Movies that are rated PG and above need to be approved by the building principal.

HOLIDAYS / BREAKS

Refer to the DPS School Calendar for designated observed holidays and scheduled breaks. In accordance with the DCTA contract, personal leave may not be used to extend a period of school intermission or used in conjunction with the observance of a Federal Holiday. If you extend a holiday/break, you may be required to provide a Doctor's note. If you extend a holiday/break, you may be docked pay for the time you are absent from your professional responsibilities.

INFINITE CAMPUS

Infinite Campus is the district's web-based student record software. This program records all student records (i.e. attendance, address, contact information, grades, etc.). This information will follow the student throughout his/her enrollment in the district. When documenting in the "conference" tab, be sure to write using professional language since parents have access and rights to view all student records. Teachers are expected to document behavior interventions in the Conference Tab as defined in DPS Board Policy JK-R for Type I Level A-C behaviors.

INJURIES, ACCIDENTS, AND ILLNESS

Injury to an employee: An injury to an employee incurred while at work should be reported to the nurse or secretary immediately. All injuries must be reported within 24 hours for Workman's Compensation.

Injury to a student: Minor injuries should be given first aid in the area where they occur if first aid supplies are available and then referred to the nurse immediately.

Students who are ill: Any student who appears ill should be sent to the clinic immediately. Someone should accompany the sick student. If the nurse is not available, students should go to the Main Office. Do not allow students to call parents from your classroom.

Students who have seizures or other serious illnesses or injuries should not be moved. The nurse should be sent for and other students evacuated from the area.

Medication: Teachers must never give student aspirin or any other medication and must not allow anyone else to do so. District policy allows authorized personnel to dispense Tylenol or Advil with a signed consent form on file. Prescription and/or Over-The-Counter medication may only be dispensed via authorized personnel AND only with written dispensing documentation by a physician.

INVENTORY

All furniture, equipment, and materials purchased with school funds or received through grant funding are the property of **Ashley Elementary**. Before moving furniture from room to room, please ask permission of the administration. At the end of each school year, all **Ashley Elementary** property is to be securely locked for safe-keeping until the next school year. If materials/resources are taken off of school property, it is your responsibility to return it in the same condition, or replace it if it is damaged, lost, or stolen.

KEYS

Teachers/staff have one set of keys to their assigned area allocated for their use. Keys are district property and must be treated as follows:

- Keys are kept in the teacher's mailbox at the end of every school day.
- Teacher keys are to remain in the building every night.
- Teachers are responsible for keys at all times.
- Lost keys will be charged to the teacher/staff member at the cost charged by the district, currently \$10 per key for locksmith fees.

LESSON PLANS

All teachers are expected to write and use lesson plans that are based on State Standards using district approved curriculum and **Ashley Elementary** specific requirements.

MASTER CALENDAR

A Master Calendar shall be maintained and updated throughout the year. A daily email will be sent out to faculty/staff indicating that day's events.

OBSERVATION

Ashley Elementary school administration is of the philosophy of pro-active, hands-on, on-going observation of all teachers/staff members. Such observations should not be construed as negative or punitive. It is a means to be present in the education of our students and provide instructional leadership to teachers/staff.

OUTSIDE SPEAKERS

The administration supports the idea of bringing visitors to the building to speak with our students. All outside speakers must be cleared by Zachary Rahn or Felice Manzanares. If the class is discussing a controversial issue, both sides of an issue are presented. Parents are a good source when doing career-type assignments.

PAYROLL

It is the responsibility of employees to contact the Jayne Hanavan regarding preference on use of Personal leave. In order for the school to continue to operate smoothly, we ask that you give as much notice as possible. Payroll is completed on the 15th of every month.

PERSONAL VALUABLES

Purses and any personal valuables should always be secured and locked or classroom or be in your care. Each individual is responsible for all personal items brought to school. Recovery of lost or stolen items is difficult and the school is not responsible. Should personal items be stolen, it is the responsibility of the owner to make a report to the Denver Police Department.

POSITIVE WORKING ENVIRONMENT/PROFESSIONALISM STANDARDS/ANTI-DISCRIMINATION

At **Ashley Elementary**, we strive to make our school a pleasant environment not only for our students to learn, but also a great place for adults to work. Even though each person has different responsibility to serve, it takes all of us to make this school a great place. Honor the expertise of your co-workers, respect the challenges of each person's role, and support each other in your work. All conversations throughout the building should promote a positive working environment. E-mail communication is a public record, therefore, ensure you're email communication with colleagues is professional. Should there be conflict amongst colleagues, it is highly recommended that you address the concerns directly or that the involved parties seek administration to mediate a conversation in hopes of resolving the conflict.

All staff members are required to exhibit the highest standards of professional and ethical behavior at all times, and compliance with all applicable Board of Education policies, laws, and regulations, and any workplace rules and lawful directives issued by the Principal.

Norms for Professionalism

- **Paraphrasing:** Using a paraphrase starter that is comfortable for you: "So....." or "As you are...." or "You're thinking" and following the statement with a paraphrase assists members of the group to hear and understand each other as they formulate decisions.
- **Pausing:** Pausing before responding or asking a question allows time for thinking and enhances dialogue, discussion and decision-making.
- **Probing:** Using gentle open-ended probes or inquiries such as "Please say more...." or "Can you tell me more about...." or "Then are you saying.....?" increases clarity and precision of the groups thinking.

- **Putting ideas on the table:** Ideas are the heart of meaningful dialogue. Label the intention of your comments. For example, you might say, “Here is one idea....” or “One thought I have is....” or “Here is a possible approach....” or “I’m just thinking out loud....”
- **Paying attention to self and others:** Meaningful dialogue is facilitated when each group member is conscious of self and others and is aware of not only what he/she is saying, but also how it is said and how others are responding. This includes paying attention to learning style when planning for, facilitating and participating in group meetings. Responding to others in their own language forms is one manifestation of this norm.
- **Presuming positive intentions:** Assuming that other’s intentions are positive promotes and facilitates meaningful dialogue and eliminates unintentional put downs. Using positive intentions in your speech is one manifestation of this norm.
- **Pursuing a balance between advocacy and inquiry:** Pursuing and maintaining a balance between advocating for a position and inquiring about one’s own and others’ positions assist the group to become learning organization.

Denver Public Schools prohibits discrimination or harassment on the basis of disability, age, race/skin color, gender identity, religion, transgender status, gender (including sexual harassment), sexual orientation, or national origin. Staff members are expected to familiarize themselves and comply with all Board of Education anti-harassment / anti-discrimination policies.

PUBLIC RELATIONS

Teachers are encouraged to submit items for approval to release to the local news media and/or monthly newsletter. Submission to DPS for posting on the district and/or school website must be approved by administration prior to submission. All written information distributed to students and/or adults must be approved by the administration. The exception to this would be items of a personal nature to include homework assignments, classroom activities, and student progress reports.

SUPPLIES

Supplies will be given out as needed throughout the week. All needs should be sent via email to Joyce Archuleta. Please expect to receive all supplies within a reasonable timeframe the day of your request.

SMOKING

Ashley Elementary is a smoke-free campus. Teachers and staff may not smoke anywhere on campus, anywhere off campus that is visible from on campus, or anywhere that they reasonably expect to encounter students during the school day.

STUDENTS AFTER SCHOOL

Teachers are encouraged to give special help to students in their work whenever possible. Students in the building before or after school must be under the supervision of a teacher. Students must have a pass from the teacher in order to enter the building before normal starting time.

STUDENT RECORDS

All student records are maintained and located in the office of **Ashley Elementary**. The cumulative record is comprised of test data and all other pertinent student information. Additionally, any special education information to the student will be found in this file. Teachers who desire access to a student's cumulative records from the office must only view the records in the office during the regular school day. If you need to take the record out of the office, you need to have the authorization of an Administrator. Cumulative files are not to be removed from the office without prior consent.

SUPERVISION

Classroom: Teachers must not leave a class or other group unsupervised. Supervision must be continuous regardless the circumstances. In the event the teacher must leave the classroom/group, as in emergency, notify the office and another staff member will be sent to replace you. Leaving a class or group of students unattended is placing you job in jeopardy.

Stranger Danger: If you see a questionable visitor or do not notice a badge on someone, call the office immediately.

Assigned Duties: Teachers on outside/lunchroom/recess supervision should report on time. Move about their assigned area, and remain the entire period until duty is complete.

Active supervision means you can engage in conversation with students, but not for a long period of time, to allow you to constantly scan and move on to another area. Teacher/Staff are not to be on their cell phones at any time while on supervision. When students are dismissed outside, teachers need to be located in stations for complete visible coverage (not standing in a group visiting).

TEACHER HOURS & WORK WEEK

Hours for teachers are 7:30 a.m. to 3:30 p.m. In the event that you need to be absent or late to work, please have the professional courtesy to call, leave a message or email one of the administrators. Staff that need to leave the building for more than 30 minutes during work hours need to notify the front office.

Each teacher, under the supervision and guidance of the principal is responsible for the academic achievement and educational growth of all students assigned to his or her

classroom. High expectations for success will be set and communicated on a regular basis to the students and parents. Student progress will be continually monitored and instructional methods differentiated, as necessary, to meet the needs of students to ensure that every student makes at least a year's academic growth. A variety of assessment tools will be implemented to get an accurate picture of each student's educational progress.

There is a direct correlation between time on task and student learning. Teachers are expected to keep students actively engaged in learning, using meaningful and enriching materials that capture and build upon students' interest.

TEACHER PLANS for GUEST TEACHERS

Plans for Guest Teachers should include:

- Class rosters and complete lesson plans, as well as up-to-date program schedule and special duties must be available.
- Basic information for both regular and special school activities forms provided for this purpose.
- The names of students having special health or behavioral or other social/emotional concerns should be available to the substitute teacher. Instructions regarding such emergencies should accompany these names.
- Emergency Procedures folder (for fire drills, lockdown, etc.) should be visible.
- LESSON PLANS WILL NOT BE TAKEN OVER THE TELEPHONE BY THE SECRETARY WHEN IT IS NECESSARY TO BE ABSENT FROM SCHOOL.
- Please do not expect that copies be made by the substitute/guest teacher or the office staff.
- You can send your plans by e-mail to secretaries and administration.

TELEPHONE

Do not allow students to call home from your room for illness or any reason other than disciplinary action. Students should use the office telephone after school to call parents to inform them if they need to stay after school, etc.

Teachers should limit their own personal phone calls (school phone or personal cell phone) to planning, lunch or post-school hours unless it is an emergency. It is not professional to be handling personal phone calls or texting during instructional time.

VISITORS

Visitors must obtain a pass from the front office. The pass must be worn visibly at all times while the visitor is on school grounds. The visitor must sign in with the front office to obtain a pass. Do not allow a visitor into your classroom or in the halls unless the office has

authorized the visit. Parents must sign in at the office and get a badge to wear. This includes parents who regularly volunteer at the school.

If you encounter someone in the hall that you do not recognize, proceed as follows:

- Ask if you can be of assistance.
- Ask whether or not he or she has reported to the main office. If the person does not have a badge, escort him or her to the office.
- Be cautious and courteous. Do not accuse, argue, or attempt to detain an uncooperative person.
- Notify the office of all unregistered guests.
- Close and lock classroom and office doors when they are not occupied.

VOLUNTEERS

Volunteers are essential to many of programs. The office will ensure that all volunteers have completed an application and have a background check done prior to working with students. All volunteers are required to attend volunteer training.

DAILY EMAIL

Every morning, the Administrative Team will send out a daily bulletin detailing the day's events according to the master calendar. If there is news you would like to have included, please email it to the Administrative team. It is your responsibility to read the morning email so you are aware of professional expectations.

SYSTEMS IMPLEMENTATION

Teachers and staff are modeling behavior norms at all times. All teachers and staff should be implementing the school-wide culture system with fidelity; building relationships with students and having high expectations for students and colleagues alike.

Ashley Elementary Handbook Disclaimer

The employee handbook is intended to provide you with an overview of Denver Public Schools' (DPS) and **Ashley Elementary** policies, rules, guidelines and procedures, for the purpose of understanding and performing within the workplace. This information is provided as a matter of information only and is subject to change, suspension, or cancellation at any time, with or without notice, in whole or in part, at the discretion of school administration. However, oral statements or representations cannot supplement, change or modify the provisions of this handbook. The policies approved by the Board of Education, as well as Agreements with various employee groups, form the basis for this information. Failure to comply with the policies and procedures of Denver Public Schools and **Ashley Elementary** may result in corrective action up to and including termination of employment. **NOTHING IN THIS HANDBOOK SHALL CREATE, OR IS INTENDED TO CREATE, OR SHALL BE CONSTRUED TO CONSTITUTE A CONTRACT OF EMPLOYMENT, EXPRESSED, OR IMPLIED.**

In consideration of my employment, I acknowledge received a copy of the **Ashley Elementary** Employee Handbook and understand that it is my responsibility to read and become familiar with its contents.

Employee's Name (please print)

Employee's Signature

Date

cc: Employee File

Section J: Course Scope & Sequence Development

Timeline for Scope & Sequence Development

Mathematics		
Benchmark One	January 31, 2014	Initial Scope & Sequence Mapped Out
Benchmark Two	February 3, 2014	Unit of Study (5 & 6 Completed)
Benchmark Three	April 2, 2014	Unit of Study (3 & 4 Completed)
Benchmark Four	June 2, 2014	Unit of Study (1 & 2 Completed)
Benchmark Five	August 1, 2014	Year Scope & Sequence Completed

Reading		
Benchmark One	January 31, 2014	Initial Scope & Sequence Mapped Out
Benchmark Two	February 3, 2014	Unit of Study (5 & 6 Completed)
Benchmark Three	April 2, 2014	Unit of Study (3 & 4 Completed)
Benchmark Four	June 2, 2014	Unit of Study (1 & 2 Completed)
Benchmark Five	August 1, 2014	Year Scope & Sequence Completed

Writing		
Benchmark One	January 31, 2014	Initial Scope & Sequence Mapped Out
Benchmark Two	February 3, 2014	Unit of Study (5 & 6 Completed)
Benchmark Three	April 2, 2014	Unit of Study (3 & 4 Completed)
Benchmark Four	June 2, 2014	Unit of Study (1 & 2 Completed)
Benchmark Five	August 1, 2014	Year Scope & Sequence Completed

Science		
Benchmark One	January 31, 2014	Initial Scope & Sequence Mapped Out
Benchmark Two	February 3, 2014	Unit of Study (5 & 6 Completed)
Benchmark Three	April 2, 2014	Unit of Study (3 & 4 Completed)
Benchmark Four	June 2, 2014	Unit of Study (1 & 2 Completed)
Benchmark Five	August 1, 2014	Year Scope & Sequence Completed

Appendix K: Proposed School Calendar

2014-2015 SAMPLE Calendar – 08.21.13 DRAFT ONLY

July 2014							August 2014							September 2014						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5						1	2		1	2	3	4	5	6
6	7	8	9	10	11	12	3	4	5	6	7	8	9	7	8	9	10	11	12	13
13	14	15	16	17	18	19	10	11	12	13	14	15	16	14	15	16	17	18	19	20
20	21	22	23	24	25	26	17	18	19	20	21	22	23	21	22	23	24	25	26	27
27	28	29	30	31			24	25	26	27	28	29	30	28	29	30				
							31													
October 2014							November 2014							December 2014						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4							1		1	2	3	4	5	6
5	6	7	8	9	10	11	2	3	4	5	6	7	8	7	8	9	10	11	12	13
12	13	14	15	16	17	18	9	10	11	12	13	14	15	14	15	16	17	18	19	20
19	20	21	22	23	24	25	16	17	18	19	20	21	22	21	22	23	24	25	26	27
26	27	28	29	30	31		23	24	25	26	27	28	29	28	29	30	31			
							30													
January 2015							February 2015							March 2015						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3	1	2	3	4	5	6	7	1	2	3	4	5	6	7
4	5	6	7	8	9	10	8	9	10	11	12	13	14	8	9	10	11	12	13	14
11	12	13	14	15	16	17	15	16	17	18	19	20	21	15	16	17	18	19	20	21
18	19	20	21	22	23	24	22	23	24	25	26	27	28	22	23	24	25	26	27	28
25	26	27	28	29	30									29	30	31				

April 2015							May 2015							June 2015						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4						1	2		1	2	3	4	5	6
5	6	7	8	9	10	11	3	4	5	6	7	8	9	7	8	9	10	11	12	13
12	13	14	15	16	17	18	10	11	12	13	14	15	16	14	15	16	17	18	19	20
19	20	21	22	23	24	25	17	18	19	20	21	22	23	21	22	23	24	25	26	27
26	27	28	29	30			24	25	26	27	28	29	30	28	29	30				
							31													

Vacation	Holidays (observed)	Data /Plan/PD – No Students	Assessment Days	Other
Summer June 8-Aug 22	7/4 Independence Day 9/1 Labor Day	Aug 11-22 PD & Assmts	6 Week Short-Cycle Assessment Oct 2-3 Nov 6-7 Dec 18-19 Feb 12-13 Apr 9-10 May 21-22	Weekly Team Time .Data Teams 1 per week .Instructional Teams 1 per week .Business Meeting 1 per week .Coaching / Instr Rounds 1 per week
Fall Break Nov 24-28	11/11 Veterans' Day 11/27 Thanksgiving	6 Week Short-Cycle Data Analysis/Plan/PD Oct 6 Nov 11 Jan 5 Feb 17 April 13 May 26	State Assessments 3 rd Grade Feb 23-Mar 6 4 th -6 th March 9-20	Weekly Early Release School-wide PD Sessions
Winter Break Dec 22-Jan 2	12/25 Christmas 1/1 New Year's Day	June 5 (½ Day)	Summer Academy June 7-18 & June 15-26, 2015	
Spring Break March 30-April 3	1/19 MLK Day 2/16 Presidents' Day			
First Day 8/25/14	3/31 Cesar Chavez Day			
Last Day 6/5/15 (½ Day)	5/25 Memorial Day			

ASHLEY ELEMENTARY					
SAMPLE WEEKLY SCHEDULE FOR STUDENTS					
	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:00 am	Arrival	Arrival	Arrival	Arrival	Arrival
30 min	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting
180 min	Literacy Block	Literacy Block	Literacy Block	Literacy Block	Literacy Block
45 min	Lunch/Recess	Lunch/Recess	Lunch/Recess	Lunch/Recess	Lunch/Recess
45 min	ELD, Spanish, or Specials	ELD, Spanish, or Specials	ELD, Spanish, or Specials	ELD, Spanish, or Specials	ELD, Spanish, or Specials
90 min	Math Block	Math Block	Math Block	Math Block	Math Block
45 min	Science/ Social Studies	Science/ Social Studies	Science/ Social Studies	Science/ Social Studies	Science/ Social Studies
45 min	Enrichment	Enrichment	3:00 pm Early Release Day	Enrichment	Enrichment
4:00pm	Dismissal	Dismissal		Dismissal	Dismissal