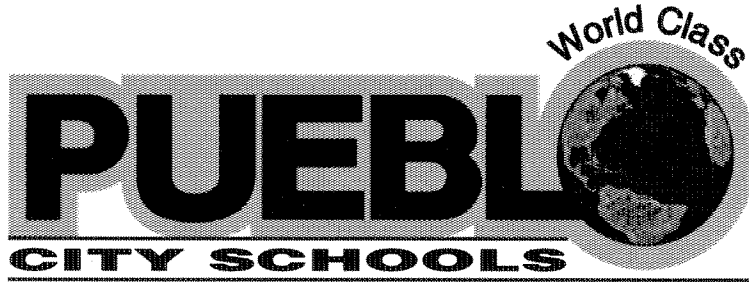


**INNOVATION SCHOOL APPLICATION
TO COLORADO DEPARTMENT OF EDUCATION**

For

RISLEY MIDDLE SCHOOL



Pueblo City Schools

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RISLEY MIDDLE SCHOOL INNOVATION APPLICATION

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1. EXECUTIVE SUMMARY

Located in central Pueblo, east of I-25, Risley Middle School serves 374 students in grades 6-8. Students live, predominately, in small homes tucked into neighborhoods between the Arkansas River and the I-25/I-50 corridors. Just over 86% are eligible for free/reduced lunch. Seventy-five percent of individuals and families within the census tract have incomes at or below the federal poverty level. Most students score significantly below district and state goals with academic growth rates that confound “catching up.”

However, our students cannot wait for gradual change. Our students need access to a high quality education as quickly as possible. At the conclusion of their middle school experience, Risley students have the option of participating in the International Baccalaureate (IB) Program at East High School. Clearly, superior scores and in-depth curriculum provide access to college scholarships, accelerated post-secondary entry, and highly prized workplace skills. Without adequate preparation, Risley students will continue to perform poorly experiencing negative impact to accelerated coursework or career focused employment. Innovation status can accelerate the change process. School autonomy will be a critical tool for implementing a new school design that is focused on achievement for every student and is crafted by and for our unique community. New components include:

- Extended school days;
- Extended school year;
- Advancement Via Individual Determination (AVID) for students who represent their family’s first generation at college (aligns with Gear-Up community support);
- Middle Years IB Program;
- Improved and aligned math curriculum;
- Blended learning opportunities;
- Holistic curriculum and training in Capturing Kids Hearts to create a safer school climate where teachers and students are valued;
- Family supportive wrap-around services;
- Improved functionality of Professional Learning Communities (PLCs); and,
- Significantly increased professional development, targeting specific student gaps and woven with year round coaching support.

The innovation plan provides for site autonomy in hiring and determining incentives based on student growth. Sign on/stay on bonuses will be used to recruit high quality staff for hard-to-fill positions. The reduction in turnover will deepen the quality and experiences brought to classroom instruction as well as provide long-term cost savings. Sustaining a reform will be approached from a systems perspective, rooting itself in policies, procedures, and practices at the state, district, school, and classroom levels. All stakeholders including parents and community members understand and support the school’s vision and serve as advocates for success.

2. MISSION AND CORE VALUES

A. MISSION

OUR VISION

provides all students a quality education that includes the academic and social skills needed to confidently pursue their ambitions as productive leaders and socially responsible citizens.

OUR MISSION

Risley Middle School will utilize Professional Learning Communities to continuously improve the teaching and learning process resulting in positive outcomes for students. Staff will relentlessly respond to the individual, academic, and social needs of students by providing differentiated social and academic instruction that includes a well-rounded, rigorous curriculum that is research-based and data driven.

OUR CORE BELIEFS

We believe that:

- We are responsible for building and maintaining a high performing organization that ensures all students will successfully acquire the knowledge, skills and values necessary for success.
- Our administration and teachers make the critical difference in student achievement.
- Engaging the student's family and the community in the education process enhances learning and academic achievement.
- We have a moral imperative to provide students with the opportunity to perform to their fullest potential and to ensure there is no discernible difference between the achievement levels of students by race, gender or economic level.
- Adults have a professional responsibility to make positive, consistent connections with students.
- Best decisions for managing student behavior are based on a value system that maintains the dignity of each student in all situations.

B. NEEDS

Located in central Pueblo, east of I-25, Risley Middle School serves 374 students in grades 6-8. Students live, predominately, in small homes tucked into neighborhoods between the Arkansas River and the I-25/I-50 corridors. Just over 86% are eligible for free/reduced lunch. Seventy-five percent of individuals and families within the census tract have incomes at or below the federal poverty level, compared to 22% for Pueblo (city-wide) and 12.5% for Colorado statewide.¹ The average per capita annual income is \$5,160. We are determined that our students receive an education equivalent to students from more prosperous circumstances. Other demographic descriptors include:

- 86% are of Hispanic ethnicity; 10.7% are White;
- 13% are students with disabilities;
- 21% are English Language Learners; and
- 4% qualify for gifted services.

Our students come from Fountain International Magnet School, Bradford Elementary, Park View Elementary, and Baca Elementary. Most all will attend East High School.

C. RATIONAL FOR INNOVATION SCHOOL

Risley Middle School has not met state expectations for attainment on the performance indicators and was required to adopt and implement a Turnaround Plan. A December 2009, Expedited Review noted turnover in school leadership, insufficient teacher expertise, lack of instructional planning, and lack of connectivity between formative assessments and differentiated instruction contributed to poor student outcomes.

Since then, Risley has made “significant improvements” in the areas of teachers planning for standards based instruction, implementation of benchmark and formative assessments, as well as moving closer to a school climate/culture that sets high expectations for staff and student learning and promotes a responsive student centered environment. However, Risley continues to work on solidifying and refining the ability of teachers to deliver quality instruction procedures including such features as direct teacher explanation and modeling, guided practice, corrective feedback and monitoring. The design procedures consist of such features as stating the instructional purpose, teacher scaffolding, and cumulative review. Also, Risley continues to solidify and refine the ability of teachers to utilize formative assessment data to identify skill strengths and weaknesses and areas for further instruction. Although assessment results provide immediate feedback to the teacher, it is not always translated into planning precise, differentiated instruction for all students.

Our students cannot wait for a slow turnaround process through gradual change. Most students score significantly below district and state goals with academic growth rates that confound “catching up.” Our students need access to a high quality education as quickly as possible. Risley students have the option of participating in the International Baccalaureate (IB) Program at East High School. Superior scores and in-depth curriculum provide access to college scholarships, accelerated post-secondary entry, and highly prized workplace skills. Without adequate preparation, Risley students will continue to perform poorly experiencing negative impact to accelerated coursework or career focused employment. Innovation status can

accelerate the change process. School autonomy will be a critical tool for implementing a new school design that is focused on achievement for every student and is crafted by and for our unique community. New components include:

- Extended school days;
- Extended school year;
- Intersessions with intervention, and enrichment opportunities;
- AVID for students who represent their family’s first generation at college (aligns with Gear-Up community support);
- Middle Years IB;
- Improved and aligned math curriculum;
- Blended learning opportunities;
- Holistic curriculum and training in Capturing Kids Hearts to create a safer school climate where teachers and students are valued;
- Family supportive wrap-around services;
- Improved functionality of PLCs; and,
- Significantly increased professional development, targeting specific student gaps and woven with year round coaching support.

Barriers

The leadership team at Risley believes that in order to achieve full implementation of the reform initiative, Risley must seek and obtain greater autonomy and flexibility with state and local policies and the collective bargaining agreements. In some aspects, local and state policies and collective bargaining agreements challenge our ability to execute our reform initiatives.

Barrier	Solution
Current school culture does not reflect Core Values listed in the innovation plan.	All staff will commit to the Core Values listed in the innovation plan.
District placement of staff without regards to their buy-in of the Risley program or philosophy.	Consistent adherence to SB191 and mutual consent.
District recruitment, hiring, retention, and dismissal practices do not align with the innovation plan.	<ul style="list-style-type: none"> ● The innovation plan will provide for site-based hiring of all staff except for the principal. The district superintendent will hire the principal, if necessary. ● The principal will hire a Building Leadership Team which will then participate in the hiring of all other staff.
District compensation schedules do not reflect the needs of the innovation plan particularly as they reflect extended school day, school year, and professional development expectations.	The innovation plans provides for site autonomy in determining incentives based on student growth and sign on/stay on bonuses for hard-to-fill positions.

District directed professional development that does not reflect the needs of the building's focus.	The needs of the innovation plan will take precedence over all district required professional development.
The current adopted district calendar and school day do not reflect the needs of the innovation plan (curriculum, instruction, professional development).	The innovation plan's response to and reflection of student needs will take precedence over all district adopted calendar and school day.

3. ACADEMIC ACHIEVEMENT RESULTS

A. RESULTS OF INNOVATIONS

We must widely disseminate our vision, mission and core beliefs to ensure they are understood and acted upon by all stakeholders. For innovation to produce improved student achievement, all staff members must create experiences that demonstrate their belief that **ALL** children can learn at high levels. Staff must work to facilitate continuous improvement in student learning. In the classroom, daily teaching will embrace the process of identifying student learning goals, setting measurable objectives, and helping students articulate what they should know and be able to do to be proficient. Teachers will utilize curriculum that is aligned with Colorado Academic Standards and use curriculum mapping to identify essential learning targets in a sequenced timeline. Teachers will create structures and opportunities for student and teacher learning through course-specific and multidisciplinary pedagogy. Students, teachers, administrators and parents will examine learning environment data, regularly collected through various means, plan and deliver a safe, healthy, orderly, and equitable learning environment.

B. SIGNIFICANT TRENDS AND PRIORITY NEEDS

Risley students did not achieve federal and state expectations on the 2012 TCAP/CELA assessments either in achievement or growth.

Curricular Area	State/Federal Expectations	2012 Achievement	Median Adequate SGP	Median SGP
Reading	71.43%	41.93%	54	37
Math	52.48%	12.15%	90	18
Writing	57.77%	24.53%	75	36
Science	48%	22.92%	44	43

The Median Student Growth Percentiles were relatively uniform in reading for FRL, Minority, and ELL students. Significant negative discrepancy (13 percentile points) exists for students with disabilities. In math, FRL and minority students lagged all other subgroups. Students with disabilities exhibited much more growth (37 percentile points) than all other subgroups in writing.

Risley created a multi-faceted team to examine historical CSAP data from 2010, 2011, and 2012. The team included the principal, assistant principal, counselor, literacy and math coaches, classroom teachers representative of all grade levels, and various content areas. Parents from the School Accountability Committee provided ongoing input and feedback during data reviews and development of the Unified School Improvement Plans (USIP) and Innovation Plan.

Reading: Significant trends include low performance levels (approximately 50%) across all grade levels. High unsatisfactory rates are demonstrated in all grade levels (approximately 20%). Males across all grade levels, demonstrated the highest level of unsatisfactory rates (averaging 25%). All proficient/advanced performance levels across all grade levels are significantly below the district and the state achievement levels. Three year trend average of proficient/advanced performance levels across all grade levels is inconsistent and fluctuating. Risley experienced an increase in achievement across all grade levels in 2009 and a decrease in achievement across all grade levels in 2010 and 2011.

Math: Significant trends include the low performance levels across all grade levels (approximately 17%). Three year average performance levels in grades 7 (12.4%) and 8 (13.9%) are significantly lower than grade 6 (23.4%). High unsatisfactory rates are demonstrated in all grade levels (approximately 35%). Three year average of unsatisfactory performance levels in grades 7 (32.6%) and grade 8 (43.7%) are significantly higher than grade 6 (23.9%). Unsatisfactory performance levels continue to increase across all grade levels and all subgroups including Hispanic, male, female, and economically disadvantaged, as the grade level increases. All performance levels (proficient & advanced) across all grade levels are significantly below the district and the state achievement levels. The three year trend average of proficient/advanced performance levels for grade 6 is inconsistent while grade 7 and 8 continue to experience a consistent decrease during the three year review period.

Writing: Significant trends include the low performance levels across all grade levels (approximately 26%). Males across all grade levels, demonstrated the highest level of unsatisfactory rates (approximately 10%). All performance levels (proficient & advanced) across all grade levels are significantly below the district and the state achievement levels. The three year trend average of proficient/advanced performance levels across all grade levels is inconsistent and fluctuating. Risley experienced an increase in achievement across all grade levels in 2009, and a decrease in achievement across all grade levels in 2010.

Science: Significant trends include the low performance levels at grade 8 (approximately 13.4%) and high unsatisfactory rates (approximately 52.6%). All performance levels (proficient & advanced) in grade 8 are significantly below the district and the state achievement levels. Three year trend average of proficient/advanced performance levels in grade 8 is inconsistent and fluctuating. Risley experienced an increase in achievement in grade 8 in 2009, and a decrease in achievement in grade 8 in 2010.

In addition to a comprehensive analysis of CSAP/TCAP data, the team reviewed and analyzed data from district benchmark assessments (Galileo) in the content areas of reading, math and 8th grade science. The results of the Galileo Assessments indicate and confirm low proficiency rates across content areas particularly in reading and math. According to the 2012 School Performance Framework, Risley has improved from Does Not Meet to Approaching in the following areas:

- Academic Growth: English Language Proficiency (CELAPro);
- Academic Growth Gaps: Students w/ Disabilities;
- English Learners; and,
- Students needing catch up.

For more detail, the Risley USIP is included in Attachment 2. 2012 Achievement data are in Attachment 3.

C. ANNUAL TARGETS

Risley staff recognizes the need to set high goals for all students in reading, writing, math, science. In various subgroups, across content areas there are achievement and growth disparities. The most consistent underperforming subgroup is male students. We also recognize that significant improvement requires more than one year. The following growth targets have been established for all grade levels and all subgroups. We recognize that alignment to district and state expectations requires significant growth and improvement from 2012 TCAP /CELA scores and is unlikely before 2015-2016.

Target Area	2013-2014 % P/A	2014-2015 % P/A	2015-2016 % P/A	Median Growth percentile/year
Reading	55%	70%	80%	At least 45
Math	35%	53%	63%	At least 45
Writing	50%	62%	69%	At least 45
Science	35%	50%	62%	At least 45

Targets reflect overall school achievement, all grade levels and subgroups.

D. INTERIM MEASURES, METRICS AND TARGETS

The formative cycle will be used to analyze data, interpret the evidence, identify gaps, and provide feedback, plan learning/instructional modifications, and scaffold learning thereby closing achievement gaps. Galileo) benchmarking will be conducted quarterly. Items have been aligned to Colorado Academic Standards and are highly predictive of TCAP/CELA summative assessment outcomes. Formative assessments include the following:

- End of Unit Assessments (EUA) will be administered after each instructional unit (reading, math, social studies, and science) for an estimated 5-8 times during the school year. At least 75% of all students will score proficient or advanced before teacher’s progress to the next unit.
- MAP/ALT (Achievement Level Tests) assessments in reading, math, language, and science concepts, processes & general science. Outcomes will be compared to baseline data to establish student goals and adjust instructional strategies.

- Response to Intervention (RtI) plans will establish student achievement goals in reading and math. Progress monitoring data will be used to assess intervention efficacy every 4-6 weeks.
 - ORF (Oral Reading Fluency) and MAZE (Reading Maze Measure from AIMSWeb) will be benchmarked 3 times per year; weekly/ biweekly probes will be used progress monitor students in interventions.
 - MCAP (Math Concepts and Applications) will be benchmarked 3 times per year; weekly probes will be used to progress monitor students in interventions.
- STAR testing will be administered every 9 weeks to all students. Students on watch may be assessed more frequently to track growth and intervention efficacy.
- Writing pre/post assessments by genre (narrative and expository, including persuasion). Students will also develop and submit a research paper using Modern Language Association (MLA) format
- Additional assessments will be used, as indicated, particularly for students requiring Tier 2 or 3 interventions. These may include:
 - World-class Instructional Design (WIDA) Accessing comprehension and Communication in English State to State (ACCESS) will be used to place and assess annual progress of ELL students in four domains: listening; reading; writing; and speaking (assessing comprehension and communication in English State-to-State).
 - Read 180 screening assessments and progress monitoring (intervention classes)
 - Corrective Reading placement and progress monitoring (ESS)
 - Do The Math! unit pre/post assessments (intervention classes)

4. LEADERSHIP AND GOVERNANCE

The current school principal, Mrs. Macaluso, will remain as Risley Middle School principal. If she would need to be replaced, the Pueblo City Schools District 60 Superintendent would oversee the hiring process.

- **Principal Support and Accountability:** Pueblo City Schools District 60 (PCS D60) established the Principal Support and Supervision Group (PSSG) and School Monitoring, Accountability, Support (MAS) program in 2012. The Assistant Superintendent and PSSGs coordinate and facilitate the key processes to build capacity for high performance leadership and embed vertical leadership development, accountability and support. MAS' members work as coaches, assisting principals to implement and develop their Building Leadership Teams and Professional Learning Communities with fidelity. They also coach schools through data investigations, aligning data to instruction, and using data to drive the school goals and processes inherent in the Unified School Improvement Plan. Quarterly reviews are conducted and reported on the District Initiative Walkthrough form.

The PSSG comprises all senior district leadership. They directly supervise and evaluate building principals, holding them accountable for academic achievement results. The dialogue evaluation process utilizes documents aligned to the district's strategic goals and student outcomes including, the Unified School Improvement Plan (USIP), the 2014 Turnaround Plan, Supervision and Evaluation Standards, Understanding by Design – Moving from Units to Lesson Plans: a Guide for Administrators, Writing Across the Curriculum, Responsive Classroom, the BAS: Assessment Manual for District Benchmarking and Common Assessments, and distributed leadership structures. Walkthroughs and dialogues are conducted quarterly between a PSSG member and each principal (See Attachment 4 for PSSG Review and Walkthrough forms). The PSSG and MAS processes form the foundation for principal evaluation, feedback, and improvement.

The Risley Middle School principal will be responsible for hiring, evaluating, and, if necessary, releasing all other building staff. The principal will screen teacher candidates. She and the Building Leadership Team (BLT) will conduct face-to-face candidate interviews. As part of the interview process, the principal and BLT will observe candidates prepare for and teach a lesson. The principal and the BLT, in conjunction with PCS D60's Human Resources staff, will use the innovation status to seek flexibility in recruiting, securing and final hiring decision for the best fit candidates to complete the staffing for Risley Middle School.

- **Teacher Qualifications:** Teachers and staff must be highly skilled and committed to the mission, vision, and goals of the school. New teachers will be required to participate in additional professional development relevant to innovation expectations. Teachers new to the district, hired after approval of the plan will receive annual contracts (at-will). They will be supervised by department heads/academic coach and evaluated by a school administrator. (See teacher commitment letter, attachment 6)
- **Accountability:** The Risley principal will adhere to SB 191 standards for teacher effectiveness. This includes regular classroom walkthroughs and observations, feedback on teacher goals, and instructional impact on benchmark assessments. After pilot implementation in spring 2012, the district's assessment rubric reflecting five standards (content knowledge, classroom environment, learning facilitation, reflective practice, and leadership) is being refined. The principal will be guided by district coaches to maximize observation walkthroughs and feedback to teachers.
- All teachers will participate in grade level and team-based Professional Learning Communities. PLC's will be the foundational support for building teacher leadership capacity and providing a venue to review data and develop instructional data driven decisions that focus on the needs of individual students and instruction.
- Senior teachers who are members of the BLT will be responsible for:

- Delineating a mission-driven decision-making structure and organizational chart that is clear and understood by all stakeholders.
- Develop annual USIP goals for participation and leadership of students, teachers, parents, business and community partners, institutions of higher education, in the Innovation Plan and monitor quarterly progress towards those goals.
- Use data to inform all leadership decisions and to review and monitor progress of implementation of the Innovation Plan quarterly.

The Building Accountability Committee (BAC) is comprised of parents and community stakeholders. BAC leadership will be strengthened through targeted monthly meetings with specific agenda items including budget oversight, community engagement and partnership development, and student achievement. In conjunction with the BLT, BAC members will review academic progress monitoring to address the concerns/successes class by class and overall progress towards Innovation vision, outcomes and school culture.

5. ENGAGEMENT AND COMMUNICATION

During fall 2012, Risley Middle School administration introduced Innovation School status to the Superintendent/District Leadership Team, the school Building Leadership Team as well as full school staff, the School Site Accountability Committee and greater community. The BLT conducted consensus building meetings on September 26, October 5, and October 9. Key staff members visited three Colorado innovation school sites on October 18. The exploration activities culminated in a staff vote on October 19 to explore innovation status on Oct. 19 (97.3% approval).

The BLT recruited parents to join the innovation plan development committees:

- Time Committee: Andrea Filpi (lead), Linda Garcia, Michelle Montoya, Amy Housman (assistant principal), Jackie Sanchez (parent)
- People Committee: Karen Olson (lead), Mario Arellano, Charlotte Macaluso (principal), Michele Baxter, Billy Winston (parent)
- Program Committee: Dawn Johnson (lead), Elaine Madrid, Amanda Silva, Steve Garcia (parent)

Each committee was responsible for developing innovation components as well as provides input on community connections, parent/student compact; parent volunteer agreements, outreach and communication, mentoring programs, stipends/incentive page, budget, fundraising, and retention (see Attachment 5). Committee members attended District Innovation Task Force Meetings on October 24, October 30, November 7, November 14 and held focus group meetings on November 19, 27, and 28. Program components were created and posted to a Risley Middle School Plan website. All staff and parents could leave comments and suggestions to committees via the website as the designs progressed. Information letters and flyers were distributed to parents at fall conferences. The innovation plans were also sent home through the school *Messenger*. A parent information meeting was held December 4, a staff information meeting on December 14, and a final parent meeting on January 22, 2013.

(See parent meeting notice, parent/student commitment form, revised student/parent compact, and student/parent compact brochure, Attachment 7).

As the innovation plan is implemented, the BLT will continue to engage staff and community through the phone *Messenger* system, the school website (*Week at a Glance* and new web pages), Coffees with the Principal, posting flyers in local businesses such as Safeway or Double J's, handing out information and giving brief presentations at home sporting events and concerts, and distributing information to parents as they pick up their student from school or events. Students will be recruited through targeted advertising, particularly at Fountain International Elementary. The addition of Risley as a Middle Years IB school creates a continuum of IB preparation from Fountain International Elementary to Risley MS to East High School.

New and current parents will be encouraged to attend multiple events each year where school information will be incorporated into student events. Student outcome data and projects will be displayed in corridors and classrooms where parents will be encouraged to visit. To support new and current families, Risley staff will coordinate with various community agencies (Department of Social Services, Spanish Peaks Behavioral Health, Truancy: 10th Judicial Court; SB 1581; and PCS D60 School Support staff) to provide wraparound services through weekly Family Support Team meetings. Risley will join the National Network of Partnership Schools in an effort to plan implement, evaluate, and continually improve parent outreach.

6. INNOVATIONS

Sustaining a reform must be approached from a systems perspective, rooting itself in policies, procedures, and practices at the state, district, school, and classroom levels. All stakeholders including parents and community members will understand and support the vision of the organization and serve as advocates for success. Risley's school culture serves as the foundation for the innovation initiative. It reduces staff isolation, increases school capacity, provides a caring productive environment and promotes increased quality so that the vision can flourish. Ongoing communication and collaboration among staff is paramount to achieving a high level of sustainability for an initiative. Most notably, individual teachers have the largest single school effect on student performance.

6. 1 PROGRAM INNOVATIONS

PROGRAM INNOVATIONS: OVERVIEW

- Request the flexibility to adopt its own educational program, including selecting curriculum and textbooks, specifically International Baccalaureate Program.
- Implementation of Student Data Notebooks that ensure a process for engaging students in examining their own data and setting learning goals.
- Implementation of pre/post writing assessments utilizing a common prompt. Scoring will be done utilizing arena scoring protocol.
- Implement promotion standards to include 93% attendance rate, completion of assignments or participate in required homework recovery, expanded learning opportunity (before/after school or intersession) and reach achievement targets or participate in a mandatory two week summer academy and intervention classes.
- Implementation of daily Professional Learning Communities by content specific teams. PLC will work collaboratively in an ongoing process of collective inquiry and action research in order to achieve better results for students.
- Implement additional days of teacher professional development and planning within the school calendar to be determined by the school to best meet the needs of the students.

INNOVATION IMPACT: PROPOSED WAIVERS

Collective Bargaining	District/State
10-2 School Day hours 10-3 Regular school days	GCL Professional Staff Calendar and Schedule
MOU Early Release Individual Planning Time	GCI Professional Staff Development
	<ul style="list-style-type: none"> • GCM Professional Staff Work Load • GCL: Professional Staff Schedules and Calendar • IJJ Textbook Selection and Adoption • IHA Basic Instructional Program • Annual Superintendent Initiatives • Section 22-32-109 (1t) 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

6.1.A. DESCRIPTION OF PROGRAM INNOVATION AND RATIONALE

Risley staff is making progress not only in vertical and horizontal curriculum alignment but in increasing each teacher's depth of content knowledge and pedagogy. However, the lack of on-going high-quality, job-embedded professional development including coaching, monitoring and feedback has negatively impacted both teacher skills and confidence. Backward design lesson planning that result in an aligned, intentional and effective delivery of instruction is not regularly used. The school lacks curricular tools including curriculum guides to assist teachers in planning effective instruction that focuses on essential Colorado Academic Standards, concepts and skills.

Risley continues to work on solidifying and refining the ability of teachers to deliver quality instruction procedures including such features as direct teacher explanation and modeling, guided practice, corrective feedback and monitoring. The design procedures consist of such features as stating the instructional purpose, teacher scaffolding, and cumulative review. Also, Risley continues to solidify and refine the ability of teachers to utilize formative assessment data to identify skill strengths and weaknesses and areas for further instruction.

Root Causes

The Risley Unified Plan Development team wanted to ensure that in identification of the root causes, we would be addressing the deeper problems that need our attention and not identifying merely the symptoms. The team entered into this process with the realization that addressing only the symptoms – what we see on the surface – will result in the problem occurring again - which leads us to fixing it, again, and again, and again. Instead, we looked deeper to figure out why the problem was occurring, in an effort to fix the underlying systems and processes that cause the problem. The Risley team utilized the Root Cause Analysis (RCA) technique to assist us in answering the question of why the problem occurred in the first place. The Unified Development team recognized the need to analyze a situation fully before we could move on to look at factors that contributed to the problem. In order to maximize the effectiveness of our Root Cause Analysis, we involved all staff members and external stakeholders. This process allowed us to look at the same situation from different perspectives.

In addition to careful analysis of student assessment data from CSAP/TCAP/CELA, the Risley leadership team examined student achievement data from various local sources including Galileo Benchmark Assessments in the content areas of literacy, math and science. Additional local data sources include CORE Multiple Measures Assessments (Comprehension, Vocabulary, ORF), and student writing sample scores from common writing assessments. The data trends derived from the various local data sources provided additional verification of the identified root causes. Classroom Walk-through observations conducted by administrators provided validation of the root causes. Also, the Expedited Diagnostic Review (EDR) conducted by CDE provided additional evidence that root causes were in fact viable. The following root causes and contributing issues were identified for both academic achievement and growth.

1. Limited use of data as part of an ongoing cycle of instructional improvement including:

- Lack of instruction that is informed by assessment of student learning through the use of multiple formative assessments.
 - Lack of providing students with multiple opportunities to learn through individualization and differentiation.
 - Lack of engaging students in examining their own data and setting learning goals.
2. Lack of on-going high-quality, job-embedded professional development that builds capacity for the use of a standards-based teaching & learning cycle, including:
 - Lack of direct, explicit comprehension instruction, vocabulary development, building and activating background knowledge and use of text-based collaborative learning which involves students interacting with one another around a variety of texts.
 - Lack of curricular tools including curriculum guides to assist teachers in planning effective instruction that focuses on essential Colorado Academic Standards, concepts and skills.
 - Lack of backward design lesson planning that result in an aligned, intentional and effective delivery of instruction.
 - Lack of ongoing training, coaching, monitoring and feedback regarding instructional practices for teachers, to ensure effectiveness in teaching standards.
 3. Lack of interventions beyond the classroom first best instruction for students performing below proficiency as well as acceleration and enrichment opportunities for students above proficiency.
 4. Limited understanding and use of the Response to Intervention (RtI) process to provide a multi-tiered continuum of student supports in the area of academics and social emotional that meets the needs of individual students.

Research-Based Strategies

The new Risley Middle School has chosen two primary research-based strategies to increase student achievement and focus high quality instruction: International Baccalaureate Middle Years Programme and Advancement via Individual Determination (AVID).

Advancement via Individual Determination (AVID) provides targeted academic, teacher and peer supports for students who will be first generation college attendees. AVID targets students who are achieving at mid-levels academically. These students are capable of succeeding in classes when provided a rigorous curriculum but are falling short of their potential. AVID's three components reflect the belief that if students are given strong academic and social support, they can complete higher level course work. First, students are given a vision for academic success tied to post-secondary education and careers with vertical advancement. Second, AVID teaches time and task management organizational skills applicable across all curricular areas. Third, students learn from peers as well as teachers, fostering

teamwork and group success. AVID's original design and research basis was based on improving outcomes for Latino and Black students, a good match for Risley's population.

Multiple reports have documented that often low-income and minority students who enter postsecondary education are academically ill-prepared. Research from the American Youth Policy Forum and Pathways to College Network identified four practices that are most commonly given credit for the success of low-income and minority high school students:

- Access to a rigorous academic common core curriculum for all students.
- The prevalence, in structure or climate, of personalized learning environments for students.
- A balance of academic and social support for students in developing social networks and instrumental relationships.
- Alignment of curriculum between various levels, such as high school and postsecondary, and between levels within the K-12 system.²

AVID meets these criteria.

A longitudinal study of AVID found that students with two years of middle school AVID had a significantly higher GPA than those with only one year of AVID or no AVID experience in middle school. This difference was particularly prevalent in boys, which addresses a key achievement disparity at Risley.³ A study on AVID impact at middle school found:

- Students improved in their own behavior as well as their expectations for other students in their cluster.
- Between AVID/non-AVID comparison groups there was almost a difference of one standard deviation in language arts grades.
- AVID positively impacted students' achievement in writing.⁴

Other studies of the AVID program also found that AVID students take high school courses that are more rigorous in high school than those students who do not participate in AVID.⁵ Research also showed AVID to have a positive impact on students' post-program experiences. Twenty percent of all 4-year colleges and universities graduate less than one-third of their first-time, full-time, degree-seeking first-year students within 6 years.⁶ The vast majority of post-AVID students surveyed (95%) were enrolled in a college or university. Nearly three-fourths reported attending 4-year colleges and nearly 80% of AVID graduates enrolled continuously in college since leaving high school.³

Middle Years International Baccalaureate Programme (MYP)

The MYP is designed for students age 11 to 16. It provides a framework of learning which encourages students to become creative, critical and reflective thinkers. The MYP emphasizes intellectual challenge, encouraging students to make connections between their studies in traditional subjects and to the real world. It fosters the development of skills for communication, intercultural understanding and global engagement, qualities that are essential for life in the 21st century.

The MYP requires schools to teach a broad and balanced choice of subjects in every year of the program, organized into eight subject groups: language A (English), language B (Spanish), humanities, sciences, mathematics, arts, physical education and technology. The curriculum encourages a variety of teaching and learning methodologies and emphasizes connectivity to real-world problems and issues. MYP supports differentiation, matching learning styles to projects, approaches to learning and community service. The personal project (required) is a reflection of a student's ability to manage and direct their own inquiry and a reflection of the skills learned through the MYP experience. The process of completing the personal project is led by the student, with supervision by a teacher. The assessment of the personal project is a summative assessment of students' ability to conduct independent work using the areas of interaction as contexts for their inquiries. MYP's underlying pedagogy draws from Gardner's work on multiple intelligences, Shayer and Adey's cognitive acceleration (its focus on questioning, collaborative work, problem solving, independent learning and challenge), and Wiggins and McTighe's studies in *Understanding by Design* (teaching and assessing for understanding and learning transfer).

A research study completed by the Australian Council for Educational Research examined student performance among IB and non-IB students on the International Schools' Assessment (ISA). The study determined that IB Primary Years Program (PYP) and IB Middle Years Program (MYP) students, in most instances, performed as well or better than their non-IB peers across all four ISA assessment domains, including math literacy, reading, narrative writing, and expository writing. The difference in Reading was significant at all grades, except grade 8, with effect sizes of up to 0.40, whereas the difference in Mathematical Literacy was significant at grades 6, 9 and 10. The IB cohort outperformed the non-IB cohort with a relatively large margin in the Americas for most comparison groups, with effect sizes of up to 0.75.⁷ In addition, students attending both a Primary Years Program and the Middle Years Program benefit from the continuum. These students outperformed students from schools with only the PYP in the following areas: grade 7 Mathematical Literacy; grades 6 to 9 Reading; grades 6 to 9 Narrative Writing; and grades 6 to 10 Expository Writing. Effect sizes were generally in the range of medium to large.⁷ This bodes well for attracting and retaining students from Fountain International Primary Years Program (PYP), to Risley Middle Years Program (MYP), extending through grades 9 and 10 at East High School and grades 11 and 12 Diploma Years Program (DYP). We will be creating a K-12 International Baccalaureate program in Pueblo School District #60.

6.1.B. CHANGES TO PROGRAMS, POLICIES, AND/OR OPERATIONAL DOCUMENTS

<p>Program</p> <p>International Baccalaureate: Middle Years Program (IB MYP)</p>	<ul style="list-style-type: none"> Holistic learning offers meet the preferred learning style of most Risley students. Reinforces depth of knowledge and skills due to multiple exposures to materials presented in a variety of ways. Contributes to whole student development through IB learning profiles. Offers intercultural awareness which encourages a vast array of perspectives and instills a drive to make positive changes beginning at home. Provides students with the values and opportunities that will enable them to develop sound judgment and future vision. Logical progression to receiving area high school which also offers IB. 	
	<p>Relevancy to Risley Middle School</p> <p>Core Math Curriculum: Math Connects (McGraw Hill) –</p> <ul style="list-style-type: none"> The program features built in differentiation to tailor instruction to all learners Aligns with Common Core Online learner management system that allows teachers to monitor student progress The program balances direct instruction with 6 mini-labs of discovery learning for new concepts Additional resources provide both re-teaching and enrichment opportunities 	
	<p>Implementation</p> <ul style="list-style-type: none"> Adopt a focused, coherent progression of mathematics learning with an emphasis on proficiency on key topics (instructional sequence and pacing). Ensure the curriculum contains logical progressions from earlier less sophisticated into later more sophisticated ones. Provide comprehensive course offerings in mathematics including core, interventions, and advanced courses (APEX). Use of research-based instructional practices that include content knowledge, pedagogy, and skills to increase student engagement. Enhance the level of differentiated instruction through the implementation of a blended learning Model that utilizes Technology-based instruction, applications & assessments. Each core math classroom will have an interactive instruction board or wireless Mobi, document camera and projector as well as 3-4 classroom computers for student use. Ensure regular use of formative assessments to improve student learning, instruction, and differentiation. Expanding Learning Opportunities will be provided to identified students. Expanded Learning will be available before/after school and on Saturday. Direct instruction in math will be provided as well as strategic standard strands in conjunction with the computer assisted Study Island program. Electives: Advanced Math for all grade levels 	

Program	Relevancy to Risley Middle School	Implementation
<p>IB MYP – Math Interventions</p>	<p>Do The Math (Scholastic-Marilyn Burns)</p> <ul style="list-style-type: none"> • This program is designed around eight research-based instructional practices for struggling students. • Scaffold Content; Explicit Instruction; Multiple Strategies; Gradual Release routines; Student Interaction; Meaningful Practice; Assessment and Differentiation; and Vocabulary & Language to help meet the needs of every student. • Professional development is embedded into the program to support teachers through implementation. • Compliments any core instructional program. • Can be implemented in various settings (intervention classes; pull out instruction; special education; before/after school. 	<p>Response to Intervention (RtI): Provide a multi-tiered continuum of student supports that meets the individual needs of students.</p> <ul style="list-style-type: none"> • Tier 1: Implementation of first best instruction • Tier 2: Targeted interventions • Tier 3: Individual Supports including Surround Care (Wrap Around) <p>Technology applications include Study Island, APEX</p>
<p>IB MYP: Language A (English)</p>	<p>Language A Curriculum: Prentice Hall/Junior Great Books</p> <ul style="list-style-type: none"> • The language arts team has established a good foundation with this curriculum and would like to continue utilizing the resource. • The structure supports the common core standards and the specific needs of our students. • The program includes various levels of questioning techniques to increase the critical thinking skills of all students. • Passages provide students with vital background knowledge and expose them to scenarios they may not otherwise experience. • Writing skills (grammar/writing) are integrated into the program sequence. • Teaching strategies are provided for differentiation (ELL, struggling readers, and extension activities). 	<ul style="list-style-type: none"> • Provide direct, explicit comprehension instruction, vocabulary development, building and activating background knowledge and use of text-based collaborative learning which involves students interacting with one another around a variety of texts. • Develop a culture of literacy. Increase and enhance the library collection including high quality non-fiction material to enhance multi-disciplinary units of study. • Develop unit learning plans to assist teachers in planning effective instruction that focuses on essential Colorado Academic Standards, concepts & skills. • Ensure regular use of formative assessments to improve student learning, instruction, and differentiation. • Use of research-based instructional practices that include content knowledge, pedagogy, and skills to increase student engagement. • Implementation of Step Up to Writing/Write Tools Curriculum. • Electives will include nonfiction novels, journalism, and creative writing.

Program	Relevancy to Risley Middle School	Implementation
<p>IB MYP: Reading Interventions – Tier 2 and Tier 3</p>	<p>Read 180 (Stage B), Corrective Reading, Language!, and others</p> <ul style="list-style-type: none"> ● A comprehensive system of curriculum, instruction, and assessment for struggling readers 2 or more years below grade level. ● 20 years of scientifically-based research (Corrective Reading). ● Leverages adaptive technology to individualize instruction for students (Read 180). ● Uses the blended model of instruction (whole group progresses to small group rotations then to whole group wrap-up). ● Includes relevant, nonfiction materials that engage English language learners. 	<ul style="list-style-type: none"> ● Response to Intervention: Provide a multi-tiered continuum of student supports that meets the individual needs of students. <ul style="list-style-type: none"> ○ Tier 1: Implementation of first best classroom instruction ○ Tier 2: Targeted interventions ○ Tier 3: Individual Supports including Surround Care (Wrap Around) ● Implementation of Scholastic Read 180 as Tier 2 Intervention for identified students. ● Implementation of Language! As a Tier 3 Intervention. ● Technology applications include Study Island, APEX, Renaissance Learning, and Read 180.
<p>IB MYP: Humanities</p>	<p>Current Curriculum + McDougal Littell</p> <ul style="list-style-type: none"> ● Designed specifically for middle school students with a variety of print and technology resources. ● Provides interactive exercises and hands-on activities to help make connections. ● Includes assessment tools that provide instant feedback on individual students. ● Data reports provide suggestions for re-teaching specific strands. 	<ul style="list-style-type: none"> ● World Geography <ul style="list-style-type: none"> ○ Continue to use World Cultures & Geography (2008) for 6th grade ○ Supplemental materials: 7 Continents, North America, South America, Evan Moor Educational Publishing ○ Supplemental materials: Mexico by Mark Twain Publishing; Passport Series ● History <ul style="list-style-type: none"> ○ 7th Grade Continue to use History Alive: Medieval World & Beyond (2005) and World Explorer: Eastern Hemisphere (1998) ○ Recommending for 8th grade: American History by McDougal Littell ● Electives: Student Government (PRIDE Leadership); Service Learning; Home Economics ● National Geographic Bee/club and competition

Program	Relevancy to Risley Middle School	Implementation
<p>IB MYP: Language B (Spanish)</p>	<p>Language B Curriculum: Realidades A/B/Level 1 - Spanish</p> <ul style="list-style-type: none"> • This program is specifically written for Middle School students and is a standards-based program that balances communications and grammar/writing. • Integrates culture and language along with technology to teach and motivate all students. • Supports the local community heritage. • Transitions smoothly into the receiving IB high school (East High School). 	<p>Elective – survey for possibility of offering additional language (French?)</p>
<p>IB MYP: Science</p>	<ul style="list-style-type: none"> • SEPUP materials are hands-on lab aids that foster and promote students to think abstractly, and build upon their need for peer interaction and support. • The National Science Foundation Division of Elementary, Secondary, and Informal Education reviewed the materials in 1997 stating "...the materials are engaging, provide good activities for student decision making and opportunities for student designed inquiry." • Research on effect of the program shows a range of 0.8 to 1.3 in each of the program units (our goal is 0.4 or higher). 	<ul style="list-style-type: none"> • Integrated Earth, Life and Physical Sciences • Provide direct, explicit comprehension instruction, vocabulary development, building and activating background knowledge and use of text-based collaborative learning which involves students interacting with one another around a variety of texts. • Develop unit learning plans to assist teachers in planning effective instruction that focuses on essential Colorado Academic Standards, concepts and skills. • Ensure regular use of formative assessments to improve student learning, instruction, and differentiation. • Use of research-based instructional practices that include content knowledge, pedagogy, and skills to increase student engagement. • Electives: Forensics, Independent Research, Astronomy, Robotics.
<p>IB MYP: Fine Arts/Music</p>	<ul style="list-style-type: none"> • An arts program to enhance natural talents in our students by providing opportunities for them that would not otherwise be available. • Redirect/channel artistic expression in a positive environment and learn to appreciate diversity through the experiences. • Some students may find music and art classes therapeutic and tap into their inner self. 	<ul style="list-style-type: none"> • Ceramics class - addresses 3 dimensional object; would need a clay mixer- the art room already has a kiln & vent. • Drawing/ Painting – self-awareness, self-expression, art history & exploration. • Performing arts - Performing music (band, jazz, choir, guitar), dance. • Recommending a Mac Lab with music technology software; the instructor is proficient in the technology.

<p>Program</p> <p>Technology</p>	<p>Relevancy to Risley Middle School</p> <p>Interdisciplinary learning will be supported through project-based learning incorporating technology. More than 40 years of research demonstrates that project-based learning:</p> <ul style="list-style-type: none"> • Improves long-term knowledge retention and skill development in both students and teachers.^{8,9} • Can be more effective than traditional instruction for preparing students to integrate and explain concepts.¹⁰ • Improves students' mastery of 21st-century skills.¹¹ • Is particularly effective with lower-achieving students.^{12,13,14} • Provides an effective model for whole school reform.¹⁵ <p>Students who learn science or technology through project-based learning report they find it more engaging than traditional instructional techniques.¹⁶</p>	<p>Implementation</p> <ul style="list-style-type: none"> • Classroom and media technology staff will work together to create blended learning throughout the core content areas including simulations, online research and project development programs, and problem-based learning. School staff will utilize district and consultants to iterate course design/outcomes, goals for group dynamics and facilitation methodology. • Risley will also acquire researching software and design technology (graphic arts, video game design, movie maker) • Each core classroom will have an interactive Instruction Board/document camera/projector and/or wireless Mobie as well as 3-4 classroom computers for student use.
<p>Physical Education, Health</p>	<p>Physical education and health will utilize district approved curricula.</p>	<p>Health - Implement and provide a comprehensive health course within the elective course options.</p> <ul style="list-style-type: none"> • Electives: yoga, kickboxing, aerobics, Zumba
<p>AVID</p>	<p>AVID provides targeted academic, teacher and peer supports for students who will be first generation college attendees.</p>	<ul style="list-style-type: none"> • Students attend a daily elective class which emphasizes group inquiry, writing, collaboration and reading while teaches academic success support skills which sets students on a college-attainment track. • Align AVID data requirements to Galileo and Alpine assessment systems. • Regular parent outreach from AVID teachers will focus on understanding college readiness, college life, and college enrollment and financial options. • Parents will be encouraged to attend college campus visits with their AVID student. These options will also be supported for non-AVID students.

<p>Program</p> <p>Behavior and School Climate</p>	<p>Relevancy to Risley Middle School</p> <p>Implement a multi-tiered system of student supports that addresses the social/emotional needs of all students.</p>	<p>Implementation</p> <ul style="list-style-type: none"> • Positive Behavior Intervention Supports (PBIS) will set the tone for a safe learning environment. Risley will establish clearly defined behavior expectations for all common areas and positive behavior reinforcements.
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	<p>Root Cause(s) Addressed: Limited understanding and use of the Response to Intervention (RtI) process to provide a multi-tiered continuum of student supports in social/emotional areas to meet the needs of individual students. Risley’s staff needs to be able to identify specifics of problem behavior and the conditions that prompt and reinforce them. They also need to modify the classroom environment to decrease problem behavior including teaching and reinforcing new skills to increase appropriate behavior and preserve a positive classroom climate.</p>	<ul style="list-style-type: none"> ● Capturing Kids Hearts will provide a systematic and explicit methodology for classroom management and ongoing positive reinforcement of behavior expectations. ● Develop an in-school academic and behavior intervention program (e.g., Social-Emotional Learning & Extended Class Time) as an alternative to suspension. ● Use Behavior Interventionist and Instructional Coaches to ensure effective implementation and utilization of building-level RtI process including: <ul style="list-style-type: none"> ○ Referral Process ○ Problem Solving Approach ○ Documentation of Universal Supports & Tiered Interventions ○ Progress Monitoring ○ Parent Involvement ● Coordinate various Community Agencies to provide wrap around services via weekly Family Support Team meetings. Participating agencies include: Dept. of Social Services, Spanish Peaks (Mental Health), Truancy 10th Judicial Court, SB 1581, and PCS School Support Staff.
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Innovation status will provide the flexibility to adopt our own educational program, including selecting curriculum & textbooks. Risley Middle School will improve student/teacher learning time by adopting and implementing modifications to the calendar, daily schedule, as well as teacher and student start and end times. We will provide expanded academic and enrichment learning opportunities for students before/ after school as well as Saturday School. Plus, Risley Middle School will develop and implement procedures to conduct field trips and extended day excursions. The BLT will develop and implement a homework policy that supports the education program described in the Innovation Plan. Program innovations also include amending promotion standards to include a 93% attendance rate and completion of assignments or participate in required a) homework recovery, b) expanded learning opportunities such as before/after school or intersessions to reach achievement targets, or c) participating in a mandatory two week summer academy and intervention classes. The promotion policy for Risley will be aligned to the other two Innovation Schools to provide consistent expectations for all middle school students attending any one of the three Innovation sites.

6.1.C. WAIVERS TO STATE STATUTES AND RULES

Tables containing synopses of all requested waivers are available in Attachment 8.

Section 22-32-109 (1)(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.

- **Request:** Risley MS requests flexibility to adopt its own education program including selecting curriculum and textbooks.
- **Rationale:** Risley Middle School will be responsible for its IB Middle Years core curricula, the textbooks to support the curriculum, and professional. By waiving the state statute and district policies, the school will be able to implement the programs, curriculum and provide training to support the implementation of the instructional programs they have selected.
- **Replacement Plan:** The school's innovation plan details the curriculum, textbook and training.

6.1.D. WAIVERS TO DISTRICT POLICIES

GCL: Professional Staff Schedules and Calendar

- **Request:** The school has developed its own calendar and professional development schedule.
- **Rationale:** The school will meet or exceed minimum statutory requirements for school year and school day.
- **Replacement Plan:** The school calendar, hours of work year and work day, will be determined by the planning team and published for Risley's employees.

IJJ Textbook Selection and Adoption

Request: Risley Middle School requests waivers for the Board's textbook selection and adoption policy, allowing the school to purchase curriculum aligned with the innovation.

- **Rationale:** Risley Middle School will be responsible for its AVID and International Baccalaureate programs, the textbooks to support the curriculum, and professional development. By waiving the state statute and district policies, the school will be able to implement the programs, curriculum and provide training to support the implementation of the instructional programs they have selected.
- **Replacement Plan:** The school's innovation plan details the curriculum, textbook and training.

IHA Basic Instructional Program

- **Request:** Risley Middle School requests the flexibility to determine a curriculum structured to meet the needs of its students.
- **Rationale:** Risley Middle School will be responsible for its AVID and International Baccalaureate programs, the textbooks to support the curriculum, and professional development. By waiving the state statute and district policies, the school will be able to implement the programs, curriculum and provide training to support the implementation of the instructional programs they have selected.

- **Replacement Plan:** Risley MS has developed a plan that outlines the instructional program and how it will meet the needs of all students.

Superintendent's Annual Goals/Initiatives

- **Request:** By waiving the superintendent's goals, the school will be able to concentrate their instruction on the innovation plan.
- **Rationale:** The school's education program will meet or exceed minimum standards of the superintendent's initiatives. The school will continue to implement the district-wide implementation of Professional Learning Communities (PLC)'s.
- **Replacement Plan:** Risley Middle School has developed a plan that outlines the instructional program and how it will meet the needs of all students.

6.1.E. WAIVERS TO COLLECTIVE BARGAINING PROVISIONS

10-2 School day - 7hrs. 30 minutes and

10-3 Regular school day

- **Request:** Risley MS requests flexibility in determining the length of the school day.
- **Rationale:** To be successful, students require extended learning opportunities. This includes more time for core subjects, a second foreign language, AVID, time for project-based learning, and additional time for catch-up and intervention activities. The new curriculum components and instructional strategies also require deliberate, frequent individual and team lesson planning, and PLC data disaggregation. Both components will require teachers to invest in a longer school day.
By waiving parts of the collective bargaining units provisions related to length of time in a day, school's calendar, scheduling, and professional development, the school will be able to determine the number of hours in the day, the number of days in the year and the professional development needed for the staff to successfully implement the curriculum as well as a variety of different instructional strategies. The school will meet or exceed minimum statutory requirements for school year and school day.
- **Replacement Plan:** Extra performance beyond Appendices B & C, hours of work day, duties, and lunch duty will be determined by the planning team and published for Risley employees.

MOU for Early Release Time

- **Request:** The school has developed its own school calendar and daily schedule.
- **Rationale:** By waiving parts of the collective bargaining units provisions related to length of time in a day, school's calendar, scheduling, and professional development, the school will be able to determine the number of hours in the day, the number of days in the year and the professional development needed for the staff to successfully implement the curriculum as well as a variety of different instructional strategies. The school will meet or exceed minimum statutory requirements for school year and school day.

Replacement Plan: The school calendar, hours of work year and work day, will be determined by the planning team and published for Risley employees.

6.1.F. EXPECTED COST SAVINGS AND INCREASED EFFICIENCIES

Risley Middle School will leverage funds from other sources. Title I-A funding will pay for Summer School. Title II-A will support performance and sign-on/stay-on bonuses. Risley Middle School also benefits from its third year of a TIG grant. Funds will pay for IB MYP and AVID training. Professional development that supports new curriculum will increase the school's efficiency and ability to focus on the elements of the instructional strategies to support the needs of the students in the school.

One of Pueblo City School's most telling statistics is that students leave the district for middle school only to return for high school. In real numbers, over 130 students leave the district for other middle school alternatives. Part of Risley Middle School's impact will be to offer a high quality neighborhood choice at middle school. Risley expects to attract at least 30 new students who would otherwise attend private or District 70 schools. At a per pupil rate of \$6,401.04, the change to innovation status will generate an additional \$192,031 per year in district revenue.

Primary source of cost efficiencies are derived from improved school climate and increased student learning time. Pueblo City District 60 spends just over \$3,100 on each student assigned to truancy court or district interventions. With the implementation of PBIS and Capturing Kids Hearts, Risley expects that referrals for district interventions will drop from an average of 11 per year to 1. This is a district cost savings of \$31,000. In addition, the change in school climate is already lessening the number of office referrals. Current numbers are not available yet, but in a similar setting, a local school went from 67 referrals per month to 16. At an average of 16 minutes of lost instruction per referral, the school recovered 122.4 hours of lost instruction. Risley anticipates similar results.

6.2 TIME INNOVATIONS

TIME INNOVATIONS: OVERVIEW

- Adopt and implement modifications to the calendar, daily schedule, as well as teacher and student start and end times.
- Provide Expanded Academic and Enrichment Learning Opportunities for students before/after school as well as Intersession (fall/spring).
- Develop and implement procedures to conduct field trips and extended day excursions.
- Implement additional days of Teacher Professional Development and Planning within the school calendar to be determined by the school to best meet the needs of the students.
- Have flexibility to re-design the current early release time to include a possible late start and flexibility with how the time is used.
- Early Release/Late start use of time would be utilized to facilitate school directed teacher/team PLC planning, school professional development, vertical/horizontal articulation, and/or Parent teacher conferences. The design would be determined by the school to best meet the needs of the school.
- Provide flexibility with teaching load (number of separate class preparations) and planning time.

INNOVATION IMPACT: PROPOSED WAIVERS

Collective Bargaining	District/State
Article Ten – Contract Year – Hours 10-1 Contract year (183 days) 10-1-1 New Teachers - District orientation 10-1-3-1 Teacher workday 10-2 School day (7 hrs. 30 min.)	GLC Professional Staff Schedules and Calendar GCBA Instructional Staff Contracts/Compensation/Salary Schedule GCBA Instructional Staff Contracts/Compensation/Salary Schedule Section 22-32-109(1)(n)(I), n(II)(A), C.R.S. Schedule and Calendar
Article Eleven – Teaching Load 11-3-1-1 Teacher preparations not to exceed (4 in MS) 11-4-1 Planning Time – (minimum of 5/week)	GCI Professional Staff Development
MOU Early Release Individual Plan Time	

6.2.A DESCRIPTION OF TIME INNOVATION AND RATIONALE

The Risley Middle School's school day and the school year will be lengthened to add instructional time and to maximize the effectiveness of our innovation and rationale. Increased length of class periods will allow teachers to address the root causes of students' lack of achievement. It expands opportunity to vary teaching strategies, focus on standards, cooperative learning, inquiry methods and discovery options, group discussions, differentiated instruction for subgroups, and provides more time for concept development and attainment.¹⁷ It will also help curb discipline referrals as students who do not understand class content frequently act out to hide their lack of comprehension.

Students will attend Risley Middle School from 8:00am to 3:45pm Monday through Thursday and 8:00 am to 1:10 pm on Fridays. A 15 minute Roll Room/Advisory period at the beginning of each day will ease the transition from home to school and provide time for announcements and homework checks prior to classes. For students, increasing class periods to 57 minutes (previously 46 minutes) provides more time to comprehend key concepts support by time for in-class practice. Blended learning and project-based learning both benefit from longer class periods where students conduct in-depth subject explorations and hands-on project development. For families, the later release time means less after school day care. The shortened 35 minute periods on Fridays will be used for enrichment and interventions.

The teacher workday will be 7:15am to 3:55pm Monday through Friday. All staff will participate in a 45 minute content area or team PLC every morning. PLCs will provide for an opportunity to analyze student data, plan for instruction and participate in RtI discussions. Planning time is provided weekly on Fridays between 1:15am and 3:55pm. This time will be used for curricular planning and site-based professional development.

Extended Learning

Children without access to summer learning programs are at risk of losing the academic, emotional, and social gains achieved during the school year. All children experience learning losses if they are not engaged in summer learning opportunities. Most students, regardless of family income or background, lose 2 to 2 1/2 months of the math computational skills learned during the school year. Students from low-income homes lose two to three months in reading skills.¹⁸ Also, the long summer break can have a greater negative effect on the learning of children with special educational needs. Remedial programs had larger effects when the program was relatively small and when instruction was individualized.¹⁹

To mitigate the negative learning effects of summer vacation and provide extended learning opportunities, Risley will implement a two week (40 hour) intervention and enrichment Summer School (July). Additionally, the school will host two one-week Intersessions (spring and fall) with 20 additional hours each of intervention and enrichment. Both learning extensions are in addition to the weekly Friday Intervention Days specific to students who need immediate interventions in math and/or reading.

6.2.B. CHANGES TO PROGRAMS, POLICIES, AND/OR OPERATIONAL DOCUMENTS

- 1) Course Schedule: implementation of block scheduling
 - Core classes – math, reading/writing, science and social studies will meet Monday through Thursday for 57 minutes, an increase from the current 47 minutes per class. Periods will be 35 minutes each on Fridays.
 - Interventions/enrichment – Student will have daily reading or math intervention/enrichment classes for 35 minutes Monday through Thursday. Determination of the class type will be based on the needs of each student. These classes provide additional opportunities for students to increase academic proficiencies and address learning gaps.

- 2) Daily Schedule
 - Student contact hours increased by 1.5 hours per week
 - Length of day increased for both students and staff
 - Students' day increases by 30 minutes of learning M-T, and decreases by 30 minutes on Fridays
 - Teachers' day increases by 70 minutes
(See Calendar and Bell Schedule, Attachment 9)+

- 3) Annual Calendar
 - Annual calendar calls for shorter summer break. For students, this supports greater retention of knowledge because there are fewer days off. Schools will be in session for more weeks on this modified schedule than on the previous traditional calendar.

 - Summer Academy – July 15th through 26th, 2013
 - Two week opportunity for 40 additional hours of student intervention/enrichment
 - Each session will be five days per week, from 8 am until noon, for a total of 20 hours of instruction per week (breakfast and lunch provided).
 - Based on end-of-year benchmark assessments

 - Intervention/Enrichment Intersession – (one in the fall and one in the spring)
 - Opportunity for 40 additional hours of intervention/enrichment during the school year (one week of the intersession will be vacation; one week of the intersession will support learning).
 - Each session will be five days per week, from 8 am until noon, for a total of 20 hours of instruction per week (breakfast and lunch provided).

 - Professional Development – International Baccalaureate Program (June 30th to July 3)
 - Key administrators and IB teacher leaders will participate.
 - Category 1 workshops focus on IB philosophy and implementation. IB provides professional development and assistance for schools that have decided to apply

- for IB authorization. The workshops are relevant for educators who are new to a school with an existing IB program and those interested in joining an IB school.
- Category 2 workshops focus on program delivery with course specific training in humanities, math, science, language A, language B, and technology integration. The courses emphasize written, taught and assessed curriculum and first best classroom practice. These workshops enhance the understanding of the IB philosophy and program model and improve the quality of program delivery.
 - Category 3 workshops shift from implementation and program delivery to impact and delivery. Participants engage in in-depth investigation into specific areas of interest and expertise.
- Professional Development: 13 scheduled days including August 5th to August 9th
 - AVID: For AVID to maintain its success, continue to grow, and close the achievement gaps, educators must have access to information regarding the changing standards of education, college requirements, and education/college opportunities. The AVID program will take advantage of the National Summer Institute program. Each Summer Institute (in 8 locations) runs for 4 days (30 hours) and includes at least 12 hours of planning time when school teams work together. After completing the Summer Institute training, the AVID coordinators and administrators will work closely with the site team to develop a site plan that will ensure the introduction and/or reinforcement of a different AVID strategy at each faculty meeting and/or professional development day. The AVID Coordinators will then work with the site team members to follow-up with departments about the successes or additional supports they will need to continue the efforts of school-wide implementation of AVID strategies.
 - Block Scheduling: Professional development on how to effectively utilize 57 minute class periods. Content will include Understanding by Design planning structures, whole group/small group instruction, incorporating technology, incorporating project-based/interdisciplinary learning, daily assessments, and classroom management. Instructional coaches will support staff through modeling, observation, and feedback throughout the year.
 - Differentiated Instruction: Key components include changes in lesson content and format; teaching in small-groups using aligned to student skills and needs and applying different content, materials, and activities; classroom management; and assessments. Instructional coaches will support staff through modeling, observation, and feedback throughout the year.
 - Capturing Kids' Hearts (CKH): will be provided to all faculty, staff, and campus-level administrators. CKH professional development is a three-day learning experience. The Flippen group will provide on-site training followed by embedded coaching throughout the year.

Participation (attendance data), Satisfaction (evaluation survey), Knowledge and Skills (knowledge and performance assessments), Teaching Practices (observation data), Student Achievement (progress monitoring data) will be used to monitor PD effectiveness.

Innovation status will provide the flexibility to re-design the school program to better fit our students. We will have the autonomy to amend the traditional district calendar, current teaching methods, and current professional development.

6.2.C. WAIVERS TO STATE STATUTES AND RULES

Section 22-32-109-(1)(n)(I), n(II)A, and n(II)B C.R.S. to determine the school calendar, teacher-pupil contact hours and school days.

- **Request:** Risley requests waivers from these local board duties to create an extended calendar, lengthen the school day and school year to meets the needs of the students in the school.
- **Rationale:** Risley MS will be able to support the implementation of the IB and AVID programs with a longer school day and more time for professional development and collaboration.
- **Replacement Plan:** The school schedule and calendar are in Appendix 8.

6.2.D. WAIVERS TO DISTRICT POLICIES

Tables containing synopses of all requested waivers are available in Attachment 8.

GCL Professional Staff Schedules and Calendar

- **Request:** The school has developed its own calendar and professional development schedule.
- **Rationale:** The school will meet or exceed minimum statutory requirements for school year and school day.
- **Replacement Plan:** The school calendar, hours of work year and work day, will be determined by the planning team and published for Risley employees.

GCM: Professional Staff Work Load

- **Request:** Risley MS requests the flexibility to develop its own requirements for staff planning and preparation.
- **Rationale:** Risley Middle School will have the flexibility to vary PLC, planning and collaboration time. With this variation, planning periods may not be uniform. However, teachers will have a minimum of five individual planning periods each week. Some meetings may be scheduled at times other than at the end of the normal school day.
- **Replacement Plan:** The BLT will establish expectations for staff work load and publish them for Risley employees.

GCI Professional Staff Development

- **Request:** Risley Middle School requests flexibility in determining the type and amount of professional development to support the work of its innovation plan rather than participating in district professional development opportunities.
- **Rationale:** The school's innovation plan incorporates new curriculum (AVID, IB Middle Years Program) and instructional strategies which are new to its staff. Effective implementation, and thus student learning and outcomes, is dependent on in-depth professional development including coaching and embedded observation/ feedback.
- **Replacement Plan:** Risley has incorporated expanded professional development plan requirements within its innovation plan.

6.2.E. WAIVERS TO COLLECTIVE BARGAINING PROVISIONS

10-2 School day - 7hrs. 30 minutes and

10-3 Regular school day

- **Request:** Risley requests flexibility in determining the length of the school day.
- **Rationale:** To be successful, students require extended learning opportunities. This includes more time for core subjects, time for project-based learning and interdisciplinary labs, additional time for catch-up and intervention activities. The new curriculum components and instructional strategies also require deliberate, frequent individual and team lesson planning, PLC data disaggregation, and time for student-led conference development. Both components will require teachers to invest in a longer school day.

By waiving parts of the collective bargaining units provisions related to length of time in a day, school's calendar, scheduling, and professional development, the school will be able to determine the number of hours in the day, the number of days in the year and the professional development needed for the staff to successfully implement the curriculum as well as a variety of different instructional strategies. The school will meet or exceed minimum statutory requirements for school year and school day.

- **Replacement Plan:** Extra performance beyond Appendices B & C, hours of work day, duties, and lunch duty will be determined by the planning team and published for Risley employees.

11-4-1 Planning Time (minimum of 5/week) and

11-5 Required Meetings

- **Request:** The school has developed its own school calendar and daily schedule.
- **Rationale:** Risley Middle School will have the flexibility to vary PLC, planning and collaboration time. With this variation, planning periods may not be uniform. However, teachers will have a minimum of five individual planning periods each week. Some meetings may be scheduled at times other than at the end of the normal school day.
- **Replacement Plan:** The school calendar, hours of work year and work day, will be determined by the planning team and published for Risley employees.

MOU for Early Release Time

- Request: Risley requests the flexibility to develop its own requirements for staff planning and preparation.
- **Rationale:** The school will have the flexibility to schedule Friday's to meet the needs of the staff for professional development
- **Replacement Plan:** N/A

6.2.F. EXPECTED COST SAVINGS AND INCREASED EFFICIENCIES

We anticipate the cost of paying teachers per the negotiated agreement and paying for the additional student contact time would increase based on the increase in the number of student contact days. Waivers to the Collective Bargaining Agreement will allow meetings that are needed throughout to be conducted without the limitations of nine (9) meetings/year that would require additional pay for teachers. Based on the needs of the school and the teachers hired, there may be a minimal cost savings.

Waivers to the length of the school day and what can happen during the regular school day prescribed in the collective bargaining unit allow the school to increase student contact time as well as the length of the day to accommodate professional development. Students will gain 50+ hours of instructional time under the new calendar. The new Friday schedule increases opportunities for student interventions and teacher professional development.

Improved school climate is already lessening the number of office referrals. Current numbers are not available yet, but in a similar setting, a local school went from 67 referrals per month to 16. At an average of 16 minutes of lost instruction per referral, the school recovered 122.4 hours of lost instruction. Risley Middle School anticipates similar results through Positive Behavior Intervention Strategies (PBIS) and Capturing Kids' Hearts.

6.3 PEOPLE INNOVATIONS

PEOPLE INNOVATIONS: OVERVIEW

- Participate in the District-provided professional development or opt out and provide site specific professional development that is targeted to the unique needs of Risley students, staff and programs.
- Have flexibility to determine the number of professional days, days off and ability to re-design the current early release time to include a possible late start and flexibility with how the time is used.
- Teachers are provided high quality job-embedded professional development that includes instructional coaching. The school employs Instructional Coaches that provide quality job-embedded professional development.
- Seek school-based hiring process to include Turnaround Teacher Competencies and recruitment and staffing timeline that meets the needs of the school.
- Teacher vacancies will be posted when they become available and posted until filled.
- Risley Middle School will not be subject to assignment of “forced placement” teachers.
- All new staff members will be required to sign an Innovation Agreement acknowledging that they agree with the innovation plan and will participate fully in its implementation.
- Performance incentives and sign-on/stay-on incentives will be provided when funding is available.
- Performance incentives will be tied to achieving school specific performance targets.
- Post vacancies, recruit, and hire staff as the need arises not necessarily on the District’s hiring cycle.
- Hire part-time staff on fractional increments that meet the needs of the school.
- Create non-traditional job descriptions.
- Hire teachers for non-core subjects who are not required to meet NCLB highly qualified criteria.
- All new hires to the district will be given “at will” contracts for a specified amount of time.
- Request waiver to allow the IB Facilitator to observe, coach and provide feedback to instructional staff, who will still be evaluated by the administration.
- Development and implementation of Individual Support Plans (ISP). These differentiated plans will provide differentiated support and professional development to teachers regarding first best practices resulting in improvement of the quality of instruction. ISPs will be reviewed and evaluated every 3 weeks.

INNOVATION IMPACT: PROPOSED WAIVERS

Collective Bargaining	District/State
Article 13 Transfers 13-1-4 Timeframe for transfers 13-1-4-1 Transfer placement 13-1-6-1 Licensure and Endorsement	GCKA: Instructional Staff Assignments and Transfers

Specifically the above, but no transfers are to be transferred to the Innovation Schools.	<p>22-63-206 Transfers</p> <p>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 . . . or which they are qualified by virtue of academic preparation and certification . . . no discrimination to school, position. Or grade because of sex, sexual orientation, marital status, race, creed, etc.</p>
13-2-1 and 13-2-1-1-Posting of Declared Vacancies	GCF : Professional Staff Hiring Process
MOU Early Release Individual Planning Time	GCI Professional Staff Development
<p>Article 19 - Salaries</p> <p>19-1-2 183 teacher days</p> <p>19-1-2-1 Counselors</p> <p>19-2-1 Experience Credit</p>	<p>GCB: Personnel Staff Contracts and Compensation Sections 22-63-201 through 203, 22-63-206, 22-63-301 through 302, and 22-63-401 through 403, C.R.S.</p> <p>These sections from the Teacher Employment, compensation, and Dismissal Act may be waived to allow innovation schools to hire unlicensed teachers, to operate free from teacher employment contracts, to employ teachers as at-will employees, and to determine compensation for teachers.</p>
	Section 22-63-201 C.R.S. Teacher Employment Act – requirements to hold a certificate.

6.3.A DESCRIPTION OF PEOPLE INNOVATION AND RATIONALE

The principal and assistant principal will provide leadership that models the vision and mission created through the collaborative efforts of the entire staff. They will ensure that the building leadership continues to function as a representative group that leads others in the reform initiative and serves as role models toward the strategies in the USIP and innovation plan. Risley Middle School innovation is dependent on high quality staff and administration that are fully committed to increasing student performance through the school's Innovation Plan (See teacher commitment letter, Attachment 6).

Hiring

The teaching staff has worked diligently to design and prepare this innovation plan. Most staff is committed to implementing the changes and following through to program success. However, the school anticipates needing to recruit and hire high quality academic staff, coaches, and experienced IB MYP and AVID teachers.

1. Teacher postings or vacancies will be posted as soon as the vacancy occurs and at the school's discretion and not with district timeline or policy. Risley Middle School will not be subjected to take teachers who are placed by the district.
2. Risley Middle School will have autonomy to identify job titles (positions), write job descriptions and position qualifications with more flexibility in the required qualification to attract a greater applicant pool, all of which are based on the identified need(s) of the school.
3. New and existing employees opting to stay with Risley Middle School will sign a contract detailing their commitment to the new innovation plan. Human Resources will work with those non-probationary staff members not committed to the innovation plan to seek alternative placement on a case-by-case basis for the first year, subject to mutual consent.
4. Interested candidates must submit a resume and cover letter.
5. The Principal and interview committee will screen the resume and cover letter based on current hiring needs.
6. Chosen candidates will be required to participate in a formal in-person interview or video teleconference via Skype or other web based medium.
7. Selected candidates are invited to teach a model lesson to a group of students, teachers, principals and school representatives.
8. Top candidate(s) will be given a reflection interview/conference where a conversation regarding the expectations of teachers at Risley Middle School takes place with the candidate and the principal.
9. Selected candidates references will be checked and a job offer made. As funding is available, sign-on/stay-on bonuses will be offered for hard to fill content areas.
10. All staff will sign a commitment form, acknowledging the innovation vision and goals as well as participation in professional development and agreement to the length of the day and school year.

Annual contracts “at will” will be developed for all teachers new to the district. Current Risley teachers with non-probationary status will be exempt from annual contracts. Non-probationary teachers transferring to Risley Middle School from other PCS D60 schools will retain their non-probationary status. The number of teacher days and schedule/length of days may differ from what is specified in the contract agreement between PCS and collective bargaining units. The salaries for teachers will meet or exceed the current PCS salary-education level schedule. Extra duties and extra time above the contracted day will be compensated through stipends including Summer Academy and Intersessions. Performance incentives may also be provided when funding is available and will be tied to achieving school performance targets with further refinement as growth measures are identified in Pueblo School District #60.

Other Staffing Items

- Any changes to hard-to-fill positions (ESS, Math, ELA and Science) will be secured prior to June 1 of each school year.
 - 100% of all staff members will be highly qualified per NCLB. In accordance with NCLB requirements, all core content instructional staff employed at the school will have a valid teaching license and meet subject matter competency requirements for the teaching subject.
 - The percentage of probationary teachers will be less than 40%.
- The school will enter into an agreement with Teach for America to retain five highly qualified, highly effective teachers beginning 2014-15 school year.
- Many current staff lacks strong skills in first best instruction, PLCs and data mining, problem-based learning, and differentiation. Integrating the arts, a new academic curriculum, behavioral and leadership interventions all require support for embedded, ongoing professional development. The school will hire:
 - An on-site instructional coach will provide academic professional development, modeling and mentoring on research-based instructional practices, lesson planning, data analysis, data dialogues, program implementation, and classroom management.
 - An IB Coordinator to support the implementation the IB MYP including academic implementation and integration, student support and leadership, and family support.
- Risley Middle School will actively participate in job fair recruiting, early position posting to secure the most highly qualified candidates possible, and use TeachInColorado.org to post available positions nationwide.
 - The school will support these recruiting efforts with a high quality advertising brochure (see Attachment 10), television commercials, and Public Service Announcements.
- Quality substitutes will be available in classrooms when the teacher is absent.
 - Substitutes will be recruited and trained in school-wide structures, processes, routines, and procedures. Substitute training will be conducted by the Turnaround Director in CORE and will include organization-and rapport-building with students.

- Quality lesson plans will be provided to all substitutes.
- BLT members will serve as on-site instructional mentors for teachers not in the district induction program but who struggle with classroom instruction and management.

In conjunction with a school-based team, the principal will be responsible for all issues related to hiring personnel. Additionally, the principal will supervise and evaluate all staff. A walkthrough document has been created by the district which allows principals to document their classroom observations and track the data into a spread sheet. This will help principals monitor the school's initiatives and provide feedback to individual teachers as well as to the entire faculty. Support from district administration was iterated in the Leadership and Governance Section. A copy of the walkthrough document is available in Attachment 4.

Professional Development

Professional development was discussed fully in the Time Innovation section.

Professional Learning Communities will continue. They are organized by grade level and content specific teams. PLC groups will work collaboratively in an ongoing process of collective inquiry and action research to achieve better results for students. An additional PLC will be developed for Saturday and Summer Academy interventions. Staff will present peer-based professional development on a monthly basis to assist each other with lesson development, instructional strategies, and data analysis. Key BLT members will attend ongoing PLC training sessions sponsored by the district.

6.3.B. CHANGES TO PROGRAMS, POLICIES AND/OR OPERATIONAL DOCUMENTS

Innovation status will support the flexibility necessary to implement the school's proposed changes. Each of the following items will require policy changes at local or state levels.

Staffing

- All new hires to Risley will be given an annual "at-will" contract for a specified amount of time.
- Request waiver to allow the IB Coordinator (with or without a principals license) to supervise instructional staff, under the direction of the principal. The principal will conduct personnel evaluations.
- Have flexibility to determine the number of professional days, days off and ability to re-design the current early release time to include a possible late start and flexibility with how the time is used.
- Seek school-based hiring process to include Turnaround Teacher Competencies and recruitment and staffing timeline that meets the needs of the school.
- Post vacancies, recruit, and hire staff as the need arises not in accordance to the District's standard hiring cycle.
- Risley Middle School will not be subject to assignment of "forced placement" teachers.
- All new staff members will be required to sign an Innovation Agreement acknowledging that they agree with the innovation plan and will participate fully in its implementation.

- Performance incentives and Sign-on/Stay-on Incentives will be provided when funding is available.
- Performance incentives will be tied to achieving school specific performance targets with further refinement as growth measures are identified in Pueblo School District #60.
- Hire part-time staff on fractional increments that meet the needs of the school.
- Create non-traditional job descriptions.
- Hire teachers for non-core subjects who are not required to meet NCLB highly qualified criteria.
- Development and implementation of Individual Support Plans (ISP). These differentiated plans will provide differentiated support and professional development to teachers regarding first best practices resulting in improvement of the quality of instruction. ISPs will be reviewed and evaluated every 3 weeks.

Expectations

- Extended day/year for all teachers to support extended student learning opportunities. Teachers will work an extended day Monday through Friday. Teachers will receive compensation for additional student contact time.
- Flexibility in the number of teacher plan times allocated based on preps and payment required.
- Flexibility in holding teachers accountable for implementing the professional development as a part of the evaluation process.
- Flexibility to offer professional development outside of student contact hours to preserve the integrity of the student instructional program.

The current principal intends to continue through the innovation process. However, if the principal decides to leave or is dismissed, the Superintendent will select and hire a replacement with input from the school staff. The new principal must have the capacity and commitment to carry out the innovation plan.

6.3.C. WAIVERS TO STATE STATUTES AND RULES

Tables containing synopses of all requested waivers are available in Attachment 8.

Statutes for Teacher Employment, Compensation, and Dismissal Act
Sections 22-63-201 through 203, 22-63-206, 22-63-301 through 302, and 22-63-401 through 403, C.R.S.

- **Request:** Risley MS requests waivers from these sections of the Teacher Employment, Compensation, and Dismissal Act to allow the school to hire unlicensed teachers in non-core content areas who are not required to meet highly qualified requirements of NCLB, to operate free from teacher employment contracts, to employ teachers as at-will employees, and to determine compensation for teachers.
- **Rationale:** The schools want to have staff that is committed to the new innovation plan. The waivers support teachers who seek a position in the innovation school because they

are subject to mutual consent by the principal of that school. The school has the authority to issue its own employment offer letters to newly hired teachers. The letter will outline the terms of employment, including at-will employment for those teachers hired new to the district. Risley and other innovation schools will have the same compensation structure for additional work, incentives, and performance pay. The teacher contract will be developed in collaboration with the district's attorney.

- **Replacement Plan:** See rationale above. In addition, the District's salary schedule will be used as a guideline and the schools will determine the placement of teachers on the salary schedule. The schools have negotiated a waiver from the Pueblo Education Association (PEA) for experience credit, pay for performance, and compensation will be adjusted accordingly.

Section 22-63-201 C.R.S. Teacher Employment Act – Requirement to hold a certificate

- **Request:** Risley Middle School requests waivers from the Teacher Employment Act for only those staff that would be non-core content areas. In the event there a position that is non-core such as an AVID coordinator, the school requests a waiver from the requirement to hold a teaching license.
- **Rationale:** If there were a position that is in a non- core subject area, the school would require the individual to have a minimum of a B.A. or certification in their profession and follow the district's application process including background checks, fingerprinting and equal employment policies. .
- **Replacement Plan:** In accordance with NCLB requirements, all core content instructional staff employed at Risley MS will have a valid teaching license and meet subject matter competency requirements for the teaching subject.

6.3.D. WAIVERS TO DISTRICT POLICIES

GCKA: Instructional Staff Assignments and Transfers

- **Request:** Risley MS requests waivers to hire all personnel. No employees will be placed in the school by district administration.
- **Rationale:** To implement change and ensure student success, Risley Middle School requires a stable, highly qualified, highly motivated staff. The school will have the authority to hire its own personnel and to issue its own employment offer letters to newly hired teachers. The school will follow district application processes including background checks, fingerprinting, and equal employment policies. A letter will outline the terms of employment, including at-will employment for those teachers hired new to the district. Risley and other innovation schools will have the same compensation structure for additional work, incentives, and performance pay. The teacher contract will be developed in collaboration with the district's attorney. Hours of work day, duties, and lunch duty will be determined by the planning team and contained in the Personnel Staff Contract. The school year will meet or exceed minimum statutory requirements. Staff applying for transfer to an innovation school shall be permitted at any time during the year. Vacancies shall be posted until filled.

- **Replacement Plan:** The District's salary schedule will be used as a guideline and the schools will determine the placement of teachers on the salary schedule. The schools have negotiated a waiver from the Pueblo Education Association (PEA) for experience credit, pay for performance, and compensation will be adjusted accordingly. A process will be developed collaboratively with the school district, innovation school and the teacher's association in the spring of 2013 regarding transfers.

GCF: Professional Staff Hiring Process

- **Request:** Risley requests waivers to allow the school to hire unlicensed teachers in non-core content areas as required by requirements of NCLB, to operate free from teacher employment contracts, to employ teachers as at-will employees, and to determine compensation for teachers.
- **Rationale:** To implement change and ensure student success, Risley requires a stable, highly qualified, highly motivated staff. The school will have the authority to hire its own personnel and to issue its own employment offer letters to newly hired teachers. The school will follow district application processes including background checks, fingerprinting, and equal employment policies. Risley and other innovation schools will have the same compensation structure for additional work, incentives, and performance pay. Compensation will be agreed upon and communicated in advance. The teacher contract will be developed in collaboration with the district's attorney. In addition, the school has the authority to establish its own additional compensation system for all employees. A letter will outline the terms of employment, including at-will employment for those teachers hired new to the district. Hours of work day, duties, and lunch duty will be determined by the planning team and contained in the Personnel Staff Contract.
- **Replacement Plan:** The District's salary schedule will be used as a guideline and the schools will determine the placement of teachers on the salary schedule. The schools have negotiated a waiver from the Pueblo Education Association (PEA) for experience credit, pay for performance, and compensation will be adjusted accordingly. A process will be developed collaboratively with the school district, innovation school and the teacher's association in the spring of 2013 regarding transfers.

GCI Professional Staff Development

- **Request:** Risley requests flexibility in determining the type and amount of professional development to support the work of its innovation plan rather than participating in district professional development opportunities.
- **Rationale:** The school's innovation plan incorporates new curriculum (AVID and IB Middle Years Program) and instructional strategies which are new to its staff. Effective implementation, and thus student learning and outcomes, is dependent on in-depth professional development including coaching and embedded observation/ feedback.
- **Replacement Plan:** Risley has incorporated expanded professional development plan requirements within its innovation plan.

6.3.E. WAIVERS TO COLLECTIVE BARGAINING PROVISIONS

Article 13 - Transfers

- 13-1-4 Timeline for transfers
 - 13-1-4-1 Transfer placement
 - 13-1-6-1 Licensure and endorsement
 - 13-2-1 and 13-2-1-1 Posting Vacancies
-
- **Request:** Risley requests waivers to hire all personnel. No employees will be placed in the school by district administration.
Rationale: To implement change and ensure student success, Risley Middle School requires a stable, highly qualified, highly motivated staff. The school will have the authority to hire its own personnel. Staff applying for transfer to an innovation school shall be permitted at any time during the year. Vacancies shall be posted until filled.
 - **Replacement Plan:** The District's salary schedule will be used as a guideline and the schools will determine the placement of teachers on the salary schedule. The schools have negotiated a waiver from the Pueblo Education Association (PEA) for experience credit, pay for performance, and compensation will be adjusted accordingly. A process will be developed collaboratively with the school district, innovation school and the teacher's association in the spring of 2013 to determine regarding transfers.

Article 15 –Reduction in Force (currently in negotiations SB -10-191)

- **Request:** Risley MS requests the authority to make reductions in teaching staff to meet the needs of its innovation plan and students.
- **Rationale:** Flexibility in class sizes to optimize multi-disciplinary learning environments is inherent in the Risley's innovation plan. Although, reductions in teaching staff are not anticipated at this time, instruction will benefit from the school's authority to make decisions regarding reductions or increases in teaching staff.
- **Replacement Plan:** Risley will follow the proposed Reduction in Force language currently in negotiations with PEA regarding SB-10-191.

6.3.F. EXPECTED COST SAVINGS AND INCREASED EFFICIENCIES

The school needs to have the ability to hire teachers that want to implement the school of innovation's curriculum, calendar, and professional development to ensure the success of program. Low student performance and high poverty have been correlated in numerous studies.²⁰ A 1999 study found that, after controlling for student poverty, the two highest predictors of test scores were teacher experience and teacher preparation.²¹ One of the highest costs for low performing poverty schools is turnover. Although all current core teachers are highly qualified per NCLB and meet the comparability expectations of Title I, and will continue to meet those requirements, Risley and other innovation schools suffer from high teacher and administrator turnover. Thus student learning occurs through teachers with less expertise and less experience than the district average. Additionally, the school loses at least \$10,000 per teacher in recruiting and training costs. Risley will offer sign-on/stay-on bonuses to attract teachers. More importantly, Risley will maintain teacher salaries at the current

negotiated rates and pay teachers for their extended day/extended year time. Risley intends to attract and retain the best qualified teachers possible.

6.4 MONEY INNOVATIONS

MONEY INNOVATIONS: OVERVIEW

- Establish compensation rates and other methods of rewarding performance, including additional bonuses and or incentives.
- Recruit, hire and retain strong leadership. Recruit, hire and retain a committed staff that is fully committed to increasing student performance through the school’s Innovation Plan.
- Provide Instructional coach consultant (20 on-visits per year) to provide job-embedded modeling and mentoring of effective instruction.
- Create a professional development plan that supports the innovation plan. Provide training regarding Understanding by Design (UbD) and International Baccalaureate (IB) MYP program.
- Implement additional Days of Teacher Professional Development and planning within the school calendar to be determined by the school to best meet the needs of the students
- Develop an In School Academic and Behavior Intervention Program as an alternative to suspension and provide a teacher: *SELECT (Social-Emotional Learning & Extended Class Time) program.*
- Hire Behavior Interventionist to provide high quality job-embedded professional development in the form of modeling, coaching and mentoring to identify teachers regarding effective classroom management.

INNOVATION IMPACT: PROPOSED WAIVERS

Collective Bargaining	District/State
Article 19 Salaries 19-1-2 183 teacher days 19-1-2-1 Counselor 19-2-1 Experience Step	GCB: Personnel Staff Contracts and compensation GCBA: Instructional Staff Contracts/Compensation/Salary Schedules IIB: Class Size Section 22-32-109(1)(f), C.R.S. Section outlines local school board duties concerning selection of personnel and pay. Waivers from this statute allow innovation schools to select their own personnel and determine payment. Sections 22-63-201 through 203, 22-63-206, 22-63-301 through 302, and 22-63-401 through 403, C.R.S. These sections from the Teacher Employment, compensation, and Dismissal Act may be waived to allow innovation schools to hire unlicensed teachers, to operate free from teacher employment contracts, to employ teachers as at-will employees, and to determine compensation for teachers.
MOU Early Release Individual Planning Time	GCI Professional Staff Development

6.4.A. DESCRIPTION OF MONEY INNOVATION AND RATIONALE

Risley's Innovation Team dedicated time and energy to exploring the financial impact and options inherent in innovation status. Our goal is to leverage financial resources to maximize the impact of spending on student achievement, critical thinking, creativity, communication and collaboration. To that end, financial resources will be used to:

- Acquire curriculum aligned with student academic needs.
- Support the development of student leadership and student personal goal setting.
- Develop partnerships which extend learning beyond the classroom.
- Implement curriculum and teaching strategies that not only engage current students but provide options and choice for middle school students throughout the district.
- Extend the school day and school year for increased student learning opportunities.
- Provide incentives which reward teacher expertise, positive impact on student academic growth, leadership, and dedication.

To fund these goals, the Risley team examined its resources:

- General fund;
- TIG funding for 2013-14;
- Title I allocations;
- Title II-A allocations;
- 21st Century Learning grant.

Risley is currently on track this year to spend \$2,161,298 in the general fund versus the revenue generated at Risley (355 students x \$6416.22 per pupil revenue = \$2,277,758 + categorical revenue). The average salary plus benefits for the district is \$60,000 per teacher while the average salary plus benefits at Risley is \$54,117 per teacher.

Additional budget details are available in Section 8.

The budget spreadsheet is available in Attachment 11.

6.4.B. CHANGES TO PROGRAMS, POLICIES, AND/OR OPERATIONAL DOCUMENTS

The following items represent the significant innovation changes which impact budget.

- The student day has been extended by 30 minutes Monday through Thursday and decreased by 30 minutes on Fridays. The student year has been extended by three days to 176 providing 109 hours of additional teaching time. The teacher calendar will be extended to 8 hours and 40 minutes per day (including lunch) for 193 days. This plan adds 10 total days (32 hours) to the teaching contract (additional hours and additional days) to accommodate teaching assignments and professional development.
- Sign-on/Stay-on bonus of \$761/year (including benefits)
- Pay for performance
- Additional FTE – Teachers: Read 180, AVID Coordinator, IB Coordinator, Two (2) Foreign Language (Spanish), Technology; Coaches: Math Interventionist, Data.
- Consultants: External program evaluator, five (5) Teach for America teachers beginning 2014-15, IB professional development consultant
- Supplies/materials/program: IB fees and online classes, IB curriculum; Read 180 subscription and consumables, AVID subscription, fees and consumables, Galileo assessments.

Additional budget details are available in Section 8.

The budget spreadsheet is available in Attachment 11.

6.4.C. WAIVERS TO STATE STATUTES AND RULES

Tables containing synopses of all requested waivers are available in .

Section 22-32-109(1) (f), C.R.S. Section outlines local school board duties concerning selection of personnel and pay. Waivers from this statute allow innovation schools to select their own personnel and determine pay.

- **Request:** Risley Middle School requests waivers from this statute to allow the school to select its own personnel and determine their compensation.
- **Rationale:** Teacher skills, qualifications and retention are key determinants of student academic success. Risley will hire the most qualified candidates available and, to bolster retention, compensate teachers for additional performance, hours of work year, hours of work days, and additional duties. The school will have the authority to hire its own personnel and to issue its own employment offer letters to newly hired teachers. The

school will follow district application processes including background checks, fingerprinting, and equal employment policies. Risley and other innovation schools will have the same compensation structure for additional work, incentives, and performance pay. Compensation will be agreed upon and communicated in advance. The teacher contract will be developed in collaboration with the district's attorney. In addition, the school has the authority to establish its own additional compensation system for all employees. A letter will outline the terms of employment, including at-will employment for those teachers hired new to the district. Hours of work day, duties, and lunch duty will be determined by the planning team and contained in the Personnel Staff Contract. The school year will meet or exceed minimum statutory requirements.

- **Replacement Plan:** Risley's innovation planning team and BLT will determine the expectations, duties, and calendar and publish them for all employees.

6.4.D. WAIVERS TO DISTRICT POLICIES

GCB: Personnel Staff Contracts and compensation and

GCBA: Instructional Staff Contracts, compensation and salary schedules

- **Request:** Risley requests waivers from this policy to allow the school to select its own personnel and determine their compensation.
- **Rationale:** Teacher skills, qualifications and retention are key determinants of student academic success. Risley will hire the most qualified candidates available and, to bolster retention, compensate teachers for additional performance, hours of work year, hours of work days, and additional duties. Risley and other innovation schools will have the same compensation structure for additional work, incentives, and performance pay. The teacher contract will be developed in collaboration with the district's attorney. Hours of work day, duties, and lunch duty will be determined by the planning team and contained in the Personnel Staff Contract. The school year will meet or exceed minimum statutory requirements.
- **Replacement Plan:** Risley's innovation planning team and BLT will determine the expectations, duties, and calendar and publish them for all employees. The District's salary schedule will be used as a guideline and the schools will determine the placement of teachers on the salary schedule.

GCF: Professional Staff Hiring Process

- **Request:** Risley MS requests waivers from this policy to allow the school to select its own personnel and determine their compensation.
- **Rationale:** Teacher skills, qualifications and retention are key determinants of student academic success. Risley will hire the most qualified candidates available and, to bolster retention, compensate teachers for additional performance, hours of work year, hours of work days, and additional duties. The school will have the authority to hire its own personnel and to issue its own employment offer letters to newly hired teachers. The school will follow district application processes including background checks, fingerprinting, and equal employment policies. Risley and other innovation schools will have the same compensation structure for additional work, incentives, and performance pay. Compensation will be agreed upon and communicated in advance.

The teacher contract will be developed in collaboration with the district's attorney. In addition, the school has the authority to establish its own additional compensation system for all employees. A letter will outline the terms of employment, including at-will employment for those teachers hired new to the district.

- **Replacement Plan:** The District's salary schedule will be used as a guideline and the schools will determine the placement of teachers on the salary schedule. The schools have negotiated a waiver from the Pueblo Education Association (PEA) for experience credit, pay for performance, and compensation will be adjusted accordingly. A process will be developed collaboratively with the school district, innovation school and the teacher's association in the spring of 2013 regarding transfers.

6.4.E. WAIVERS TO COLLECTIVE BARGAINING PROVISIONS

Article 19: 19-1-2 Teacher days – 183 teacher days

- **Request:** Risley MS requests waivers from this provision to allow the school to select its own personnel, determine their compensation, and determine the length of the school year.
- **Rationale:** To be successful, students require extended learning opportunities. This includes more time for core subjects, time for project-based learning and interdisciplinary labs, additional time for catch-up and intervention activities. The new curriculum components and instructional strategies also require deliberate, frequent individual and team lesson planning, PLC data disaggregation, and time for student-led conference development. Both components will require teachers to invest in a longer school day. Professional development to effectively implement these changes requires additional teacher days to extend the school year. The school will meet or exceed minimum statutory requirements for school year and school day. Additionally, Summer Academies and Saturday school will be offered to students. Teachers will provide instruction and be compensated for this additional time.
- **Replacement Plan:** The school has the authority to establish its own additional compensation system beyond Appendices A, B, and C for all employees. Extra performance beyond Appendices B & C, hours of work day, duties, and lunch duty will be determined by the planning team and published for Risley employees.

6.4.F. EXPECTED COST SAVINGS AND INCREASED EFFICIENCIES

The school needs to have the ability to hire teachers that want to implement the school of innovation's curriculum, calendar, and professional development to ensure the success of program. Low student performance and high poverty have been correlated in numerous studies.²² A 1999 study found that, after controlling for student poverty, the two highest predictors of test scores were teacher experience and teacher preparation.²³ One of the highest costs for low performing poverty schools is turnover. Although all current core teachers are highly qualified per NCLB and meet the comparability expectations of Title I, Risley and other innovation schools suffer from high teacher and administrator turnover.

Thus student learning occurs through teachers with less expertise and less experience than the district average. Additionally, the school loses at least \$10,000 per teacher in recruiting and training costs. Risley will offer sign-on/stay-on bonuses to attract teachers. More importantly, Risley will maintain teacher salaries at the current negotiated rates and pay teachers for their extended day/extended year time. Risley intends to attract and retain the best qualified teachers possible.

Risley Middle School will leverage funds from other sources. Title I-A funding will pay for Summer School. Title II-A will support performance and sign-on/stay-on bonuses. Risley Middle School also benefits from its third year of a TIG grant. Funds will pay for IB MYP and AVID training.

One of Pueblo City School's most telling statistics is that students leave the district for middle school only to return for high school. In real numbers, over 130 students leave the district for other middle school alternatives. Part of Risley Middle School's impact will be to offer a high quality neighborhood choice at middle school. Risley expects to attract at least 60 new students who would otherwise attend private or District 70 schools. At a per pupil rate of \$6,401.04, the change to innovation status will generate an additional \$384,062 per year in district revenue.

Primary source of cost efficiencies are derived from improved school climate and increased student learning time. Pueblo City District 60 spends just over \$3,100 on each student assigned to truancy court or district interventions. With the implementation of PBIS and Capturing Kids Hearts Risley expects that referrals for district interventions will drop from an average of 11 per year to 1. This is a district cost savings of \$3,100. In addition, the change in school climate is already lessening the number of office referrals. Current numbers are not available yet, but in a similar setting, a local school went from 67 referrals per month to 16. At an average of 16 minutes of lost instruction per referral, the school recovered 122.4 hours of lost instruction. Risley anticipates similar results.

7. OPERATIONS AND MANAGEMENT SERVICES

Risley Middle School examined its annual budget and the services provided by Pueblo City District 60 (PCS D60). PCS D60 has no mill levy override. Consequently, operational budgets are derived from total program funding and categorical funding provided by the state. This revenue comprises 98% of general fund revenue. Risley has chosen to maintain the financial management through PCS D60. The district intends to hire an additional accountant/bookkeeper starting in School Year 2014/2015 to support the Innovation School's needs. This person will be housed at the Central Office and report to the Chief Financial Officer. It is believed that this additional support will allow the principal to focus on instructional leadership.

- A. Budget and Finance
- B. Payroll and Purchasing
- C. Community Relations – District Level
- D. Enrollment and Admissions
- E. Student Discipline, Expulsion, or Suspension - District Level
- F. Professional Development – District Level, on an as needed basis to be determined by the school
- G. Transportation
- H. Food Services
- I. Facilities Management- District Level
- J. Maintenance
- K. Health and Wellness
- L. Counseling and Social Services – District Level
- M. Safety and Security
- N. Information Technology – District Level
- O. Human Resources - District in conjunction with building
- P. Serving Students with Disabilities - District Level
- Q. Serving English Language Learners - District Level
- R. Athletics – District Level

Through Building Level resources and innovation waivers outlined in section 6, the building will provide:

- S. Community Relations - Building Level
- T. Student Discipline, Expulsion, or Suspension - Building Level
- U. Professional Development - Building Level (see waivers)
- V. Counseling and Social Services - Building Level
- W. Information Technology - Building Level
- X. Human Resources - Building Level (see waivers)
- Y. Serving Students with Disabilities - Building Level
- Z. Serving English Language Learners - Building Level
- AA. Athletics - Building Level

8. BUDGET AND FINANCE

Risley Middle School will blend funding from several sources to implement innovation. Since Risley will access its PPR through standard district distribution streams, the information presented in this section focuses on innovation details controlled by the school.

A spreadsheet projecting innovation program costs over five years is presented in Attachment 11. An overview is presented below:

Category	Detail	Projected Funding Source	
		Year 1	Years 2 & 3
Supplies/Materials/ Program			
None beyond the school's annual PPR expenditures			
Contracted Services			
International Bacculaureate Middle Years Program	Fees, online classes, program curriculum and professional development	General fund	General fund
External Evaluator	To assess implementation fidelity and outcomes. This contracted individual will evaluate all PCS D60 innovation schools	General fund	General fund
Teach for America	5 teachers in 2014-15 Year 1 funds will be used for recruitment.	General fund	Title II-A
Read 180	Subscription and consumables	Title I-A site allocation	Title I-A site allocation
AVID	Subscription, fees and consumables	Title I-A site allocation	Title I-A site allocation
Personnel			
Extended Day/Extended Year	186 days	Title I-A and general fund	Title I-A and general fund
Additional Professional Development days	3 days x 8 hours/day @ \$17.50/hour	Title I-A and general fund	Title I-A and general fund
Sign-on/Stay-on Bonus	38.5 teachers/year	TIG	Title II-A
Pay for performance		Title II-A	Title II-A
IB extra duty pay	Staff training @ \$17.50/hour + benefits x 7 hours x 32 teachers x 4 days	Title II-A	Title II-A
AVID Tutors	\$12.50/hour x 4 tutors x 3 days/week x 36 weeks	General fund	General fund

Category	Detail	Projected Funding Source	
		Year 1	Years 2 & 3
<i>Personnel, continued</i>			
Intersession stipend	Pay and benefits for 6 teachers, 4 hours per day x 8 days @ \$17.50/hour + benefits	General fund	General fund
2 Substitutes	IB Association of Rocky Mountain (ARM) training	Title II-A	Title II-A
1.0 FTE IB Coordinator	Additional staff	General Fund	General fund
1.0 FTE Read 180 teacher ¹	Additional staff	General fund	General fund
2.0 FTE Foreign Language teachers ¹	Additional staff	General fund	General fund
1.0 FTE Technology teacher ¹	Additional staff	General fund	General fund
1.0 FTE Math Interventionist ¹	Additional staff	General fund	General fund
1.0 FTE (.5 Data Coach and .5 AVID Coordinator)	Additional staff	Title I-A	Title I-A
<i>Additional Expenditures – all innovation sites</i>			
Transportation	Additional bus runs to accommodate extended day/year	General fund	General fund

¹Teacher salaries are based on the PCS D60 average.

Risley has chosen to maintain the financial management through PCSD60. The district intends to hire an additional accountant/bookkeeper starting in School Year 2014/2015 to support the Innovation School's needs. This person will be housed at the Central Office and report to the Chief Financial Officer. It is believed that this additional support will allow the principal to focus on instructional leadership.

9. EVALUATION

9.1 STUDENT ACHIEVEMENT

Risley currently uses benchmarking, formative assessments (primarily end of unit testing), and summative assessments. However, in-depth data mining is lacking through strategic PLC discussions and lacks a robust data system for capturing and conveying aggregate results by student, teacher, classroom, or grade level. As iterated in the Program Innovation section and the USIP, the following assessments will be used.

Assessment	Type/Frequency	Targets
Benchmark	<ul style="list-style-type: none"> Galileo- three times per year For students requiring additional support, diagnostic assessments will place the student in interventions of appropriate intensity and duration as determined through an RtI, IEP, or AIP process. For students requiring additional support, AIMSWeb ORF, Maze and CBM probes will be administered in fall winter and spring. 	Galileo: The number of students at risk or moderate risk will be reduced by 15% by the second benchmark and 25% by the subsequent benchmark
Formative/ Progress Monitoring	<ul style="list-style-type: none"> The school will build pre-and post-unit assessments from the NWEA question bank items aligned to Colorado Academic Standards. Assessments will be monthly in math, ELA, and science for students not in interventions. Common pre-/post- writing assessments will be developed in the various genres and scored utilizing a common rubric. Short constructed response items will be implemented across the curriculum and scored against a common rubric. For students requiring additional support, AIMSWeb ORF, Maze and CBM probes will be administered as indicated by IEP, AIP or RtI plan. A project-based rubric and a portfolio showing a standards-based body of evidence for student learning will be used for each project. 	<ul style="list-style-type: none"> ELA Goal: 75% of the students will perform at 80% correct on the assessment. At the end of 4 weeks. 75% of the students will score 100% on the assessment. Students will show increases in writing performance as assessed on a school writing assessment conducted 4 times during 2012-2013. The writing assessment will be scored using a metric which rubrics score of 3 or 4 on a 4 point rubric (SCRs and ECRs). For students scoring below proficient, staff/ RTI process will establish individualized student academic, behavioral and/or growth goals. Students must complete quarterly Project-Based Exhibitions that demonstrate student proficiency on Colorado Academic Standards and students must meet individual achievement targets based on proficiency of content standards.
Summative –	TCAP (and CoAlt, if needed) for reading writing	Reading 70% PA

spring 2014	<p>and mathematics administered during the District's testing window. March 3, 2014 – March 21, 2014.</p> <p>New science and social studies (alternate assessments if needed). (April 14, 2014 - May 2, 2014)</p> <p>WEDA ACCESS (English language proficiency assessment) January 6, 2014 – February 7, 2014. The school will follow the District's testing window, which has been the early testing window.</p>	<p>Math 55% PA</p> <p>Writing 65% PA</p> <p>Science 55% PA</p>
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The formative cycle will be used to analyze formative and progress monitoring data. During grade level/team and department PLCs, teachers and coaches will interpret the evidence, identify gaps, and provide feedback, plan learning/instructional modifications, and scaffold learning to close achievement gaps. Critical elements of IB, AVID and project-based learning will be evaluated, analyzed, interpreted and modified to improve learning/instructional cycle.

If implementation benchmark and summative assessment targets are not reached, the BLT, will apply its continuous improvement cycle. Components include:

- quarterly review of data by teacher, classroom and grade level;
- root cause analysis;
- development of SMART goals and action planning to remediate the cause/s; and,
- action plan revisions as indicated through follow-up data analysis.

Teaching staff will be held accountable for the success or lack of benchmark achievement. The principal and instructional coaches will work with teachers to identify key areas for skill or knowledge development as well as establish measurable, time sensitive expectations through a teacher's Instructional Support Plan and an Instruction Improvement Plan. Principal, Classroom Walk-throughs and coach observations will serve as progress monitoring assessments, keeping teachers apprised of progress towards individual goals. Using a continuous improvement cycle, the BLT and BAC will review progress monitoring on a monthly basis to address the concerns/successes class by class. Teachers who are showing success will share their specific strategies in PLCs; teachers will observe and co-teach with their peers to improve instruction and implementation of the innovation plan with fidelity.

9.2 STUDENT DATA MANAGEMENT

PCS D60's summative assessment data is available through the Alpine Achievement System. Galileo benchmark and progress monitoring data will be downloaded to Alpine quarterly. The result will be a dashboard for each student, classroom, teacher, content area, and grade level. The school's data manager will create a spreadsheet for additional formative assessment outcomes. Data will be added weekly, facilitating a multi-faceted view of each student. Both sets of data will be used to support students requiring additional support to achieve targeted growth goals.

9.3 STUDENT DATA REPORTING

The Risley Middle School believes in transparency and regular outcome reporting. The school is enhancing its website to include an improved Assessment/Accountability page. Risley's administration will create a monthly "Report to the Community" outlining classroom, grade level, and content area progress towards benchmark and summative targets. The report and data will be communicated to parents, stakeholders, district administration, and CDE using electronic (web and parent alerts) and print media. Data will also be posted in the school foyer.

9.4 INNOVATION PROGRAM REVIEW

Key to keeping the innovation process on track will be regular data examinations and analysis. The BLT will examine critical elements of IB MYP and AVID will be evaluated, analyzed, interpreted and modified to improve learning/instructional cycle. An external evaluator will be charged with assessing implementation fidelity and efficacy.

10. EVIDENCE OF SUPPORT – ADMINISTRATION, TEACHERS, COUNCIL

- Administrators employed at the school
- Teachers employed at the school
- The school advisory council

See Attachment 12.

11. LETTERS OF SUPPORT – STAFF, PARENTS, STUDENTS, COMMUNITY

Statement of the level of support from:

- Other persons employed at the school
- Students and parents of students enrolled at the school
- The community surrounding the school

See Attachment 13.

12. STUDENTS WITH DISABILITIES (IDEA) SECTION 504 AND ADA

Risley Middle School acknowledges and understands that it is subject to all federal and state laws and constitutional provisions prohibiting discrimination on the basis of disability, including the Individual with Disability Education Act (IDEA, the Colorado Exceptional Children's

Education Act (ECEA). Section 504 of the Rehabilitation Act of 1973 and the American with Disabilities Act (ADA).

See Attachment 14.

13. LIST OF ATTACHMENTS

- 1. REFERENCES**
- 2. UNIFIED SCHOOL IMPROVEMENT PLAN (USIP)**
- 3. 2012 ACHIEVEMENT DATA**
- 4. PSSG WALK-THOUGH DOCUMENT**
- 5. INNOVATION COMMITTEE ASSIGNMENTS AND SCHEDULE**
- 6. TEACHER COMMITMENT FORM**
- 7. PARENT/STUDENT COMMITMENT FORM, COMPACT, AND COMPACT BROCHURE**
- 8. WAIVERS**
- 9. SCHOOL SCHEDULE AND CALENDAR**
- 10. RECRUITMENT BROCHURE**
- 11. BUDGET**
- 12. EVIDENCE OF SUPPORT – ADMINISTRATORS, TEACHERS, ADVISORY COUNCIL**
- 13. LETTERS OF SUPPORT – STAFF, STUDENTS, PARENTS, COMMUNITY**
- 14. STUDENTS WITH DISABILITIES (IDEA) SECTION 504 AND ADA**
- 15. RESOLUTION APPROVING RISLEY’S INNOVATION PLAN**

ATTACHMENT 1. REFERENCES

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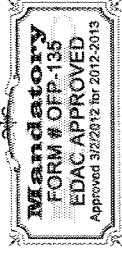
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²¹ Clotfelter, C., Ladd, H., and Vigdor, J. (2006). Teacher-student matching and the assessment of teacher effectiveness. NBER Working Paper No. 11936. Cambridge, MA: National Bureau of Economic Research.

²² Barnes, G., Crowe, E., and Schaefer, B. (2008). The cost of teacher turnover in five school districts: A pilot study. National Commission on Teaching and America's Future.

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ATTACHMENT 2. UNIFIED SCHOOL IMPROVEMENT PLAN (USIP)



Colorado's Unified Improvement Plan for Schools for 2012-13

Organization Code: 2690 District Name: PUEBLO CITY 60 School Code: 4376 School Name: JAMES H RISLEY MIDDLE SCHOOL SPF Year: 2012 Accountable by: 1 Year

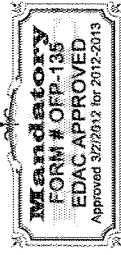
Section I: Summary information about the School

Directions: This section summarizes your school's performance on the federal and state accountability measures in 2011-12. In the table below, CDE has pre-populated the school's data in blue text. This data shows the school's performance in meeting minimum federal and state accountability expectations as shared through the School Performance Framework (SPF) data. This summary should accompany your improvement plan.

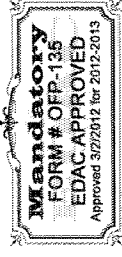
Student Performance Measures for State and Federal Accountability

Performance Indicators	Measures/Metrics	2011-12 Federal and State Expectations				2011-12 School Results				Meets Expectations?
		Elem	MS	HS	HS	Elem	MS	MS	HS	
Academic Achievement (Status)	TCAP/CSAP, CoAlt/CSAPA, Lectura, Escritura Description: % P+A in reading, writing, math and science Expectation: %P+A is at or above the 50 th percentile by using 1-year or 3-years of data	R	-	71.43%	-	-	41.93%	-	-	Overall Rating for Academic Achievement: Does Not Meet * Consult your School Performance Framework for the ratings for each content area at each level.
		M	-	52.48%	-	-	12.15%	-	-	
		W	-	57.77%	-	-	24.53%	-	-	
		S	-	48%	-	-	22.92%	-	-	
			Median Adequate SGP				Median SGP			
Academic Growth	Median Student Growth Percentile Description: Growth in TCAP/CSAP for reading, writing and math and growth in CELApro for English language proficiency Expectation: If district met adequate growth, then median SGP is at or above 45. If district did not meet adequate growth, then median SGP is at or above 55.	R	-	54	-	-	37	-	-	Overall Rating for Academic Growth: Does Not Meet * Consult your School Performance Framework for the ratings for each content area at each level.
		M	-	90	-	-	18	-	-	
		W	-	75	-	-	36	-	-	
		ELP	-	44	-	-	43	-	-	

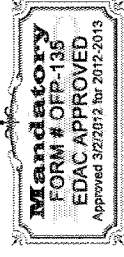
Student Performance Measures for State and Federal Accountability (cont.)



Performance Indicators	Measures/ Metrics	2011-12 Federal and State Expectations		2011-12 School Results		Meets Expectations?
		Reading Median Adequate Growth Percentile	Reading Median Adequate Growth	Reading Median Growth Percentile	Reading Median Growth Percentile	
Academic Growth Gaps	<p>Median Student Growth Percentile Description: Growth for reading, writing and math by disaggregated groups. Expectation: If disaggregated groups met adequate growth, median SGP is at or above 45. If disaggregated groups did not meet adequate growth, median SGP is at or above 55.</p>	FRL	53	FRL	36	<p>Overall Rating for Growth Gaps: Does Not Meet</p> <p>* Consult your School Performance Framework for the ratings for each student disaggregated group at each content area at each level.</p>
		Minority	55	Minority	36	
		Stud w Disability	80	Stud w Disability	23	
		Eng. Learners	60	Eng. Learners	31	
		Catch Up	68	Catch Up	38	
		Mathematics Median Adequate Growth Percentile		Mathematics Median Growth Percentile		
		FRL	90	FRL	16	
		Minority	91	Minority	18	
		Stud w Disability	98	Stud w Disability	21	
		Eng. Learners	93	Eng. Learners	21	
Catch Up	96	Catch Up	24			
Writing Median Adequate Growth Percentile		Writing Median Growth Percentile				
FRL	75	FRL	36			
Minority	76	Minority	35			
Stud w Disability	91	Stud w Disability	53			
Eng. Learners	78	Eng. Learners	41			
Catch Up	83	Catch Up	40			
Post Secondary/	<p>Graduation Rate Expectation: at 80% or above on the most recent 4-year, 5-year, 6-year or 7-year graduation rate.</p>	At 80% or above		Best of 4-year through 7-year Grad Rate -using a year grad rate		Overall Rating for

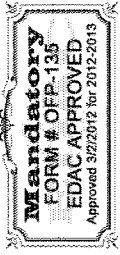


Workforce Readiness	Disaggregated Graduation Rate Expectation: at 80% or above on the disaggregated group's most recent 4-year, 5-year, 6-year or 7-year graduation rate.	At 80% or above for each disaggregated group	See your school's performance frameworks for listing of 4-year, 5-year, 6-year and 7-year graduation rates for disaggregated groups, including free/reduced lunch eligible, minority students, students with disabilities, and English Language Learners.	Post Secondary Readiness:
Dropout Rate Expectation: At or below State average overall.				
Mean ACT Composite Score Expectation: At or above State average				



Accountability Status and Requirements for Improvement Plan

Program		Identification Process	Identification for School	Directions for Completing Improvement Plan
State Accountability				
Preliminary Recommended Plan Type	Plan assigned based on school's overall school performance framework score (achievement, growth, growth gaps, postsecondary and workforce readiness)	Turnaround – Entering Year 3 as of July 1, 2013.		Based on preliminary results, the school has not met state expectations for attainment on the performance indicators and is required to adopt and implement a Turnaround Plan. The plan must be submitted to CDE by January 15, 2013 along with the required Turnaround Plan addendum to be reviewed by CDE. Refer to the website for more detailed directions on plan submission, as well as the UP Handbook to ensure that all required elements are captured in the school's plan at http://www.cde.state.co.us/up8/UP_TrainingAndSupport_Resources.asp . Once the plan type for the school has been finalized, this report will be re-populated in December 2012.
ESEA and Grant Accountability				
Title I Formula Grant	Program's resources are allocated based upon the poverty rates of students enrolled in schools and districts and are designed to help ensure that all children meet challenging state academic standards.		Title I Schoolwide	In addition to the general requirements, all schools operating a Title I Schoolwide program must complete the Schoolwide addendum. Schools identified under another program (e.g., state accountability) will need to submit a plan for review by CDE by January 15, 2013. All other Title I schools will submit their plan to CDE for posting on SchoolView.org by April 15, 2013. CDE may require a review of the school's UP during a monitoring site visit or during a desk review.
Title I Focus School	Title I school with a (1) low graduation rate (regardless of plan type), and/or (2) Turnaround or Priority Improvement plan type with either (or both) (a) low-achieving disaggregated student groups (i.e., minority, ELL, IEP and FRL) or (b) low disaggregated graduation rate. This is a three-year designation.		Not identified as a Title I Focus School	This school has not been identified as a Title I Focus school and does not need to meet the additional requirements.
Tiered Intervention Grant (TIG)	Competitive grant (1003g) for schools identified as 5% of lowest performing Title I or Title I eligible schools to implement one of four reform models as defined by the USDE.		TIG Awardee	In addition to the general requirements, TIG schools are expected to align activities funded through the grant with overall school improvement efforts in the UP. All TIG activities must be included in the action steps of the action plan (e.g., activity, resources). All grantees will be expected to submit the school plan for CDE review by January 15, 2013. For required elements in the improvement plans, go to the Quality Criteria: http://www.cde.state.co.us/up8/UP_TrainingAndSupport_Resources.asp .
Improvement Support Partnership (ISP) or Title I School Improvement Grant	Competitive Title I grant to support school improvement through a diagnostic review (i.e., facilitated data analysis, SST) or an implementation focus (i.e., Best First Instruction, Leadership, Climate and Culture).		Not a Title I School Improvement Grant Awardee	This school does not receive a School Improvement grant and does not need to meet those additional requirements.



Section II: Improvement Plan Information

Directions: This section should be completed by the school or district.

Additional Information about the School

Comprehensive Review and Selected Grant History		
Related Grant Awards	Has the school received a grant that supports the school's improvement efforts? When was the grant awarded?	Tiered Intervention Grant 2010, 21st Century
School Support Team or Expedited Review	Has (or will) the school participated in an SST review or Expedited Review? When?	CDE Expedited Review: December 2009
External Evaluator	Has the school partnered with an external evaluator to provide comprehensive evaluation? Indicate the year and the name of the provider/tool used.	NA

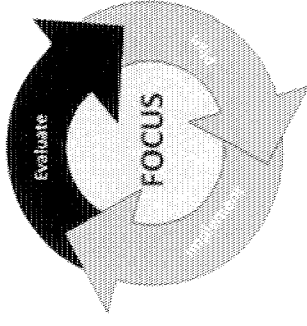
Improvement Plan Information

The school is submitting this improvement plan to satisfy requirements for (check all that apply):

- State Accountability Title IA (Targeted Assistance or Schoolwide) Title I Focus School Tiered Intervention Grant (TIG)
- Implementation Support Partnership Grant (ISP) or Title I School Improvement Grant Other: _____

School Contact Information (Additional contacts may be added, if needed)	
1	Name and Title Charlotte Macaluso
	Email Charlotte.macaluso@pueblocityschools.us
	Phone 719 549-7440
	Mailing Address 625 Monument Ave. Pueblo, CO 81001
2	Name and Title
	Email
	Phone
	Mailing Address

Section III: Narrative on Data Analysis and Root Cause Identification

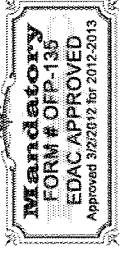


This section corresponds with the "evaluate" portion of the continuous improvement cycle. The main outcome is to construct a narrative that describes the process and results of the analysis of the data for your school. The analysis should justify the performance targets and actions proposed in section IV. Two worksheets have been provided to help organize your data analysis for your narrative. This analysis section includes identifying where the school did not at least meet minimum state and federal accountability expectations, describing progress toward targets for the prior school year, describing what performance data were used in the analysis of trends, identifying trends and priority performance challenges (negative trends), describing how performance challenges were prioritized, identifying the root causes of performance challenges, describing how the root causes were identified and verified and what data were used, and describing stakeholder involvement in the analysis. Additional guidance on how to engage in the data analysis process is provided in Unified Improvement Planning Handbook.

Worksheet #1: Progress Monitoring of Prior Year's Performance Targets

Directions: This chart supports analysis of progress made towards performance targets set for the 2011-12 school year (last year's plan). While this worksheet should be included in your UIP, *the main intent is to record your school's reflections to help build your data narrative.*

Performance Indicators	Targets for 2011-12 school year (Targets set in last year's plan)	Performance in 2011-12? Was the target met? How close was school in meeting the target?	Brief reflection on why previous targets were met or not met.
Academic Achievement (Status)	Reading: By the end of the 2011-12 SY: The overall percent of students scoring proficient and advanced in grades 6, 7 & 8 will be <u>56%</u> .	Reading Result Target Met No: Overall percent of students scoring proficient and advanced in grade 6,7 & 8 was 41.93% (-14.07)	Risley has made "significant improvements" in the areas of teachers planning for standards based instruction, implementation of benchmark & formative assessments, as well as moving closer to a school climate/culture that sets high expectations for staff and student learning and promotes a responsive student centered environment. However, Risley continues to work on solidifying and refining the ability of teachers to deliver quality instruction procedures including such features as direct teacher explanation and modeling, guided practice, corrective feedback and monitoring. The design procedures consist of such features as stating the instructional purpose, teacher scaffolding, and cumulative review. Also, Risley continues to solidify and refine the ability of teachers to utilize formative assessment data to identify skill strengths and weaknesses and areas for further instruction. Although assessment results provide immediate feedback to the teacher, it is not always translated into planning precise, differentiated instruction for all students.
	Math: By the end of the 2011-12 SY: The overall percent of students scoring proficient and advanced in grades 6, 7 & 8 will be <u>35%</u> .	Math Result Target Met No: Overall percent of students scoring proficient and advanced in grade 6,7 & 8 was 12.15% (-22.85)	
	Writing: By the end of the 2011-12 SY: The overall percent of students scoring proficient and advanced in grades 6, 7 & 8 will be <u>44%</u> .	Writing Result Target Met No: Overall percent of students scoring proficient and advanced in grade 6,7 & 8 was 24.53% (-19.47)	
	Science: By the end of the 2011-12 SY: The overall percent of students scoring proficient and advanced in grades 6, 7 & 8 will be <u>34%</u> .	Science Result Target Met No: Overall percent of students scoring proficient and advanced in grade 6,7 & 8 was 22.92% (-11.08).	
	Reading: By the end of the 2011-2012 school year, the school median student growth percentile in reading will be 45;	Reading Result Target Met No: Median Growth Percentile is 37 (-8).	
Academic Growth	Math: By the end of the 2011-2012 school year, the school median student growth percentile in mathematics will be 45;	Math Result Target Met No: Median Growth Percentile is 18 (-27).	
	Science: By the end of the 2011-2012 school year, the school median student growth percentile in writing will be 45;	Science Result Target Met No: Median Growth Percentile is 36 (-9).	
	Reading: By the end of the 2011-2012 school year, the subgroup	Reading Results Target Met No:	



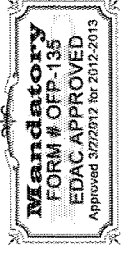
Performance Indicators

Targets for 2011-12 school year
(Targets set in last year's plan)

Performance in 2011-12? Was the target met? How close was school in meeting the target?

Brief reflection on why previous targets were met or not met.

<p>Post Secondary Readiness</p>	<p>median adequate student growth percentile in reading will be 55 in all subgroups;</p> <p>Math: By the end of the 2011-2012 school year, the subgroup median adequate student growth percentile in mathematics will be 55 in all subgroups;</p> <p>Writing: By the end of the 2011-2012 school year, the subgroup median adequate student growth percentile in writing will be 55 in the subgroups;</p>	<p>Free/Reduced Lunch Eligible: 36 (-19) Minority Students: 36 (-19) Students w/Disabilities: 23 (-32) English Lang. Learners: 31 (-24) Students Needing to Catch Up: 38 (-17)</p> <p>Math Results: Free/Reduced Lunch Eligible: 16 Minority Students: 18 Students w/Disabilities: 21 English Lang. Learners: 21 Students Needing to Catch Up: 24</p> <p>Writing Results: Free/Reduced Lunch Eligible: 36 Minority Students: 35 Students w/Disabilities: 53 English Lang. Learners: 41 Students Needing to Catch Up: 40</p>	
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Worksheet #2: Data Analysis

Directions: This chart supports planning teams in recording and organizing observations about school-level data in preparation for writing the required data narrative. Planning teams should describe positive and negative trends for all of the four performance indicators using at least three years of data and then prioritize the performance challenges (based on notable trends) that the school will focus its efforts on improving. The root cause analysis and improvement planning efforts in the remainder of the plans should be aimed at addressing the identified priority performance challenge(s). A limited number of priority performance challenges is recommended (no more than 3-5); a performance challenge may apply to multiple performance indicators. At a minimum, priority performance challenges must be identified in any of the four performance indicator areas where minimum state and federal expectations were not met for accountability purposes. Furthermore, schools are encouraged to consider observations recorded in the "last year's targets" worksheet. Finally, provide a brief description of the root cause analysis for any priority performance challenges. Root causes may apply to multiple priority performance challenges. You may add rows, as needed.

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
<p>Academic Achievement (Status)</p>	<p>Reading: 6th Grade 3 yr. Trend Average Current 2012 P/A: 46%, U: 26% Significantly below the state P/A avg. (-27%) & district P/A avg. (-15%) Inconsistent 3 yr. trend: Significant decrease in the number of students scoring P/A from 2010 to 2011 from 39% to 31% (-8%); then a significant increase to 46% in 2012 (+15). Hispanic: Current 2012 P/A 46%, Below 25% Inconsistent 3 yr. trend: Significant decrease in the number of students scoring P/A from 2010 to 2011 (40% to 29%) (-11%) and a significant increase from 2011 to 2012 (29% to 46%) (+17). Male: Current 2012 P/A: 43%, U: 28% Inconsistent 3 yr. trend: Significant decrease in the number of students scoring P/A from 2010-2011 (39%-24%) (-18) and a significant increase from 2011-2012 from (24%-43%) (+19). Female: Current 2012 P/A: 48%, U: 24% Inconsistent 3 yr. trend: moderate decrease in the number of students scoring P/A from 2010-2011 (40%-37% (-3) and a significant increase from 2011 to 2012 (37% to 48%) (+11). English Lang. Learners: Current 2012 P/A: 52%, U: 12% Consistent 3 yr. trend: Significant increase in the number of students scoring P/A from 2010-2012 from (22% to 37% to 52%) (+15). Students w Disabilities: Current 2012 P/A: 14%, U: 64% Consistent 3 yr. trend: Moderate increase in the number of students scoring P/A from 2011-2012 from (8% to 14% (+6). In 2010, the N=<16. Reading: 7th Gr. 3yr. Trend Average Current 2012 P/A: 35%, U: 26% Significantly below the state P/A avg. (-33%) & district P/A avg. (-23%) Consistent 3 yr. trend: Moderate decrease in the number of students scoring P/A from 2010 to 2012 from 42% to 38% to 35%. Hispanic: Current 2012 P/A: 31%, U: 28% Consistent 3 yr. trend: Moderate decrease in the number of students scoring P/A from 2010 to 2011 (40% to 37%) then a moderate decrease in 2012 to 31% (-6). Male: Current 2012 P/A: 24%, U: 35% Consistent 3 yr. trend: Moderate decrease in the number of students scoring P/A from 2010-2011 (37%-34%) (-</p>	<p>Low performance levels (<50%) in reading proficiency and high unsatisfactory performance rates (>25%) across all grade levels 6-8 and across all sub-groups.</p>	<p>Reading: Limited use of data as part of an ongoing cycle of instructional improvement including: • Lack of instruction that is informed by assessment of student learning through the use of multiple formative assessments. • Lack of providing students with multiple opportunities to learn through individualization and differentiation. • Lack of engaging students in examining their own data and setting learning goals. Lack of on-going high-quality, job-embedded professional development that builds capacity for the use of a standards-based teaching & learning cycle, including: • Lack of direct, explicit comprehension instruction, vocabulary development, building and activating background knowledge and use of text-based collaborative learning which involves students interacting with one another around a variety of texts. • Lack of curricular tools including curriculum guides to assist teachers in planning effective instruction that focuses on essential Colorado Academic Standards, concepts & skills. • Lack of backward design lesson planning that results in an aligned, intentional and effective delivery of instruction. • Lack of ongoing training, coaching, monitoring and feedback regarding instructional practices for teachers, to ensure effectiveness in teaching standards. Lack of interventions beyond the classroom first instruction for students performing below proficiency as well as acceleration and</p>

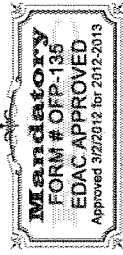
Performance Indicators

Description of Notable Trends
(3 years of past state and local data)

Priority Performance Challenges

Root Causes

	<p>3%), then a significant decrease from 2011-2012 (34% to 24%) (-10%). Female: Current 2012 P/A: 45%, U: 17% Inconsistent 3 yr. trend: Moderate decrease in the number of students scoring P/A from 2010-2012 (47%-43%) (-4%), then a Negligible increase from 2011-12 (43%-45%) (+2). English Lang. Learners: Current 2012 P/A: 37%, U: 26% Inconsistent 3 yr. trend: Significant decrease in the number of students scoring P/A from 2010-2011 from (41% to 17%) (-24), then a significant increase from 2011-12 (17% to 37%) (+20). Students w Disabilities: Current 2012 P/A: 14%, U: 62% Consistent 3 yr. trend: Moderate increase in the number of students scoring P/A from 2010-2012 from (6% to 14%) (+8). In 2011, the N=<16. Reading: 8th Gr. 3yr. Trend Average Current 2012 P/A: 41%, U: 21 Significantly below the state P/A avg. (-26%) & district P/A avg. (-20%) Inconsistent 3 yr. trend: decrease then increase in the number of students scoring PA from 20010 to 2011 from 40% to 32% to 41%. Hispanic: Current 2012 P/A 38%, U: 22% Inconsistent 3 yr. trend: Significant decrease then increase in the number of students scoring P/A from 2010 to 2011 (42% to 31% to 38%). Male: Current 2012 P/A: 35%, U: 27% Consistent 3 yr. trend: Significant increase in the number of students scoring P/A from 2010-2012 (28%-35%) (+7). Female: Current 2012 P/A: 47%, U: 13% Inconsistent 3 yr. trend: Significant decrease then significant increase in the number of students scoring P/A from 2010-2012 (53% to 35% to 47%). English Lang. Learners: Current 2012 P/A: 16%, U: 40% Consistent 3 yr. trend: Significant decrease in the number of students scoring P/A from 2010-2011 from (25% to 16%) (-9), then a significant increase from 2011-12 (20% to 16%) (-4). Mathematics 6th Gr. 3yr. Trend Average: Current 2012 P/A: 11%, U: 41% Significantly below the state P/A avg. (-51%) & district P/A avg. (-28) Consistent 3 yr. trend: Negligible decrease in the number of students scoring PA from 2010 to 2011 from 18% to 17% (-1%) then significant decrease from 2011-12 from 17%-11% (-6%). Hispanic: Current 2012 P/A 9%, U: 42% Consistent 3 yr. trend: Moderate decrease in the number of students scoring P/A from 2010 to 2011 (19% to 15% to 9%). Male: Current 2012 P/A: 12%, U: 40% Consistent 3 yr. trend: Moderate</p>	<p>enrichment opportunities for students above proficiency.</p> <p>Math: Limited use of data as part of an ongoing cycle of instructional improvement including: <ul style="list-style-type: none"> Lack of instruction that is informed by assessment of student learning through the use of multiple formative assessments. Lack of providing students with multiple opportunities to learn through individualization and differentiation. Lack of engaging students in examining their own data and setting learning goals. Lack of on-going high-quality, job-embedded professional development that builds capacity for the use of a standards-based teaching & learning cycle.</p>
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Performance Indicators Description of Notable Trends (3 years of past state and local data) Priority Performance Challenges Root Causes

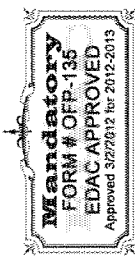
decrease in the number of students scoring P/A from 2010-2011 (17% to 12% to 12%)
Female: Current 2012 P/A: 9%, U: 41% Consistent 3 yr. trend: Stable trend in the number of students scoring P/A from 2010-2012 (21% to 21% to 9%). (-12%)
English Lang. Learners: Current 2012 P/A: 0%, U: 32% Inconsistent 3 yr. trend: Significant increase in the number of students scoring P/A from 2010-2011 from (5% to 15%) (+10), then a significant decrease from 2011-12 (15% to 0%) (-15).
Students w Disabilities: Current 2012 P/A: 5%, U: 68% Consistent 3 yr. trend: Negligible increase in the number of students scoring P/A from 2010-2012 from (4% to 5% (+1). In 2010 the N=<16.
7th Gr. 3yr. Trend Average:
 Current 2012 P/A: 17%, U: 49% Significantly below the state P/A avg. (-36) & district P/A avg. (-12) Inconsistent 3 yr. trend: Increasing the number of students scoring PA from 2010 to 2011 from 12% to 14% to 12%.
Hispanic: Current 2012 P/A 9%, U: 51% Inconsistent 3 yr. trend: Moderate decrease in the number of students scoring P/A from 2010 to 2011 then moderate decrease from (10% to 13% to 9%).
Male: Current 2012 P/A: 7%, U: 49% Consistent 3 yr. trend: Moderate decrease in the number of students scoring P/A from 2010-2012 (18%-13% to 7%)
Female: Current 2012 P/A: 14%, U: 48% Consistent 3 yr. trend: Significant increase in the number of students scoring P/A from 2010-2012 (5% to 14%, to 16%).
English Lang. Learners: Current 2012 P/A: 11%, U: 37% Consistent 3 yr. trend: Moderate increase in the number of students scoring P/A from 2010-2011 from (6% to 9%) (-3), then a moderate increase from 2012-13 (6% to 9% to 11%) (+5).
Students w Disabilities: Current 2012 P/A: 5%, U: 81% Consistent 3 yr. trend: Stable number of students scoring P/A from 2010-2012 from (6% to 5% (-1). In 2011, the N=<16.
8th Gr. 3 yr. Trend Average:
 Current 2012 P/A: 11%, U: 61% Significantly below the state P/A avg. (-41) & district P/A avg. (-16) Inconsistent 3 yr. trend: Increasing then decreasing the number of students scoring PA from 2010 to 2012 from 10% to 13% to 11%.
Hispanic: Current 2012 P/A 8%, U: 63% Consistent 3 yr. trend: Stable in the number of students scoring P/A from 2010 to 2011 then moderate decrease

including:

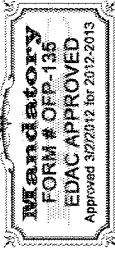
- Lack of direct, explicit instruction in acquisition of conceptual and procedural knowledge in core mathematical concepts, computation, and vocabulary.
- Students with mathematical difficulties have not been given explicit instruction that provides clear models for solving a problem type using an array of examples..
- Lack of curricular tools including curriculum guides to assist teachers in planning effective instruction that focuses on essential Colorado Academic Standards, concepts & skills.
- Lack of backward design lesson planning that results in an aligned, intentional and effective delivery of instruction.
- Lack of ongoing training, coaching, monitoring and feedback regarding instructional practices for teachers, to ensure effectiveness in teaching standards.

Lack of interventions beyond the classroom first instruction for students performing below proficiency as well as acceleration and enrichment opportunities for students above proficiency.

Limited understanding and use of the Response to Intervention (RTI) process to provide a multi-tiered continuum of student supports in the area of academics & social emotional that meets the needs of individual students.



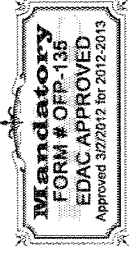
Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	<p>from (11% to 11% to 13%). Male: Current 2012 P/A: 11%, U: 65% Inconsistent 3 yr. trend: Significant increase, then decrease in the number of students scoring P/A from 2010-2011 (7% to 21% to 11%). Female: Current 2012 P/A: 8%, U: 57% Inconsistent 3 yr. trend: Significant decrease, then Negligible increase in the number of students scoring P/A from 2010-2012 (13% to 6%, to 8%). English Lang. Learners: Current 2012 P/A: 37%, U: 26% Inconsistent 3 yr. trend: Significant decrease in the number of students scoring P/A from 2010-2011 from (41% to 17%) (-24), then a significant increase from 2011-12 (17% to 37%) (+20).</p> <p>Writing: 6th Gr. 3yr. Trend Average: Current 2012 P/A: 17%, U: 13% Significantly below the state P/A avg. (-39) & district P/A avg. (-22) Inconsistent 3 yr. trend: Negligible increase then significant decrease in the number of students scoring PA from 2010 to 2012 from 24% to 25% to 17%. Hispanic: Current 2012 P/A 16%, U: 12% Consistent 3 yr. trend. Decrease in the number of students scoring P/A from 2009 to 2011, from (26% to 24% to 16%) (-10%) Male: Current 2012 P/A: 9%, U: 16% Inconsistent 3 yr. trend: Moderate decrease, then significant decrease in the number of students scoring P/A from 2010-2012 (20%-24% to 16%). Female: Current 2012 P/A: 23%, U: 11% Consistent 3 yr. trend: Significant decrease in the number of students scoring P/A from 2010-2012 from (35% to 31%, to 23%) (-12%). English Lang. Learners: Current 2012 P/A: 16%, U: 4% Inconsistent 3 yr. trend: Significant increase in the number of students scoring P/A from 2010-2011 from (17% to 33%) (-16), then a significant decrease from 2011-12 (33% to 16%) (-17). Students w Disabilities: Current 2012 P/A: 5%, U: 45% Stable 3 yr. trend: Moderate increase in the number of students scoring P/A from 2010-2012 from (4% to 5%). In 2011, the N=<16.</p> <p>7th Gr. 3yr. Trend Average: Current 2011 P/A: 29%, U: 6% Significantly below the state P/A avg. (-33) & district P/A avg. (-20) Consistent 3 yr. trend: Moderate increase in the number of students scoring PA from 2010 to 2012 from 25% to 27% to 29%. (+4%) Hispanic: Current 2012 P/A 27%, U: 7% Consistent 3 yr. trend. Increase,</p>	<p>Low performance levels (<35%) in writing proficiency across all grade levels 6-8 and all sub-groups.</p> <p>Writing: Limited use of data as part of an ongoing cycle of instructional improvement including:</p> <ul style="list-style-type: none"> Lack of instruction that is informed by assessment of student learning through the use of multiple formative assessments. Lack of providing students with multiple opportunities to learn through individualization and differentiation. Lack of engaging students in examining their own data and setting learning goals. <p>Lack of on-going high-quality, job-embedded professional development that builds capacity for the use of a standards-based teaching & learning cycle, including:</p> <ul style="list-style-type: none"> Lack of professional development in effective writing process has resulted in limited explicit instruction regarding strategies for planning, revising and editing writing compositions. Students are not afforded opportunities for collaborative writing: Lack of backward design lesson planning that results in an aligned, intentional and effective delivery of instruction. Lack of curricular tools including curriculum guides to assist teachers in planning effective instruction that focuses on essential Colorado Academic Standards, concepts & skills. Lack of ongoing training, coaching, monitoring and feedback regarding instructional practices for teachers, to ensure effectiveness in teaching standards. <p>Lack of interventions beyond the classroom first instruction for students performing below proficiency as well as acceleration and enrichment opportunities for students above proficiency.</p>	



Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	<p>then stable in the number of students scoring P/A from 2010 to 2012, from (23% to 27% to 27%) (+4%) Male: Current 2012 P/A: 13%, U: 13% Consistent 3 yr. trend: Moderate increase, then decrease in the number of students scoring P/A from 2010-2012 (22%, 16% to 13%) (-9%). Female: Current 2012 P/A: 44%, U: 0% Consistent 3 yr. trend: Significant increase, in the number of students scoring P/A from 2010-2012 (27% to 41%, to 44%) (+17%). English Lang. Learners: Current 2012 P/A: 33%, U: 11% Inconsistent 3 yr. trend: Negligible decrease in the number of students scoring P/A from 2010-2011 from (24% to 22%) (-2), then a significant increase from 2011-12 (22% to 33%) (+10). Students w Disabilities: Current 2012 P/A: 15%, U: 14% Consistent 3 yr. trend: Moderate increase in the number of students scoring P/A from 2010-2012 from (6% to 15% (+9). In 2011, the N=<16.</p> <p>8th Gr. 3yr. Trend Average: Current 2012 P/A: 23%, U: 7% Significantly below the state P/A avg. (-32) & district P/A avg. (-20) Consistent 3 yr. trend: Significant increase in the number of students scoring PA from 2010 to 2012 from 27% to 41% to 44%. (+17%) Hispanic: Current 2012 P/A 22%, U: 7% Consistent 3 yr. trend. Significant decrease in the number of students scoring P/A from 2010 to 2012, from (30% to 23% to 22%) (+8%) Male: Current 2012 P/A: 16%, U: 8% Inconsistent 3 yr. trend: Significant increase, then significant decrease in the number of students scoring P/A from 2010-2012 (12% to 23% to 16%). Female: Current 2012 P/A: 32%, U: 6% Inconsistent 3 yr. trend: Significant decrease then moderate increase in the number of students scoring P/A from 2010-2012 (45% to 26%, to 32%). English Lang. Learners: Current 2012 P/A: 8%, U: 12% Consistent 3 yr. trend: Significant decrease in the number of students scoring P/A from 2010-2011 from (28% to 20%) (-8), then a significant decrease from 2011-12 (20% to 8%) (-12).</p>	<p>Science: 8th Gr. 3yr. Trend Average: Current 2012 P/A: 20%, U: 51% Significantly below the state P/A avg. (-19) & district P/A avg. (-7) Consistent 3 yr. trend: Decreasing then increasing the number of students scoring PA from 2009 to 2011 from 17% to 09% to 20%. (+3%)</p>	<p>Limited understanding and use of the Response to Intervention (RTI) process to provide a multi-tiered continuum of student supports in the area of academics & social emotional that meets the needs of individual students.</p> <p>Low performance levels (<20%) in science proficiency and high unsatisfactory performance rates across all sub-groups in grade 8.</p> <p>Science: Limited use of data as part of an ongoing cycle of instructional improvement including: • Lack of instruction that is informed by assessment of student learning through the use of multiple formative assessments. • Lack of providing students with multiple opportunities to learn through</p>

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	<p>Hispanic: Current 2012 P/A: 19%, U: 53% Consistent 3 yr. trend. Significant increase, then significant increase then stable in the number of students scoring P/A from 2010 to 2012, from (9% to 19% to 19%).</p> <p>Male: Current 2012 P/A: 21%, U: 56% Inconsistent 3 yr. trend: Significant increase, then negligible decrease in the number of students scoring P/A from 2010-2012 (10%, 23% to 21%).</p> <p>Female: Current 2012 P/A: 19%, U: 45% Consistent 3 yr. trend: Significant increase in the number of students scoring P/A from 2009-2011 (8% to 18%, to 19% .</p>		<p>individualization and differentiation.</p> <ul style="list-style-type: none"> Lack of engaging students in examining their own data and setting learning goals. <p>Lack of on-going high-quality professional development regarding use of research-based instructional practices including the following:</p> <ul style="list-style-type: none"> Lack of direct, explicit, inquiry-based instruction in the scientific process and data analysis. Lack of instruction in vocabulary development, building and activating background knowledge and use of collaborative learning which involves students interacting with one another around inquiry based essential questions and core concepts. Lack of backward design lesson planning that results in an aligned, intentional and effective delivery of instruction. Lack of curricular tools including curriculum guides to assist teachers in planning effective instruction that focuses on essential Colorado Academic Standards, concepts & skills. Lack of ongoing training, coaching, monitoring and feedback regarding instructional practices for teachers, to ensure effectiveness in teaching standards. <p>Limited understanding and use of the Response to Intervention (RTI) process to provide a multi-tiered continuum of student supports in the area of academics & social emotional that meets the needs of individual students.</p>
Academic Growth	<p>Reading Median Growth Percentile: Current 2012 = 37; Inconsistent 3 yr trend from 2010-12 (31 to 24 to 37).</p> <p>Mathematics Median Growth Percentile: Current 2012 = 17; Inconsistent 3 yr trend from 2010-2012 (21 to 22 to 17).</p> <p>Writing Median Growth Percentile: Current 2012 = 36; Inconsistent 3 yr trend from 2010-2012 (30 to 27 to 36)</p>	Low median growth percentile across all grade levels and content areas.	Refer to Root Causes listed under Academic Achievement (Above)
Academic Growth Gaps	<p>Reading *Comparisons are Girls to Boys <u>Median Growth Percentile:</u> Girls/Boys Gap: Girls 14%ile pts. higher than boys. Inconsistent 3 yr. trend: 2008 = -4, 2009 = +9, 2010 = -14</p> <p><u>Percent Catching Up:</u> Girls/Boys Gap: Girls 10% higher than boys. Consistent 3 yr. trend: 2008 = -9%, 2009 = -4%, 2010 = -10%</p> <p><u>Percent Keeping Up:</u> Girls/Boys Gap: Girls 21% higher than boys. Inconsistent 3 yr. trend: 2008 = -11%, 2009 = +19%, 2010 = -21%</p> <p><u>Percent Moving Up:</u> Girls/Boys Gap: Girls 6% higher than boys. Inconsistent 3 yr. trend: 2008 = -2%, 2009 = 0%, 2010 = -6%</p>	Low median growth percentile across all grade levels and content areas.	Refer to Root Causes listed under Academic Achievement (Above)

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	<p>Mathematics *Comparisons are Girls to Boys <u>Median Growth Percentile:</u> Girls/Boys Gap: Girls 8%ile pts. higher than boys. <u>Inconsistent 3 yr. trend:</u> 2008 = +8, 2009 = -1, 2010 = -8 <u>Percent Catching Up:</u> Girls/Boys Gap: Girls 3% higher than boys. <u>Consistent 3 yr. trend:</u> 2008 = -2%, 2009 = -3%, 2010 = -3% <u>Percent Keeping Up:</u> Girls/Boys Gap: Girls 9% lower than boys. <u>Consistent 3 yr. trend:</u> 2008 = +5%, 2009 = +12%, 2010 = +9% <u>Percent Moving Up:</u> Girls/Boys Gap: Girls 0% higher than boys. No students for comparison.</p> <p>Writing *Comparisons are Girls to Boys <u>Median Growth Percentile:</u> Girls/Boys Gap: Girls 7%ile pts. higher than boys. <u>Inconsistent 3 yr. trend:</u> 2008 = +8, 2009 = -7, 2010 = -7 <u>Percent Catching Up:</u> Girls/Boys Gap: Girls 9% higher than boys. <u>Consistent 3 yr. trend:</u> 2008 = -3%, 2009 = -9%, 2010 = -9% <u>Percent Keeping Up:</u> Girls/Boys Gap: Girls 13% higher than boys. <u>Inconsistent 3 yr. trend:</u> 2008 = +6%, 2009 = -7%, 2010 = -13% <u>Percent Moving Up:</u> Girls/Boys Gap: Girls 0% higher than boys. <u>Inconsistent 3 yr. trend:</u> 2008 = -2%, 2009 = -5%, 2010 = 0%</p>		
Post Secondary & Workforce Readiness			



Data Narrative for School

Directions: Building on the data organized in Worksheet #1 and Worksheet #2, describe the process and results of the data analysis for the school, including review of prior years' targets, trends, priority performance challenges and root cause analysis. The narrative should address each aspect of the descriptions below. The narrative should not take more than five pages.

Data Narrative for School

<p>Description of School Setting and Process for Data Analysis: Provide a very brief description of the school to set the context for readers (e.g., demographics). Include the general process for developing the UIP and participants (e.g., SAC).</p>	<p>Review Current Performance: Review the SPF and document areas where the school did not meet state/federal expectations. Consider the previous year's progress toward the school's targets. Identify the overall magnitude of the school's performance challenges.</p>	<p>Trend Analysis: Provide a description of the trend analysis that includes at least three years of data (state and local data). Trend statements should be provided in the four indicator areas and by disaggregated groups. Trend statements should include the direction of the trend and a comparison to state expectations or trends to indicate why the trend is notable.</p>	<p>Priority Performance Challenges: Identify notable trends (or a combination of trends) that are the highest priority to address (priority performance challenges). No more than 3-4 are recommended. Provide a rationale for why these challenges have been selected and takes into consideration the magnitude of the school's overall performance challenges.</p>	<p>Root Cause Analysis: Identify at least one root cause for every priority performance challenge. Root causes should address adult actions, be under the control of the school, and address the priority performance challenge(s). Provide evidence that the root cause was verified through the use of additional data.</p>
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Narrative:

Stakeholder Involvement and Plan Development Process:

Team members with diverse areas of expertise were involved in the development of this plan. Risley MS team members are comprised of various stakeholders including the administrative team (Principal, Assistant Principal, Counselor), Literacy & Math coaches, classroom teachers representative of grade levels and various content areas. The School Accountability Committee was involved in the development of the plan and provided ongoing input and feedback.

The team first gathered and compiled data from multiple sources including the following: Historical (3 yrs) CSAP achievement data by grade level, content area and disaggregated subgroups, Colorado Growth Summary, AYA data (historical), Expedited Diagnostic Review (EDR) conducted by CDE, and the School Performance Framework. The team spent time reviewing and engaging in professional development regarding interpretation of the various reports and data sources as well as understanding of the unified planning template. After all team members had a level of proficiency with the various data sources, the team worked together to identify guiding questions they felt would be important to contributing to a thorough understanding of the data.

Academic Achievement (Status) Across Subgroups Data Analysis Process: The team first wanted to know the 3 year student achievement proficient & advanced average, as well as the unsatisfactory average for each grade level, across all content areas and across all subgroups. It was important to the team to know, whether the average percentage was an increase or decrease from the previous years, and if the trend was consistently positive or negative, or an increase one year with a decrease one year or vice-versa. Once the achievement average percentages were determined, the team then wanted to know how that percentage compared to the district and state average, and by how much.

The team identified the following rubric to assist in determining a streamlined process that contributes to a common understanding of the data analysis.

RUBRIC	Three (3) yr Trend	Level of Change	Direction of Change
<p>Trend Statement Descriptors</p>	<p>Consistent: The achievement percentage either increased each of the two years following 2010, or decreased each of the two years following 2010.</p>	<p>Negligible (< 2%): Any change in achievement level less than or equal to 2%.</p>	<p>Increase</p>
	<p>Inconsistent: The achievement percentage increased or decreased or vice versa, each of the two years following 2010.</p>	<p>Moderate(2.1-6.9%): Any change in achievement level including and between 2.1-6.9%.</p>	<p>Decrease</p>
		<p>Significant (> 7%): Any change in achievement level greater than or equal to 7%.</p>	

Growth Data Analysis Process: Again, the team was able to identify probing questions that if answered would provide knowledge concerning the level of our school's performance in the areas of median growth, catch-up growth, keeping-up growth and moving-up growth. The team identified the growth for 2011 (not 3 yr average). The team then wanted to know the comparison of the current status in relation to the past 3 yr trend, and whether that trend was positive or negative and by how much.

Academic Growth Gaps Process: When looking at academic growth gaps, the team focused on comparisons to girls to boys across all growth areas. The team felt it important to determine whether a growth gap existed between girls and boys. If a gap existed, the team wanted to know how large the gap was, as well as information concerning the 3 yr trend across all growth sub-categories (Median, Catching-up, Keeping-up, and Moving-up).

Trend Analysis & Performance Challenge Identification: Academic Achievement (Status) Across Subgroups:

Reading: Significant trends include low performance levels across all grade levels (Approx. 50%). High unsatisfactory rates are demonstrated in all grade levels. (Approx. 20%). Males across all grade levels, demonstrated the highest level of unsatisfactory rates (proficient & advanced) across all grade levels are significantly below the district and the state achievement levels. Three year trend average of performance levels (proficient & advanced) across all grade levels is inconsistent and fluctuating. Risley experienced an increase in achievement across all grade levels in 2009, and a decrease in achievement across all grade levels in 2010 and 2011.

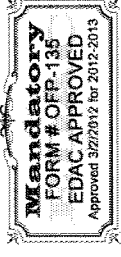
Math: Significant trends include the low performance levels across all grade levels (Approx. 17%). Three year average performance levels in grades 7 (12.4%) and 8 (13.9%) are significantly lower than grade 6 (23.4%). High unsatisfactory rates are demonstrated in all grade levels. (Approx. 35%). Three year average of unsatisfactory performance levels in grades 7(32.6%) and grade 8 (43.7%) are significantly higher than grade 6 (23.9%). Unsatisfactory performance levels continue to increase across all grade levels and all subgroups including Hispanic, Male, Female, Econ. Disadvantage, as the grade level increases. All performance levels (proficient & advanced) across all grade levels are significantly below the district and the state achievement levels. Three year trend average of performance levels (proficient & advanced) for grade 6 is inconsistent while grade 7 and 8 continue to experience a consistent decrease in the 3 year trend.

Writing: Significant trends include the low performance levels across all grade levels (Approx. 26%). Males across all grade levels, demonstrated the highest level of unsatisfactory rates (Approx. 10%). All performance levels (proficient & advanced) across all grade levels are significantly below the district and the state achievement levels. Three year trend average of performance levels (proficient & advanced) across all grade levels are inconsistent and fluctuating. Risley experienced an increase in achievement across all grade levels in 2009, and a decrease in achievement across all grade levels in 2010.

Science: Significant trends include the low performance levels at grade 8 (Approx. 13.4%). High unsatisfactory rates are demonstrated in grade 8. (Approximately 52.6%). All performance levels (proficient & advanced) in grade 8 are significantly below the district and the state achievement levels. Three year trend average of performance levels (proficient & advanced) in grade 8 is inconsistent and fluctuating. Risley experienced an increase in achievement in grade 8 in 2009, and a decrease in achievement in grade 8 in 2010.

Additional Data Sources: In addition to a comprehensive analysis of CSAP data, the team reviewed and analyzed data from district benchmark assessments (Galileo) in the content areas of Reading, Math and 8th Gr. Science. The results of the Galileo Assessments indicate and confirm low proficiency rates across content areas of reading & math. See additional attachments at the end of the document.

School Performance Framework: According to the 1-year School Performance Report from CDE, Risley's plan assignment is Turnaround due to the fact that the percentage of Framework points earned was 28.1 and below the required 33% to reach Priority Improvement. According to the 2012 School Performance Framework, Risley has improved from Does Not Meet to Approaching in the following areas: Academic Growth: English Language Proficiency (CELAPro), Academic Growth Gaps: Students w/ Disabilities, English Learners, and Students needing catch up. The following is a historical summary of the overall percentage of points earned on the School Performance Framework. Based on the July 13, 2012 individualized targets communicated from CDE the following SPF targets would be in place for the 2013 and 2014 year. This target for 2013 would not be adequate to be removed from Turnaround status.



Final % Pts. (2010)	Final % Pts. (2011)	Final % Pts. (2012)	Goal % of Pts	Distance to Goal	Yrs. To Goal	2013 Target	2014 Target
21.5	25.1	28.1	37	8.9	2	32.55	37.0

Trend Analysis & Performance Challenge Identification: Growth Across Content Areas

Median Growth Percentile: Significant trends include low median growth percentages across all grade levels, across all content areas (Reading, Mathematics & Writing)

Growth: Percent Catching Up: Significant trends include low percent of students achieving catch-up growth across all grade levels, across all content areas (Reading, Mathematics & Writing). The content area of math demonstrates the lowest percent of student achieving catch-up growth in comparison to the two other content areas across all grade levels.

Growth: Percent Keeping Up: Significant trends include Reading demonstrating the highest percent of students achieving keeping-up growth across all grade levels. Low percent of students achieving keeping-up growth across all grade levels, in the content of Writing. The content area of math demonstrates the lowest percent of student achieving keeping-up growth in comparison to the two other content areas across all grade levels.

Growth: Percent Moving Up: Significant trends includes the content area of Reading demonstrating the highest percent of students achieving keeping-up growth across all grade levels. Low percent of students achieving keeping-up growth across all grade levels, in the content of Writing. The content area of math demonstrates the lowest percent of student achieving keeping-up growth in comparison to the two other content areas across all grade levels.

Root Causes Identification Process: The Risley Unified Plan development team wanted to ensure that in identification of the root causes, we would be addressing the deeper problems that need our attention, and not identifying merely the symptoms. The team entered into this process with the realization that addressing only the symptoms – what we see on the surface – will result in the problem occurring again, which will lead us to fixing it, again, and again, and again, instead, we looked deeper to figure out why the problem was occurring, in an effort to fix the underlying systems and processes that cause the problem. The Risley team utilized the Root Cause Analysis (RCA) technique to assist us in answering the question of why the problem occurred in the first place.

The Unified Development team recognized the need to analyze a situation fully before we could move on to look at factors that contributed to the problem. In order to maximize the effectiveness of our Root Cause Analysis, we involved all staff members and all stakeholders – those individuals that understand the situation. (People who are most familiar with the problem can help lead us to a better understanding of the issues). This process allowed us to look at the same situation from different perspectives.

Verification Of The Root Cause:

In addition to careful analysis of student assessment data from CSAP, the Risley leadership team examined student achievement data from various local sources including Galileo Benchmark Assessments in the content areas of literacy, math & science. Galileo benchmark assessments are aligned with Colorado academic content standards. Additional local data sources include CORE Multiple Measures Assessments (Comprehension, Vocabulary, ORF), and student writing sample scores from common writing assessments. The data trends derived from the various local data sources, provided additional verification of the identified root causes. Walk-through classroom observation conducted by administrators provided validation of the root causes. Also, the Expedited Diagnostic Review (EDR) conducted by CDE provided additional evidence that root causes were in fact viable.

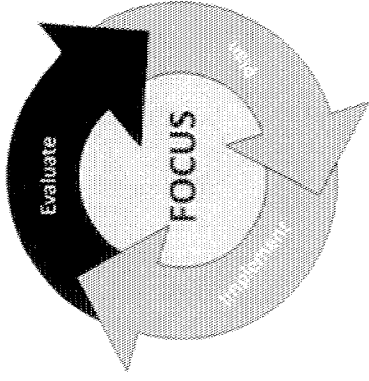
Section IV: Action Plan(s)

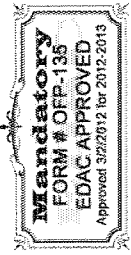
This section addresses the “plan” portion of the continuous improvement cycle. First, you will identify your annual performance targets and the interim measures. This will be documented in the required School Target Setting Form below. Then you will move into action planning, which should be captured in the Action Planning Form.

School Target Setting Form

Directions: Complete the worksheet below. While schools may set targets for all performance indicators, at a minimum, they must set targets for those priority performance challenges identified in Section III (e.g., by disaggregated student groups, grade levels, subject areas).

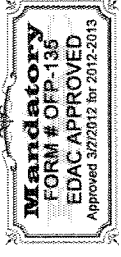
Schools are expected to set their own annual targets for academic achievement, academic growth, academic growth gaps and postsecondary and workforce readiness. At a minimum, schools should set targets for each of the performance indicators where state expectations are not met – in each area where a priority performance challenge was identified; targets should also be connected to prioritized performance challenges. Consider last year’s targets (see Worksheet #1) and whether adjustments need to be made. For each annual performance target, identify interim measures that will be used to monitor progress toward the annual targets at least quarterly during the school year.



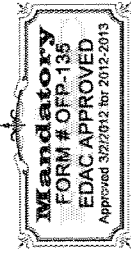


School Target Setting Form

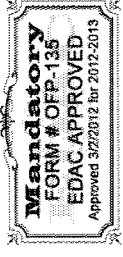
Performance Indicator	Measures/Metrics	Priority Performance Challenges	Annual Performance Targets		Interim Measures for		Major Improvement Strategy
			2012-13	2013-14	2012-13	2013-14	
Academic Achievement (Status)	TCAP/CSAP, CoAl/CSAPA, Lectura, Escritura	Low performance levels (<40%) in reading proficiency and high unsatisfactory performance rates (>25%) across all grade levels 6-8 and across all sub-groups.	By the end of the 2012-13 SY: The overall percent of students scoring proficient and advanced in grades 6, 7 & 8 will be 72%.	By the end of the 2013-14 SY: The overall percent of students scoring proficient and advanced in grades 6, 7 & 8 will be 80%.	Galileo Benchmark Assessment (Pre, Interim & Post) 6 th Grade: Increase the number of students identified as Proficient/Advanced from Pre(Aug) 48.51% to Interim (Dec.) 65.0% and Post(May) 72% as measured by Galileo. 7 th Grade: Increase the number of students identified as Proficient/Advanced from Pre(Aug) 47.06% to Interim (Dec.) 65.0% and Post(May) 72% as measured by Galileo. 8 th Grade: Increase the number of students identified as Proficient/Advanced from Pre(Aug) 43.8% to Interim (Dec.) 65.0% and Post(May) 72% as measured by Galileo.	Major Improvement Strategy #1: Increase the quality of instruction in the content area of Literacy and Writing.	
		Low performance levels (<20%) in mathematics proficiency and high unsatisfactory (>45) performance rates across all grade levels 6-8 and all sub-groups.	By the end of the 2012-13 SY: The overall percent of students scoring proficient and advanced in grades 6, 7 & 8 will be 53%.	By the end of the 2013-14 SY: The overall percent of students scoring proficient and advanced in grades 6, 7 & 8 will be 63%.	Galileo Benchmark Assessment (Pre, Interim & Post) 6 th Grade: Increase the number of students identified as Proficient/Advanced from Pre(Aug) 25.0% to Interim (Dec.) 40.0% and Post(May) 53% as measured by Galileo. 7 th Grade: Increase the number of students identified as Proficient/Advanced from Pre(Aug) 10.74% to Interim (Dec.) 25.0% and Post(May) 53.0% as measured by Galileo. 8 th Grade: Increase the number of students identified as Proficient/Advanced from Pre(Aug) 4.27% to Interim (Dec.) 20.0% and Post(May) 53.0% as measured by Galileo.	Major Improvement Strategy # 2: Increase the quality of instruction in the content area of mathematics and science.	
		Low performance levels (<35%) in writing proficiency across all grade levels 6-8 and all sub-groups.	By the end of the 2012-13 SY: The overall percent of students scoring proficient and advanced in grades 6, 7 & 8 will be 58%.	By the end of the 2013-14 SY: The overall percent of students scoring proficient and advanced in grades 6, 7 & 8 will be 69%.	Common Writing Assessments with common rubric in the genres of Narrative, Informative and Persuasive. Increase the number of students scoring proficient or advanced from Pre to Post (75%) score as measured by common rubric. 6 th Grade Narrative (Pre) increase to (Post) 75%; Informative (Pre) increase to 75%; Persuasive (Pre) increase to (Post) 75%. 7 th Grade Narrative (Pre) increase to (Post); Informative (Pre) increase to (Post); Persuasive (Pre) increase to	Major Improvement Strategy # 1: Increase the quality of instruction in the content area of Literacy and Writing.	



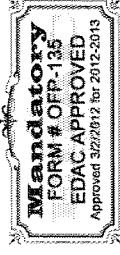
Academic Growth		Median Student Growth Percentile (TCAP/CSAP & CELA pro)	S	R	M		
			<p>Low performance levels (<20%) in science proficiency and high unsatisfactory performance rates across all sub-groups in grade 8.</p>	<p>By the end of the 2012-13 SY: The overall percent of students scoring proficient and advanced in grades 6, 7 & 8 will be 48%.</p>	<p>By the end of the 2013-14 SY: The overall percent of students scoring proficient and advanced in grades 6, 7 & 8 will be 62%.</p>	<p>(Post). 8th Grade: Narrative(Pre) increase to (Post) ; Informative (Pre) increase to (Post); Persuasive (Pre) increase to (Post).</p> <p>Galileo Benchmark Assessment (Pre, Interim & Post) 6th Grade: Increase the number of students identified as Proficient/Advanced from Pre(Aug) 26.92% to Interim (Dec.) 40.0% and Post(May) 53.0% as measured by Galileo. 7th Grade: Increase the number of students identified as Proficient/Advanced from Pre(Aug) 12.6% to Interim (Dec.) 25.0% and Post(May) 53.0% as measured by Galileo. 8th Grade: Increase the number of students identified as Proficient/Advanced from Pre(Aug) 7.44% to Interim (Dec.) 20.0% and Post(May) 53.0% as measured by Galileo.</p>	<p>Major Improvement Strategy #2: Increase the quality of instruction in the content area of mathematics and science.</p>
			<p>Low performance levels (<40%) in reading proficiency and high unsatisfactory performance rates (>25%) across all grade levels 6-8 and across all sub-groups.</p>	<p>By the end of the 2012-2013 school year, the school median student growth percentile in reading will be 55;</p>	<p>By the end of the 2013-2014 school year, the school median student growth percentile in writing will be 61;</p>	<p>Galileo Benchmark Assessment (Pre, Interim & Post) 6th Grade: Decrease the number of students identified as high and moderate risk Pre(Aug) 51.49 and move them to low risk Interim (Dec.) and Post(May) as measured by Galileo. 7th Grade: Decrease the number of students identified as high and moderate risk Pre(Aug) 53.78% and move them to low risk Interim (Dec.) and Post(May) as measured by Galileo. 8th Grade: Decrease the number of students identified as high and moderate risk Pre(Aug) 54.62% and move them to low risk Interim (Dec.) and Post(May) as measured by Galileo.</p>	<p>Major Improvement Strategy # 1: Increase the quality of instruction in the content area of Literacy and Writing.</p>
			<p>Low performance levels (<20%) in mathematics proficiency and high unsatisfactory performance rates across all grade levels 6-8 and all sub-groups.</p>	<p>By the end of the 2012-2013 school year, the school median student growth percentile in mathematics a will be 55;</p>	<p>By the end of the 2013-2014 school year, the school median student growth percentile in mathematics will be 61;</p>	<p>Galileo Benchmark Assessment (Pre, Interim & Post) 6th Grade: Decrease the number of students identified as high and moderate risk Pre(Aug) 75.0% and move them to low risk Interim (Dec.) and Post(May) as measured by Galileo. 7th Grade: Decrease the number of students identified as high and moderate risk Pre(Aug) 89.26% and move them to low risk Interim (Dec.) and Post(May) as measured by Galileo. 8th Grade: Decrease the number of students identified as high and moderate risk Pre(Aug) 94.12% and move them to low risk Interim (Dec.) and Post(May) as measured by Galileo.</p>	<p>Major Improvement Strategy # 2: Increase the quality of instruction in the content area of mathematics and science.</p>



Academic Growth Gaps	Median Student Growth Percentile	<p>W</p> <p>Low performance levels (<35%) in writing proficiency across all grade levels 6-8 and all sub-groups.</p>	<p>• By the end of the 2012-2013 school year, the school median student growth percentile in writing will be 55;</p>	<p>• By the end of the 2013-2014 school year, the school median student growth percentile in writing will be 61;</p>	<p>Common Writing Assessments with common rubric in the genres of Narrative, Informative and Persuasive. Increase the number of students scoring proficient or advanced from Pre to Post (75%) score as measured by common rubric.</p> <p>6th Grade Narrative (Pre) increase to (Post) 75%; Informative (Pre) increase to 75%; Persuasive (Pre) increase to (Post) 75%.</p> <p>7th Grade Narrative (Pre) increase to (Post); Informative (Pre) increase to (Post); Persuasive (Pre) increase to (Post).</p> <p>8th Grade: Narrative(Pre) increase to (Post) ; Informative (Pre) increase to (Post); Persuasive (Pre) increase to (Post).</p> <p>Galileo Benchmark Assessment (Pre, Interim & Post)</p> <p>6th Grade: Decrease the number of students identified as high and moderate risk Pre(Aug) and move them to low risk Interim (Dec.) and Post(May) as measured by Galileo.</p> <p>7th Grade: Decrease the number of students identified as high and moderate risk Pre(Aug) and move them to low risk Interim (Dec.) and Post(May) as measured by Galileo.</p> <p>8th Grade: Decrease the number of students identified as high and moderate risk Pre(Aug) and move them to low risk Interim (Dec.) and Post(May) as measured by Galileo.</p>	<p>Major Improvement Strategy # 1: Increase the quality of instruction in the content area of Literacy and Writing.</p>
Academic Growth Gaps	Median Student Growth Percentile	<p>ELP</p> <p>Low performance levels (<40%) in reading proficiency and high unsatisfactory performance rates (>25%) across all grade levels 6-8 and across all sub-groups.</p> <p>Low performance levels (<35%) in writing proficiency across all grade levels 6-8 and all sub-groups.</p>	<p>• By the end of the 2012-2013 school year, the school median student growth percentile will be 55;</p>	<p>• By the end of the 2012-2013 school year, the school median student growth percentile in will be 61;</p>	<p>See Academic Growth Above</p>	<p>Major Improvement Strategy # 1: Increase the quality of instruction in the content area of Literacy and Writing.</p> <p>Major Improvement Strategy # 3: Implement a Multi-tiered System of Student Supports that address the Social/Emotional Needs of all students.</p>
Academic Growth Gaps	Median Student Growth Percentile	<p>M</p> <p>Low performance levels (<20%) in mathematics proficiency and high unsatisfactory (>45) performance rates across all grade levels 6-8 and all sub-groups.</p>	<p>• By the end of the 2012-2013 school year, the subgroup median adequate student growth percentile in mathematics will be 55 in the following student subgroups; Free/Reduced Lunch Eligible: Minority Students English Lang. Learners Students Needing to Catch Up</p>	<p>• By the end of the 2013-2014 school year, the subgroup median adequate student growth percentile in mathematics will be 61 in the following student subgroups; Free/Reduced Lunch Eligible: Minority Students English Lang. Learners Students Needing to Catch Up</p>	<p>See Academic Growth Above</p>	<p>Major Improvement Strategy #2: Increase the quality of instruction in the content area of mathematics and science.</p> <p>Major Improvement Strategy # 3: Implement a Multi-tiered System of</p>



			Students w/Disabilities English Lang. Learners Students Needing to Catch Up	Students w/Disabilities English Lang. Learners Students Needing to Catch Up	See Academic Growth Above	Student Supports that address the Social/Emotional Needs of all students
	Low performance levels (<35%) in writing proficiency across all grade levels 6-8 and all sub-groups.		<ul style="list-style-type: none"> By the end of the 2012-2013 school year, the subgroup median adequate student growth percentile in writing will be 55 in the following student subgroups: Free/Reduced Lunch Eligible: Minority Students Students w/Disabilities English Lang. Learners Students Needing to Catch Up 	<ul style="list-style-type: none"> By the end of the 2013-2014 school year, the subgroup median adequate student growth percentile in mathematics will be 61 in the following student subgroups: Free/Reduced Lunch Eligible: Minority Students Students w/Disabilities English Lang. Learners Students Needing to Catch Up 		<p>Major Improvement Strategy # 1: Increase the quality of instruction in the content area of Literacy and Writing.</p> <p>Major Improvement Strategy # 3: Implement a Multi-tiered System of Student Supports that address the Social/Emotional Needs of all students</p>



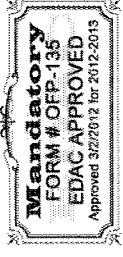
Action Planning Form for 2012-13 and 2013-14

Directions: Identify the major improvement strategy(s) for 2012-13 and 2013-14 that will address the root causes determined in Section III. For each major improvement strategy, identify the root cause(s) that the action steps will help to dissolve. Then, indicate which accountability provision or grant opportunity it will address. In the chart below, provide details about key action steps necessary to implement the major improvement strategy. Details should include the action steps that will be taken to implement the major improvement strategy, a general timeline, resources that will be used to implement the actions, and implementation benchmarks. Add rows in the chart, as needed. While space has been provided for three major improvement strategies, the school may add other major strategies, as needed.

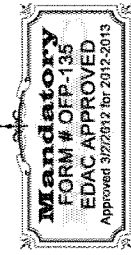
Major Improvement Strategy #1: Increase the quality of instruction in the content area of Literacy and Writing. **Root Cause(s) Addressed:** Lack of explicit, systematic instruction and use of research based strategies in reading comprehension and writing, limited use of data for continuous improvement and to guide instruction, lack of high quality job-embedded professional development.

Accountability Provisions or Grant Opportunities Addressed by this Major Improvement Strategy(check all that apply):
 School Plan under State Accountability Title I School-wide or Targeted Assistance plan requirements Title I Focus School Plan requirements
 Application for a Tiered Intervention Grant (TIG) Improvement Support Partnership (ISP) or School Improvement Grant

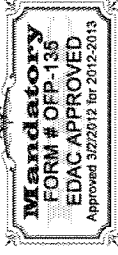
Description of Action Steps to Implement the Major Improvement Strategy	Timeline (2012-13 and 2013-2014)	Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
<p>Leadership for Learning: Partnership with identified Education Service Provider (Flippen Group) to provide on-going job embedded professional development concerning: instruction, lesson planning, curriculum, assessment, technology integration and student engagement and leadership (walkthrough).</p> <p>PCS will provide a district Turnaround Director (1.0 FTE), to provide ongoing consultation, accountability and support to administration at Risley MS in an effort to improve leadership effectiveness.</p>	SY 2012-2014	District Turnaround Director Administration Flippen	Consultant Services for Flippen Group Title I TIG-Grant Y3 (See PD)	Administration will participate in ongoing leadership coaching & mentoring that is aligned to essential standards of school excellence. Artifacts: Team Meeting Minutes Onsite Walkthrough Review	Ongoing
<p>Leadership for Learning: Recruit, hire and retain strong leadership. Recruit, hire and retain a committed staff that are fully committed to increasing student performance through the school's Innovation Plan.</p> <p>Provide staff members with incentive/stipends to reward performance tied to school goals</p> <p>Submit Application for Innovation (Request Waiver) that supports and advances the ability to:</p> <p>Post vacancies, recruit, and hire staff as the need arises not in accordance to the District's standard hiring cycle.</p> <p>Not be subject to direct placement of teachers by the district.</p>	SY 2011- 2014 SY 2012-2013	Principal Assistant Principal	Principal Stipend Extra Pay & Benefits (\$17,680) Title I TIG Grant Assistant Principal Stipend Extra Pay & Benefits (\$5,908) Title I TIG Grant Performance Incentives (Stipends & Benefits) for Staff Members (Title I TIG Grant \$17,680)	Administrative Team and High school to fill areas such as ESS, Math, LA and Science positions will be secured prior to June 1 of each school year. The percentage of probationary teachers will be less than 40%. Artifacts: Performance Evaluations Leadership Performance Frameworks	In Progress Not Begun



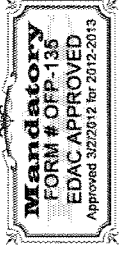
<p>Hire part-time staff on fractional increments that meet the needs of the school.</p> <p>Create non-traditional job descriptions.</p> <p>Hire non-licensed teachers for non-core subjects who are not required to meet NCLB highly qualified criteria.</p> <p>Establish compensation rates and other methods of rewarding performance, including additional bonuses and or incentives.</p> <p>All new hires to Risley will be on an annual contract. Risley will have the right to end the work relationship at any time with cause, and without cause at the expiration of the annual contract.</p> <p>Hire an IB Facilitator. The IB facilitator will work collectively with the leadership team to develop, implement and monitor IB program implementation. Request waiver to allow the IB Facilitator (with or without a principals license) to supervise instructional staff, under the direction of the principal.</p>			<p>IB Facilitator Position 1.0 FTE (\$60,000) General Fund SY 2013-2014</p>	<p>Job Postings Staffing List Performance Pay Framework</p>	
<p>Leadership for Learning: Convene a Building Leadership Team (BLT) that engages in comprehensive ongoing data analysis that informs the following initiatives:</p> <ul style="list-style-type: none"> • Development of the Unified Plan/Innovation Plan • Ongoing monitoring of plan implementation and effectiveness • Ongoing data analysis (including consultant reports, student achievement data, walkthrough observation data, etc.) to determine program effectiveness • Support and monitor PLC implementation (Identification of PLC facilitators for each content area). • Develop Innovation Application 	<p>SY 2012-2014</p>	<p>Building Leadership Team Teaching Staff</p>	<p>Extra Pay Salary & Benefits for Extra Pay BLT Team Members (\$5,500) TIA</p>	<p>Building Leadership Team will convene on a weekly basis in order to review, analyze & communicate interim benchmark data. The BLT will monitor the effective implementation, of the actions steps identified in the USIP/Innovation Plan. Artifacts: BLT agenda/meeting minutes Team Products USIP/Innovation Plan Benchmark Data from various sources PLC Implementation Rubric Pre/Post</p>	<p>In Progress</p>
<p>Curriculum Teaching & Learning: Development and utilization of Unit Learning Plans and Daily Lesson Plans that align to CAS and utilize the Understanding by Design (UBD) format.</p> <p>Increase the level of academic rigor by implementation of the International Baccalaureate (IB)-Middle Years Programme (MYP). IB-MYP will provide a framework of academic challenge that encourages students to embrace and</p>	<p>SY 2011-2013</p>	<p>Administration, BLT PLC Content Teams</p>	<p>Printing: Local General Fund Theme innovation Plan (IB-MYP) submitted and approved by BOE May 2012. Financial implications were included.</p>	<p>100% of all staff members will utilize unit learning plans and Daily lesson plan template as measured by weekly lesson plan walkthrough observations & checks. Quality of lesson plans will increase as measured by complete lesson</p>	<p>In Progress</p>



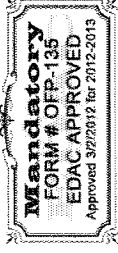
<p>understand the connections between traditional subjects and the real world, and become critical and reflective thinkers. Submit Application for Innovation (Request Waiver) that supports and advances the ability to: •Request the flexibility to adopt its own educational program, including selecting curriculum & textbooks. Curriculum Teaching & Learning: Administration of End of Unit Assessments (EUA) in the content area of Reading. Administration of District Benchmark Assessments (Galileo) in the content area of Reading three time per year (Pre, Interim & Post). Development and Implementation of on-going formative assessments that guide instruction. Implementation of Student Data Notebooks that ensure a process for engaging students in examining their own data and setting learning goals.</p>	<p>SY 2012-2014</p>	<p>Instructional Coaches Content teachers</p>	<p>Galileo Assessments (Benchmark, EUAs) Alpine Achievement Reports ICAP Notebooks, Sheet Protectors, Printing (21st Century Funding)</p>	<p>plans. Artifacts: Unit Learning Plans Daily Lesson Plans Walk-through Observations Administration and analysis of data from EUAs in the content area of language arts. Staff PD regarding Data Notebooks Conducted. Each and every student will utilize a data notebook to analyze individual data from various content areas and engage in goal setting. Artifacts: EUAs Student Data Notebooks & Goal Setting</p>	<p>In Progress Complete Oct 2012 In Progress</p>
<p>Curriculum Teaching & Learning: Provide direct, explicit comprehension instruction, vocabulary development, building and activating background knowledge and use of text-based collaborative learning which involves students interacting with one another around a variety of texts. Develop a culture of literacy. Increase and enhance the library collection in anticipation of implementation of IB-MYP. High quality non-fiction material to enhance multi-disciplinary units of study.</p>	<p>SY 2012-2014</p>	<p>Classroom Teachers</p>	<p>Prentice Hall Curriculum Jr. Great Books Building Academic Vocabulary Purchase books to enhance library collection (\$15,166) TIG Yr 3</p>	<p>Artifacts: Walkthrough Observation Forms Weekly & Daily Lesson Plans</p>	<p>Ongoing</p>
<p>Curriculum Teaching & Learning: Development and use of administrative walkthrough observation tool that assists in providing teachers ongoing training, coaching, monitoring and feedback regarding instructional practices to ensure effectiveness in teaching standards.</p>	<p>SY 2011-2013</p>	<p>Administration</p>	<p>Printing: Local General Fund I-Pads (6) (\$4,500) Title IA, for Admin & Instructional Coaches to conduct classroom and PLC walkthrough observations.</p>	<p>Administrative team will conduct walkthrough observations at a minimum of 3 per week and provide coaching consultation feedback to teachers. Artifacts: Walkthrough Observation Template & Forms</p>	<p>Complete On-going</p>



<p>Curriculum Teaching & Learning: Reading/Writing Develop unit learning plans to assist teachers in planning effective instruction that focuses on essential Colorado Academic Standards, concepts & skills.</p> <p>Curriculum Teaching & Learning: Writing Implementation of the of Step Up to Writing/Write Tools Curriculum. Implementation of pre/post writing assessments utilizing a common prompt. Scoring will done utilizing arena scoring protocol.</p>	<p>SY 2011-2013</p>	<p>District Inst. Coaches Content Teachers</p>	<p>Instructional Sequence Rubicon PLC</p> <p>Step up Curriculum/Write Tools Consultation Services to provide professional development for Write Tools (Expository, Argumentative/Persuasive). Stipends/Benefits for staff to attend Writing Training TIG Y3 (See PD section)</p>	<p>PLC Attendance Artifacts: Instructional Sequence Curriculum Guides</p> <p>Administration of Pre/Post writing assessments on various genres. Artifacts: Common Writing Assessments Collect and analyze data from common writing assessments to determine appropriate intervention and instruction Artifacts: Common Writing Prompts Writing Graphic Organizer Writing Scope and Sequence Document Writing Pacing Guide</p>	<p>Ongoing</p>
<p>Student Centered Learning: Provide interventions beyond the classroom first instruction for students performing below proficiency as well as acceleration and enrichment opportunities for students above proficiency. Implementation of Scholastic Read 180 as Tier 2 intervention for identified students. Implementation of Language1 as a Tier 3 intervention. Implementation Blended Learning through the use of Technology-based instruction. Applications & Assessments. Each core classroom will have an interactive instruction Board/document camera/projector and/or wireless Mobile as well as 3-4 classroom computers for student use. Technology applications include Study Island, APEX, Renaissance Learning, Read 180</p>	<p>SY 2011-13</p>	<p>Literacy Teaching Staff</p>	<p>2 FTE Salary & Benefits Language Arts Oreskovich & Sheets (Title IA \$93,356) Supplemental literacy intervention materials-Read 180(Projected Y3 TIG (\$ 44,500) Technology: (6)Projectors, Server for Read 180, (65)Desktop Computers for intervention Program & Differentiated Instruction (Blended Learning) in ELA, ESS & ESL Classrooms (\$46,000)</p>	<p>Collect and analyze data from benchmark assessments. End of the Unit district assessments, as well as progress monitoring assessments to determine appropriate intervention and instructor. Artifacts: Classroom Walkthrough Observation Forms Master Schedule Data from various sources</p>	<p>In progress</p>
<p>Student Centered Learning: Implement AVID /Advancement Via Individual Determination, a college readiness system designed to increase school-wide learning and performance. The AVID College Readiness System (ACRS) accelerates student learning, uses research based methods of effective</p>	<p>SY 2011-13</p>	<p>Administration Extended Learning Teaching Staff</p>	<p>Salary & Benefits Staff for Extended Day and Year (Projected Y3 TIG \$4,500) Extended Day & Year Printing</p>	<p>Artifacts: Extended-day/Intersession attendance Rosters Extended Day Referral Form</p>	

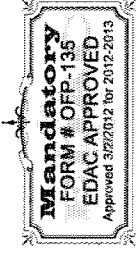


<p>instruction, provides meaningful and motivational professional learning, and acts as a catalyst for systemic reform and change</p> <p>Submit Application for Innovation (Request Waiver) that supports and advances the ability to:</p> <ul style="list-style-type: none"> Adopt and implement modifications to the calendar, daily schedule, as well as teacher and student start and end times. Provide Expanded Academic and Enrichment Learning Opportunities for students before/ after school as well as Saturday School. Implement promotion standards to include 93% attendance rate, completion of assignments or participate in required homework recovery, expanded learning opportunity (before/after school or Saturday, and reach achievement targets or participate in a mandatory 1 two week summer academy and intervention classes. Develop and implement procedures to conduct field trips and extended day excursions. Develop and implement a homework policy that supports the education program described in the Innovation Plan. 			<p>(Projected Y3 TIG \$2,000) Computer Software Design Program for Extended Day/Year (Projected Y3 TIG \$10,000) AVID Staff PD (See PD Section)</p>	
<p>Professional Learning:</p> <p>Reading: Provide classroom teachers with high-quality job-embedded modeling and mentoring regarding research-based instructional practices in literacy & writing. On-site Instructional Coaches (2.0 FTE)</p> <p>Provide instructional coach consultant (20 on-visits per year) to provide job-embedded modeling and mentoring of effective instruction.</p> <p>Create a professional development plan that supports the innovation plan. Risley will have the option to participate in the District-provided professional development or to opt-out and provided its own PD that is specific to the unique needs of Risley students.</p> <p>Provide training regarding Understanding by Design (UbD) and International Baccalaureate (IB) MYP program.</p> <p>Development and implementation of Individual Support Plans (ISP). These differentiated plan will provide differentiated support and professional development to teachers regarding best practices resulting in improvement of the quality of instruction. ISPs will be reviewed and evaluated every 3 weeks.</p> <p>Professional Learning: Implementation of daily Professional</p>	<p>SY 2011-13</p>	<p>Administration CORE literacy consultant Teaching Staff Instructional Coaching Team</p>	<p>Salary & Benefits for Instructional Coach T. Gregory(1.0 FTE) (\$60,262) Title IA SY 12-13 Instructional Coach D. Johnson(1.0 FTE) \$61,975 Title IA SY 12-13 Substitute Costs for Title IA staff (\$1,500) Title IA Consultation Services for IB-MYP, and UbD training (Projected Y3 TIG \$20,000)</p>	<p>Collect and analyze data from benchmark assessments and student work to determine appropriate intervention and instruction Artifacts: Coaching Logs CORE Reports PD Sign in Sheets/Agenda Presentation Documents Individual Support Plans (ISP)</p>
	<p>SY 2011-13</p>	<p>Administration</p>	<p>Collect and analyze data from</p>	<p>Complete On going</p>



<p>Learning Communities by content specific teams. PLC will work collaboratively in an ongoing process of collective inquiry and action research in order to achieve better results for students.</p> <p>Attend on-going PLC training sessions (District Sponsored and national events).</p> <p>Support to provide Instructional Coaching training to enhance the effectiveness of PLCs.</p> <p>Submit Application for Innovation (Request Waiver) that supports and advances the ability to:</p> <p>Implement additional Days of Teacher Professional Development and Planning within the school calendar to be determined by the school to best meet the needs of the students.</p>		<p>All Teaching members Building leadership Team</p>	<p>Professional Development Supplies (Projected Y3 TIG \$5,000)</p>	<p>benchmark assessments and student work samples to determine appropriate intervention and instruction</p> <p>Artifacts: PLC Meeting Minutes PLC Product Documents PLC Team Norms</p>	
<p>Professional Learning (Reading/Writing):</p> <ul style="list-style-type: none"> Attend National Title I Conference (Principal & AP) Writing Training: Provide teachers with professional development in writing including use of rubric, scoring, and instruction of writing utilizing various elements and genres (Expository, Argumentative- Write Tools). Training in Corrective Reading, Scholastic Read 180. Provide professional development regarding use of Understanding by Design (UBD) lesson planning. Attend Site Visits of IB schools and Schools of Innovation in CO and around the nation. Provide Leadership team with IB MYP Training. Provide whole staff Level 1 MYP training. 	<p>SY 2011-13</p>	<p>Administration Teaching Staff Literacy/Inst. Coaches Literacy</p>	<p>Salary/ Benefits Extra Pay to attend the following: Salary / Benefits for staff to attend various PD including Understanding by Design (UBD), Write Tools Expository, Argumentative, Capturing Kids Hearts, International Baccalaureate IB-MYP (Projected Y3 TIG) \$55,000 Travel & Registration Costs to attend Innovation Strand (IB-MYP), AVID national Conference & Training, Visit successful IB schools, Leadership Conference Formative Assessment, Effective Grading Practices Summit, RTI (Projected Y3 \$60,000)</p>	<p>Artifacts: PD documents including agenda, presentation and sign in sheet Writing progress monitoring data</p>	<p>in progress</p>
<p>Parent & Community Engagement:</p> <p>Various parent events and training sessions encompassing topics centered around the parents role in advocacy regarding academic achievement and social/emotional well being of students including the following Topics: Parent Portal, Academic Conferences, Health & Drug Resistance, Attendance, College Readiness, Positive Parenting & Discipline.</p>	<p>SY 2012-14</p>	<p>Parent Involvement Coordinator Staff members Administration Support Agencies</p>	<p>Stipend & Benefits for Extra Duty Team Leaders Pay for Parent Involvement Coordinator (\$1,000) Title IA Refreshments & Supplies \$500 Title IA Printing \$800 Title IA</p>	<p>Artifacts: Parent Event Notifications Sign In Attendance Sheets Presentations</p>	<p>In progress</p>

* Note: These two columns are not required to meet state or federal accountability requirements, although completion is recommended. "Status of Action Step" may be required for certain grants (e.g., Tiered Intervention Grant).

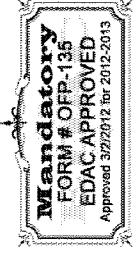


Major Improvement Strategy #2: Increase the quality of instruction in the content area of mathematics. Root Cause(s) Addressed: Lack of explicit, systematic instruction and use of research based strategies in mathematical skills, concepts and problem solving, limited use of data for continuous improvement and to guide instruction, lack of high quality job-embedded professional development.

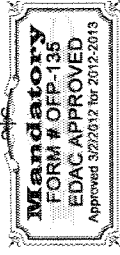
Accountability Provisions or Grant Opportunities Addressed by this Major Improvement Strategy(check all that apply):

- School Plan under State Accountability Title I School-wide or Targeted Assistance Plan requirements Title I Focus School Plan requirements
- Application for a Tiered Intervention Grant (TIG) Improvement Support Partnership (ISP) or School Improvement Grant

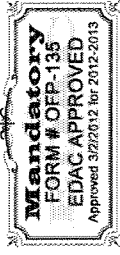
Description of Action Steps to Implement the Major Improvement Strategy	Timeline (2012-13 and 2013-2014)	Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
<p>Leadership for Learning: Partnership with identified Education Service Provider (Flippen) to continue to build upon and refine the previous turnaround work around quality instruction in Tier I. Provide on-going job embedded professional development concerning: instruction, lesson planning, curriculum, assessment, technology integration and student engagement and leadership (Walk through). PCS will provide a district Turnaround Director (1.0 FTE), to provide ongoing consultation, accountability and support to administration at Riskey MS in an effort to improve leadership effectiveness.</p>	SY 2012-2013	Administration	Federal Title I TIG Grant (see PD)	<p>Administration will participate in ongoing leadership coaching & mentoring that is aligned to GPS essential standards of school excellence.</p> <p>Artifacts: GPS Team Meeting Minutes Onsite walkthrough Reviews</p>	In progress
<p>Leadership for Learning: Convene a Building Leadership Team/Data Team that engages in comprehensive ongoing data analysis that informs the following initiatives:</p> <ul style="list-style-type: none"> • Development of the Unified Plan • Ongoing monitoring of plan implementation and effectiveness of USIP • Ongoing data analysis consultant reports, student achievement data, walkthrough observation data, etc.) to determine program effectiveness • Implementation of PLC site Action Plan 	SY 2011-2013	Building Leadership Team Administration	Refer to Major Improvement Strategy # 1.	<p>Building Leadership Team will convene on a weekly basis in order to review, analyze & communicate interim benchmark data. The BLT will monitor the effective implementation, of the actions steps identified in the USIP.</p> <p>Artifacts: BLT agenda/meeting minutes Unified Plan</p>	Complete Ongoing
<ul style="list-style-type: none"> • Leadership for Learning: Recruit, hire and retain highly qualified effective teachers of mathematics. Partner with Teach for America to Recruit and Retain Teachers • Provide Performance Incentives based on increase of student achievement proficiency/growth. 	SY 12-14	Administration Human Resources	Consultant Services for Teach for American (\$12,500) TIG Y3 Performance Incentives Stipends and Benefits (\$15,2680) TIG Y3		Not begun



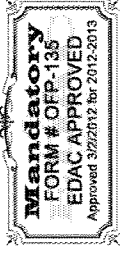
<p>Leadership for Learning: Continue to build upon the successful implementation of the Professional Learning Communities by content area teams. PLC will utilize the standards based teaching and learning cycle.</p> <p>Submit Application for Innovation (Request Waiver) that supports and advances the ability to:</p> <p>Have flexibility to re-design the current early release time to include a possible late start and flexibility with how the time is used.</p> <p>Early Release/Late start use of time would be utilized to facilitate school directed teacher/team PLC planning, school professional development, vertical/horizontal articulation, and/or Parent teacher conferences. The design would be determined by the school to best meet the needs of the school.</p>	<p>SY 2011 Through SY 2013</p>	<p>Administration Teaching & Support Staff</p>	<p>N/A (See Major Improvement Strategy #1)</p>	<p>PLC meetings will convene on a weekly basis for a 50 minute period. Meeting content will be evaluated to ensure fidelity to PLC protocol</p> <p>Artifacts: PLC Meeting Minutes / Agenda PLC Group Norms Team Product Documents</p>	<p>Complete Ongoing</p>
<p>Leadership for Learning: Continued use of administrative walkthrough observation document to ensure the previous essential reform efforts of quality teaching are monitored and supported.</p>	<p>SY 2011 Through SY 2013</p>	<p>Administration</p>	<p>Printing: Local General Fund</p>	<p>Number of walkthroughs will be monitored on a weekly basis to ensure a minimum of 5 per week per administrator.</p> <p>Artifacts: Walkthrough Observation Forms</p>	<p>Complete Ongoing</p>
<p>Curriculum Teaching & Learning: Adopt a focused, coherent progression of mathematics learning with an emphasis on proficiency on key topics (Instructional Sequence & Pacing). Ensure the curriculum contains logical progressions from earlier less sophisticated into later more sophisticated ones.</p>	<p>SY 2011-13</p>	<p>Mathematics Teachers Math Coach Administration</p>	<p>Galileo Assessments District Curriculum Maps</p>	<p>Scope in sequence will be identified after careful analysis of each Galileo Benchmark Assessment</p> <p>Artifacts: Math Scope N Sequence Classroom Walkthrough Observation Forms</p>	<p>In progress</p>
<p>Curriculum Teaching & Learning: Promote proficiency with whole numbers and fractions (decimals, percents, and negative fractions. Promote proficiency in aspects of measurement and geometry.</p>	<p>SY 2011-13</p>	<p>Mathematics Teachers Math Coach Administration</p>	<p>Instructional Coach Math Consultants</p>	<p>Collect, and analyze student data from various sources to determine identify student needs and to inform instruction.</p> <p>Artifacts: Classroom Walkthrough Observation Forms Teaching Aide Documents</p>	<p>In progress</p>
<p>Curriculum Teaching & Learning: Ensure regular use of formative assessments to improve student learning, instruction, and differentiation.</p>	<p>SY 2011-13</p>	<p>Mathematics Teachers Instructional Coach</p>	<p>Galileo Assessment Multiple Measures</p>	<p>Administration of Galileo Benchmark Assessments in Aug. Dec. & May. Ongoing</p>	<p>In progress</p>



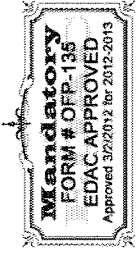
<p>Implementation of quarterly benchmark assessments, as well as End of Unit Assessments utilizing Galileo. Implementation and use of formative assessments.</p>		Administration		<p>collection, monitoring and analysis of assessment data will be conducted to identify needs and inform instruction.</p> <p>Artifacts: Classroom Walkthrough Observation Forms Galileo Benchmark Assessment Reports</p>
<p>Curriculum Teaching & Learning: Use of research-based instructional practices that include content knowledge, pedagogy, and skills to increase student engagement.</p> <p>Increase the level of academic rigor by implementation of the International Baccalaureate (IB)-Middle Years Programme(MYP). IB-MYP will provide a framework of academic challenge that encourages students to embrace and understand the connections between traditional subjects and the real world, and become critical and reflective thinkers. eaming.</p> <p>Submit Application for Innovation (Request Waiver) that supports and advances the ability to:</p> <ul style="list-style-type: none"> Request the flexibility to adopt its own educational program, including selecting curriculum & textbooks. 	SY 2011-13	Mathematics Teachers Math Coach Administration	Instructional Coach Consultants Instructional Coach	<p>Walkthrough observations will be analyzed to determine identified areas of need and teachers who require additional modeling and mentoring of research-based inst. Practices.</p> <p>Artifacts: Classroom Walkthrough Observation Forms IB Implementation to BOE Adopted May 2012</p> <p>On going</p>
<p>Curriculum Teaching & Learning: Development and utilization of unit learning plans and daily lesson plan format to increase intentional teaching and backward design planning.</p>	SY 2012-14	Administration Math Coach	Printing: Local General Fund	<p>Lesson Plan template will be adopted June 2010.</p> <p>Artifacts: Lesson Plan Template Form Teacher Lesson Plans (Complete)</p> <p>Complete</p>
<p>Student Centered Learning: Implement a master schedule that allows for all students to receive core math curriculum, intervention including AIM for Algebra or Extension-APEX. Enhance the level of differentiated instruction through the implementation of a blended learning Model that utilizes Technology-based instruction, applications & assessments. Each core math classroom will have an interactive instruction board or wireless Mobi, document camera and projector, as well as 3-4 classroom computers for student use.</p>	SY 2012-14	Administration Math Coach Math Teachers	<p>Salary & Benefits for Classroom Teachers (General Fund) Printing Costs for Supplemental Curriculum & Assessments (\$2,000) Title IA Supplemental Math Intervention Materials (\$5,000) Y3 TIG (\$50,000) Mobile Computer Lab/Cart for</p>	<p>Ongoing collection, and analysis of student assessment data from various sources will be used to identify students in need of intervention.</p> <p>Artifacts: Classroom Walkthrough Observation Form Master Schedule</p> <p>Complete</p>



<p>Technology applications include Study Island, APEX, Submit Application for Innovation (Request Waiver) that supports and advances the ability to: Provide flexibility with teaching load (number of separate class preparations) and planning time.</p>			<p>Intervention (APEX, Study Island) (\$21,070) Title IA (2) Mobile Labs 25 laptops each with cart (\$50,500) Projected Y3 TIG</p>		
<p>Student Centered Learning: Provide comprehensive course offerings in mathematics including core (Glencoe), intervention (America's Choice) and advanced courses (APEX).</p>	SY 2012-14	Teaching Staff	Salary & Benefits Math Teachers (1.0 FTE) (\$45,259) E. Murphy Title IA	<p>Artifacts: Master Schedule Walkthrough Observation Documents</p>	In Progress
<p>Student Centered Learning: Adoption and implementation of a "Continuous Learning Calendar" will provide a shorter summer break, with 2 intersession breaks during the school year to Provide Extended Learning Opportunities for students. Expanding Learning Opportunities will be provided to identified students. Expanded Learning will be available before/after school and on Saturday. Direct instruction in math will be provided as well as strategic standard strands in conjunction with the computer assisted Study Island program.</p>	SY 2012-14	Extended Learning Coordinator Administrator Extended Learning Teachers	Salary & Benefits Staff to provide Extended Learning Courses (See Major Improvement Strategy #1)	<p>Calendar Planning meetings will be held SY 2010-11 with a 3 yr. calendar adoption to take place March 2011. Artifacts: Extended-day/Intersession attendance Rosters Extended Day Referral Form</p>	Complete
<p>Student Centered Learning: Implement AVID (Advancement Via Individual Determination, a college readiness system designed to increase school-wide learning and performance. The AVID College Readiness System (ACRS) accelerates student learning, uses research based methods of effective instruction, provides meaningful and motivational professional learning, and acts as a catalyst for systemic reform and change</p>	SY 2012-14	Admin Staff	Staff Professional Development in AVID (See MI Strategy 1)	<p>All Staff Trained AVID Master scheduled reflective of Advisory period (SY 13-14)</p>	Not Begun
<p>Professional Development:</p> <ul style="list-style-type: none"> Data Analysis Training & Consultation Unified Plan PD 	SY 2012-14	Admin Inst. Coaches	Salary & Benefits for Extra Duty Pay Professional Development	<p>Artifacts: Presentation PPTs Sign In Attendance Sheets PD Evaluation Forms</p>	Complete
<p>Professional Development:</p> <ul style="list-style-type: none"> Mathematics: Provide classroom teachers with high-quality job-embedded modeling and mentoring regarding research-based instructional practices in mathematics. On-site Instructional Coach (1.0 FTE) 	SY 2012-14	Administration CORE literacy consultant Teaching Staff Instructional Coaching	Salary & Benefits for Instructional Coach (.5) (Projected Y3 TIG \$ 35,000) Salary & Benefits for Extra Duty Pay	<p>Artifacts: Coaching Logs CORE Reports PLC Meeting Minutes</p>	In progress



<ul style="list-style-type: none"> Development and implementation of Individual Support Plans (ISP). These differentiated plan will provide differentiated support and professional development to teachers regarding best practices resulting in improvement of the quality of instruction. ISPs will be reviewed and evaluated every 3 weeks. 		Team	for BLT (See Major Improvement Strategy #1)	PD Sign in Sheets/Agenda Presentation Documents Individual Support Plans (ISP)	
<p>Professional Development:</p> <ul style="list-style-type: none"> Hire on-site daily substitute teacher to provide classroom coverage during staff absence & peer observation. Substitute teacher will be trained in building effective instructional practices and classroom mgt. On days substitute is not providing coverage for teacher absences/peer observation, she will be utilized for data entry for PM assessments. 	SY 2012-13	Inst. Coaches Admin	Salary & Benefits for Onsite Daily Substitute teacher (\$15,000), TIC Y3	<p>Artifacts: Teaching Logs Peer Observation Notes Substitute Schedule</p>	Not begun
<p>Parent & Community Engagement: Various parent events and training sessions encompassing, topics centered around the parents role in advocacy regarding academic achievement and social/emotional well being of students including the following Topics: Parent Portal, Academic Conferences, Health & Drug Resistance, Attendance, College Readiness, Positive Parenting & Discipline.</p>	SY 2012-14	Parent Involvement Coordinator	Stipend & Benefits for Parent Involvement Coordinator (See MIS #1)	In conjunction with Network Partnership Schools, an action plan will be developed. The parent involvement (PI) action plan will encompass the 6 types of parent involvement. EOY survey will be conducted. Analysis of this survey will inform the development of the action plan. <p>Artifacts: PI Action Plan Parent Training Notification Sign In Attendance Sheets PD/Event Evaluation</p>	On-going



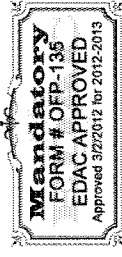
Major Improvement Strategy #3: Implement a Multi-tiered System of Student Supports that address the Social/Emotional Needs of all students

Root Cause(s) Addressed: Limited understanding and use of the Response to Intervention (RTI) process to provide a multi-tiered continuum of student supports in the area of academics and social/emotional that meet the needs of individual students. Need to identify specifics of problem behavior and the conditions that prompt and reinforce it. Modify the classroom environment to decrease problem behavior including teaching and reinforcing new skills to increase appropriate behavior and preserve a positive classroom climate.

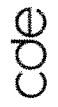
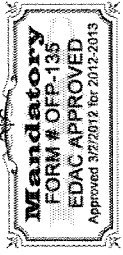
Accountability Provisions or Grant Opportunities Addressed by this Major Improvement Strategy (check all that apply):

- School Plan under State Accountability Title I School-wide or Targeted Assistance plan requirements Title I Focus School Plan requirements
- Application for a Tiered Intervention Grant (TIG) Improvement Support Partnership (ISP) or School Improvement Grant

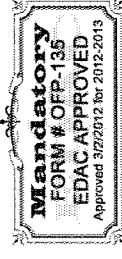
Description of Action Steps to Implement the Major Improvement Strategy	Timeline (2012-13 and 2013-2014)	Key Personnel*	Resources (Amount and Source: federal, state and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
<p>Leadership For Learning: Create a school culture & climate of promoting respect and building relationships. School wide Discipline will be aligned to Discipline with Dignity (Core Beliefs) and Positive Behavior Intervention Support (PBIS). Engage Staff & Community in developing a new Vision & Mission Statement</p> <p>Partner with Flippen Group in order to implement <i>Capturing Kids Hearts (CKH) Campus Package</i> to provide training and onsite consultation in an effort to promote a healthy school culture. Provide professional development to teachers in order to expand repertoire of skills for effectively working with at risk, high poverty population.</p>	SY 2012-14	School Counselor Instructional Staff Administration	PBIS Values Training Values Survey (BLT) Consultant Services for Flippen Group to provide Capturing Kids Hearts Campus Package (Projected Y3 TIG \$ 45,000)	Develop a staff implementation guide to behavior support. Provide training to all staff members. Artifacts: Behavior Support Handbook Vision & Mission Statement	Complete/Ongoing Not begun (CKH)
<p>Leadership For Learning: Convene a Positive Behavior Intervention Support (PBIS) Leadership Team</p>	SY 2012-14	PBIS Leadership Team Members	Salary & Benefits for Extra Pay (see PD)	Convene a Building Leadership Team meeting on a bi-weekly basis. This team reviews various data sources concerning behavior (Tableau) to inform next steps and intervention. Artifacts: PBIS Leadership Team Agenda/Minutes	Ongoing
<p>Curriculum Teaching & Learning: Implementation of Social/Emotional Intervention Programs including: <i>Second Steps</i> (Social Skills) Curriculum, and <i>Why Try?</i></p>	SY 2012-14	Instructional Staff SELECT Teacher	Second Steps Curriculum	Artifacts: Classroom Walkthrough Observations Formal Evaluations	Ongoing
<p>Health Course Offering: Implement and provide a</p>	SY 2012-14	Health/PE Teachers	Salary & Benefits for Health teacher .5 FTE M. Lujan (\$25,000 Title I) (.5	Artifacts:	Complete/Ongoing



comprehensive health course within the elective course options.				Projected Y3 TIG \$ 35,000)	Master Schedule Course Description Safe n Health Schools Survey	Complete/Ongoing
Curriculum Teaching & Learning: Implement school-wide Positive Behavior Intervention Supports (PBIS) including: <ul style="list-style-type: none"> Clearly defined behavior expectations for all common areas Positive behavior reinforcements Systematic and explicit teaching and ongoing reinforcement of behavior expectations. 	SY 2011-14	Risley Staff	Positive Behavior Incentives \$500 (Local General Fund)	Artifacts: Behavior Expectation Matrix Behavior Expectations Posted in all Commons Areas Positive Behavior Reinforcement Process Clearly defined and implemented School-wide Re-teaching of Behavior Expectations at the return of each extended break.	Complete/Ongoing	
Student Centered Learning: Develop an In School Academic & Behavior Intervention Program as an alternative to suspension; <i>SELECT(Social-Emotional Learning & Extended Class Time) program.</i>	Jan. 2011-12 SY 2012-13	ISS Teacher Administration Support Staff	Salary \$ Benefits for SELECT teacher 1.0 FTE(\$33,500 TIG Y3).	Artifacts SELECT program description SELECT participant data Reduction of number of out of school suspensions	Complete SY 11-12 Not Begun SY 12-12	
Student Centered Learning: Response to Intervention: Provide a multi-tiered continuum of student supports that meets the individual needs of students. Tier 1: Implementation of PBIS Universal Supports Tier 2: Targeted interventions Tier 3: Individual Supports including Surround Care (Wrap Around)	SY 2012-14	Administration Support Staff Teaching Staff Various Community Agencies	District RTI Specialist Salary & Benefits for Student Success Advocate K. Alvarado (1.0 FTE) (\$53,778) Title IA SY 12-13	Artifacts: Site specific Multi-tiered Continuum Matrix of student supports across all tiers.	Ongoing	
Student Centered Learning: Behavior Interventionist & Instructional Coaches to ensure effective implementation and utilization of building-level RTI process including: <ul style="list-style-type: none"> Referral Process Problem Solving Approach Documentation of Universal Supports & Tiered Interventions Progress Monitoring Parent Involvement 	SY 2012-14	Assistant Principal	Registration for teachers to attend RTI training TIG (see PD)	Artifacts: RTI Referral Forms RTI Meeting Minutes Family Support Team (FST) Functional Behavior Assessment (FBA) Forms	Ongoing	
Student Centered Learning: Course Offering: Executive Functioning, Social Skills Training.	SY 2012-14	SELECT Teacher	Supplies SE Curriculum	Artifacts: Master Schedule Classroom Walkthrough	Ongoing	



<p>Student Centered Learning: Provide various programs that contribute to a caring school culture. Provide a Social Emotional/Leadership Elective Course in partnership with CSU-Pueblo.</p>	<p>SY 2012-14</p>	<p>Counselor Administration SRO Officer</p>	<p>Partnership with CSU Pueblo</p>	<p>Observation Artifacts: Emotional/Leadership Course Objectives</p>	<p>Ongoing</p>
<p>Professional Learning: Hire Behavior interventionist (.5 FTE) to provide high quality job-embedded professional development in the form of modeling, coaching and mentoring to identified teachers regarding effective classroom management. Provide Training to entire staff regarding the implementation of Capturing Kids Hearts to provide staff with the tools to build positive, productive trusting relationships. Provide Training to core team mentors (Process Champions) to ensure Capturing Kids Hearts is fully integrated and sustained as part of a healthy school culture. Submit Application for Innovation (Request Waiver) that supports and advances the ability to: Implement additional days of teacher professional development and planning within the school calendar to be determined by the school to best meet the needs of the students.</p>	<p>SY 2012-14</p>	<p>Behavior Interventionist Assistant Principal</p>	<p>Salary & Benefits Behavior Interventionist (.5 FTE) (Projected Y3 TIG \$35,000) Stipend/Extra Pay for Teachers to attend PD including Capturing Kid Hearts.</p>	<p>Artifacts: Classroom Walkthrough Observations Discipline Data including incident referrals and suspensions.</p>	<p>No Begun</p>
<p>Parent & Community Engagement: Coordinate various Community Agencies to provide wrap around services via weekly Family Support Team meetings. Participating agencies include: Dept. of Social Services, Spanish Peaks (Mental Health), Traction 10th Judicial Court, SB 1581, and PCS School Support Staff.</p>	<p>SY 2012-14</p>	<p>Various Community Agency Partners Administrators Support Staff (Counselor, SSA)</p>	<p>Salary & Benefits for Extra Pay for PBIS leadership Team to develop FBA forms and RTI meetings. (\$5,500) TIG Y3</p>	<p>Artifacts: Family Support Team (FST) Minutes RTI Documents</p>	<p>Ongoing</p>
<p>Parent & Community Engagement: Join National Network of Partnership Schools in an effort to plan, implement, evaluate, and continually improve our parent outreach. Attend NNPS Conference. Provide various Parent Events to Include: Give 5 Parent Pride Volunteer Program Parent Advocacy Role Attendance Attend the NNPS National Conference: Develop action plan for family engagement. Set up Parent Resource Center in Media</p>	<p>SY 2012-14</p>	<p>School Counselor Parents</p>	<p>Travel & Registration Costs to attend NNPS national conference (\$500 See MI Strategy 1) Title IA</p>	<p>Artifacts: EOY parent survey Parent Involvement Action Plan Event Notification, Sign In, Evaluations</p>	<p>Ongoing</p>



Sustaining Tiered Intervention School Reform & Application for Innovation Status:

Risley Middle School is currently in the third and final year (2012-13) of implementation of the Tiered Intervention School Improvement Grant. Clearly, we are concerned about sustainability in light of the eventual loss of the federal funding that launched the initiative and the leadership and support that is provided during grant implementation. Risley has experienced a significant improvement in teaching and learning best practices and processes. Since we believe that sustainability is only possible when full implementation has been fully achieved, the action steps and strategies identified in the USIP will ensure full implementation while the sustainability and innovation plan will focus upon sustaining all identified critical components as well as the eventual continuous adaptation/innovation of the school reform initiative. The leadership team at Risley believes that in order to achieve full implementation of the reform initiative, Risley must seek and obtain greater autonomy and flexibility with state and local policies and the collective bargaining agreements. In some aspects, local and state policies and collective bargaining agreements, challenge our ability to execute our reform initiatives. Risley's leadership team, consisting of various stakeholders, spent time reflecting upon and identifying which aspects of the school reform initiative were important to sustain. Research-based curricula and instruction, positive school climate / culture, formative assessments, and high quality professional development are foundational elements of school turnaround reform we are interested in sustaining. The leadership team was guided by the following operational definition of sustainability:

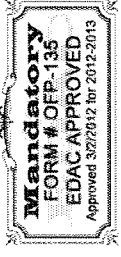
Operational Definition: Sustainability is the ability of a program to operate on its core beliefs and values and use them to guide essential and inevitable program adaptations over time while maintaining improved outcomes. —Adapted from Century and Levy, 2002

This definition focuses on some of the characteristics that are most important in sustaining an education reform like the Tiered Intervention School Turnaround Grant. First, there is recognition that educators exist in a perpetually changing context. At all levels—school, district, and state—there are constant pressures and temptations to respond to emerging priorities that represent the latest hypothesis of what will improve student achievement. Within this ever-changing environment, a culture that values scientifically based instructional approaches and a commitment to continuously serve students more effectively are the most basic foundation from which our sustainability will emerge. The following key messages and characteristics adapted from research assisted our team in providing guidance and a framework as we continue to plan for full implementation and sustainability.

Key Messages/Characteristics of Sustainability

- 1) Sustainability is possible when full implementation has been achieved.
- 2) Sustainability is based in the right organizational culture and leadership.
- 3) Sustainability always includes identification of critical elements of the education reform in question.
- 4) Sustainability requires continuing adaptation—not freezing a program in time.
- 5) Sustainability must be approached from a systems perspective.
- 6) Sustainability can and should be planned for and evaluated, and this should begin as early in the program life as possible.
- 7) Sustainability is only partly contingent on replacing funding.

Risley's building leadership team has spent extensive time reflecting upon our ability to address critical elements, we feel are related to successful implementation. These elements include the following: **leadership and within-school support, professional development that is integrated and ongoing, community/external support, integration of the initiative into the school structure, data-based decision making, and an ongoing evaluation component.** We believe attention to the above critical elements over time will ensure our organization reaches a high level of implementation with an assurance that those elements are engrained and embedded with the school culture.

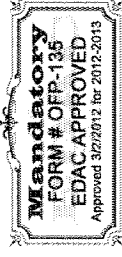


Application for Innovation School Status:

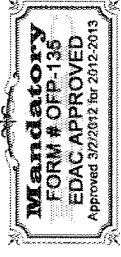
Risley Middle School has introduced the notion of Innovation to the Superintendent/District Leadership Team, the school Building Leadership Team as well as full school staff, School Site Accountability Committee and greater community. Upon indication of majority consensus and necessary support, Risley will submit an application for innovation which will seek "autonomy and flexibility" in order to increase the school's ability to achieve its mission of increasing student achievement for all students. Risley Middle School will seek waivers from district policy, collective bargaining agreement provisions, and/or state laws and regulations in the following areas: School Staffing, Curriculum, Instruction and assessment, Class Scheduling, Accountability Measures, Use of Financial Resources, Faculty Recruitment, Preparation and Professional Development, Evaluation and Compensation, and School Governance.

Key Sustainability Elements / Concepts	Description of Action Steps / Strategies	Timeline Key Personnel Resources	Supporting Evidence
<p>Leadership</p> <ul style="list-style-type: none"> •Sustainability is embedded in organizational context and culture, which is often described as "the way we do things around here." Principal establishes a common vision that is shared among all. •The school culture serves as the foundation for the initiative—it reduces staff isolation, increases school capacity, provides a caring productive environment and promotes increased quality so that the vision can flourish. Ongoing Communication and collaboration among staff is paramount to achieving a high level of sustainability for an initiative. <p>Individual teachers have the largest single school effect on student performance.</p>	<p>Principal nurtures the structures that promote the implementation of a professional learning community including the following: Designated PLC time built into the master schedule, identified PLC facilitators, use of structures and protocols to ensure effective team effectiveness and utilization of the Building Leadership Team to monitor ongoing implementation and effectiveness of PLCs.</p> <p>Principal ensures leadership team is representative of various school stakeholders, thus distributing leadership responsibilities throughout the staff. The leadership of others is strategic and evolves into a mentoring process that may result in a successor.</p> <p>Creation of a sustainability plan that aligns to the Unified Improvement Plan and serves as a guiding document to remind staff of their mission as well as to outline specific action steps. Creation of an innovation plan and application plan that requests flexibility and autonomy regarding various identified components.</p>	<p>SY 2011-2013 Admin Team Instructional Staff</p> <p>SY 2011-2013 Building Leadership Team PLC Facilitators Admin Team</p> <p>SY 2012-2013 Building Leadership Team</p>	<p>Meeting Agenda/Minutes from Building Leadership Team, School Accountability Team.</p> <p>Unified School Improvement Plan</p> <p>Implementation of Impact Checks</p> <p>Data Analysis Summaries/Reports</p> <p>Staff Meeting agenda / minutes</p> <p>Master Schedule</p> <p>Walk through documents</p> <p>School Vision/Mission Statement</p> <p>Innovation Plan and Application</p>
<p>Professional Development</p> <ul style="list-style-type: none"> •Teacher efficacy relies on convincing teachers to believe in what they do, and to take ownership of their teaching. This ownership occurs when teachers have influence over the substance and process of the professional development they receive and can develop mastery in the skills they are learning. •Teachers who have time, resources, and technical support to develop competence in practice are more likely to continue the 	<p>Professional Development opportunities are aligned with the school's learning goals for students, the annual professional goals of staff members, and the school improvement plan.</p> <p>Teachers are provided high quality job-embedded professional development that includes instructional coaching. The school employs Instructional Coaches that provide quality job-embedded</p>	<p>SY 2011-2014 Admin Team PLC Facilitators Instructional Coaches</p> <p>SY 2011-2014 Instructional Coaches (TIA)</p>	<p>Unified School Improvement Plan</p> <p>Individual Growth Plans</p> <p>Self-evaluation Rubric</p> <p>Agendas/Minutes from Building Leadership Team, Professional Learning Communities</p>

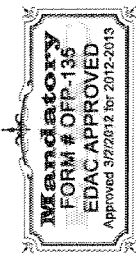
Autonomy & Flexibility Requests: Seek school based hiring process to include Turnaround Teacher Competencies and recruitment and staffing timeline that meets the needs of the school. Teacher vacancies will be posted when they become available; not on the District's HR timeline. Risley Middle School will not be subject to assignment of "forced placement" teachers. All new staff members will be required to sign an Innovation Agreement acknowledging that they agree with the innovation plan and will participate fully in its implementation. Performance incentives and Retention & Recruitment Incentives will be provided when funding is available. Performance incentives will be tied to achieving school specific performance targets. New staff members will be placed on annual contracts.



<p>practice when faced with obstacles.</p> <ul style="list-style-type: none"> Teachers need more than deep conceptual knowledge; they need strategies for adapting practices to meet students' instructional needs. The ability to modify an instructional practice greatly increases the likelihood that the practice will be sustained. <p>In order for an education reform to endure, leaders must intentionally nourish and prolong the reform by extending and adapting it over time.</p>	<p>professional development.</p> <p>All teachers are involved in daily PLC that includes the following practices:</p> <ul style="list-style-type: none"> Formal collaborative process to analyze information on student achievement to determine professional development needs of staff. Formal collaborative process to engage in professional dialogue including opportunities to engage in peer observation and co-teaching in order to translate knowledge into instructional practice. <p>Develop comprehensive plan that leverages community resources and all feeder schools-Elementary, Middle and High School that includes the innovation of International Baccalaureate (IB). Engage in planning (SY 2012-13) for implementation year (2013-14) including:</p> <ul style="list-style-type: none"> Attend Level 1 Head of Schools MYP training (Admin) Conduct on-site visits of other IB schools Provide at staff members IB overview (Principals & Practices) training (Oct. 2012) <p>BLT Members & Lead Teachers Attend Level 1 MYP Training</p>	<p>SY 2012-2014 BLT PLC Facilitators Staff Members</p> <p>SY 2012-2014 Admin/BLT</p>	<p>Restructuring/Innovation Proposal Communication Plan Attendance Training Site Visit Notes</p>
<p>Autonomy & Flexibility Requests: Participate in the District-provided professional development or to opt out and provide its own professional development that is specific to the unique needs of Risley students, staff and programs. Have flexibility to determine the number of professional days, days off and ability to re-design the current early release time to include a possible late start and flexibility with how the time is used.</p>	<p>Community / External Support</p> <ul style="list-style-type: none"> Sustaining a reform must be approached from a systems perspective, rooting itself in policies, procedures, and practices at the state, district, school, and classroom levels. All Stakeholders including parents and community members understand and support the vision of the organization and serve as advocates for success. 	<p>SY 2012-2014 BLT/ Admin</p> <p>SY 2012-2014 BLT</p>	<p>Staffing Sheet Unified School Improvement Plan Budget Sheets Communication Plan Examples of home/school communications Agendas/Minutes: School Accountability Committee Parent/Community workshop Schedule</p>
<p>Autonomy & Flexibility Requests: Ability to utilize financial resources to best meet the needs of the school. Request flexibility with district process and procedures that present barriers to current operations. Option to participate and/or opt out of district practices, processes and procedures.</p>	<p>Ensure effective planning of funding from a variety of resources and ensure efficient leveraging and diversification of funds including General Fund, Title IA, 21st Century to sustain the identified critical elements.</p> <p>Development and implementation of a comprehensive communication plan that effectively portrays the current vision/mission of the organization and assists in supporting the change process into adaptation and innovation of the reform model.</p>	<p>SY 2012-2014 BLT</p>	<p>Displays of the vision / mission statements School Accountability Meeting agenda/minutes Positive Behavior Staff Guidebook PBIS documentation</p>
<p>School Integration Info</p>	<p>Vision, Mission & Core Beliefs are understood by all stakeholders and is widely disseminated.</p> <p>PBIS program is understood by all stakeholders and is utilized to support all students. Behavior standards are well defined, clearly communicated to students, and equitably applied throughout the school.</p>	<p>SY 2012-2014 BLT</p> <p>SY 2012-2014 PBIS Team Admin</p>	<p>Displays of the vision / mission statements School Accountability Meeting agenda/minutes Positive Behavior Staff Guidebook PBIS documentation</p>



	<p>All staff members have high expectations for student learning, and provide the necessary supports to ensure high levels of achievement.</p> <p>Learning environment data are regularly collected through various means and are analyzed for use in planning and decision-making to provide a safe, healthy, orderly, and equitable learning environment.</p>	<p>SY 2012-2014 All Staff</p> <p>SY 2012-2014 Teachers / Admin</p>	<p>Unified School Improvement Plan Discipline Reports Walkthrough Observations</p>
<p>Autonomy & Flexibility Requests: Adopt and implement modifications to the calendar, daily schedule, as well as teacher and student start and end times. Provide Expanded Academic and Enrichment Learning Opportunities for students before/ after school as well as Saturday School. Implement promotion standards to include 93% attendance rate, completion of assignments or participate in required homework recovery, expanded learning opportunity (before/after school or Saturday, and reach achievement targets or participate in a mandatory 1 two week summer academy and intervention classes. Develop and implement procedures to conduct field trips and extended day excursions. Develop and implement a homework policy that supports the education program described in the Innovation Plan.</p>	<p>School identifies the structures that support standard based instruction including "UBD daily and weekly lesson plan template. Teachers identify the learning goal, objective and DOL associated with each lesson. Students can articulate what they should know and be able to do to be proficient.</p> <p>Teachers utilize curriculum that ensures the following: Alignment with the Colorado Academic Standards (CAS) Curriculum Map that identified essential learning targets in a sequenced time-line.</p> <ul style="list-style-type: none"> ▪ Teachers utilize formative assessments across content areas for progress monitoring. ▪ Use of student data notebooks ensure students can articulate their academic competence and relate those levels to their own contribution of effort and goals. ▪ Teachers utilize benchmark assessments to analyze student achievement levels and plan for instruction. 	<p>SY 2012-2013 Teachers Admin</p> <p>SY 2012-2013 Teachers</p> <p>SY 2012-2013 Teachers Inst. Coaches</p>	<p>Lesson Plans Curriculum Maps Achievement Plans Formative Assessments Student Achievement Data Reports Student Data Notebooks Walkthrough Documents PLC Agenda/Minutes</p>
<p>Curriculum Teaching & Learning</p>	<p>Autonomy & Flexibility Requests: Request the flexibility to adopt its own educational program, including selecting curriculum & textbooks.</p>		



Section V: Appendices

Schools may add additional documentation to meet their unique needs. In particular, optional forms are available to supplement the improvement plan for schools to ensure that the requirements for the following have been fully met:

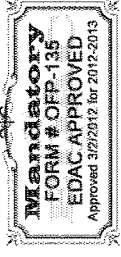
- Title I School-wide Program
- Title I Targeted Assistance Program
- Title I Improvement, Corrective Action or Restructuring
- Additional Requirements for Turnaround Status Under State Accountability
- Competitive School Grants (e.g., Tiered Intervention Grant, Closing The Achievement Gap)

Section V: Optional Addendum

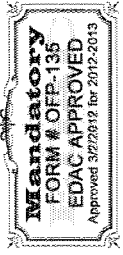
For Schools Operating a Title I School-wide Program

Schools that participate in Title I may choose to use this format to document Title I program requirements for operating a school-wide program. As a part of the improvement planning process, some schools may meet some of the requirements in earlier sections of the UIP. This form provides a way to ensure all components of the program are met through (1) assurances, (2) descriptions of the requirements or (3) a cross-walk of the Title I program elements in the UIP.

Description of Title I School-wide Program Requirements	Assurance	Recommended Location in UIP	Description of Requirement or Crosswalk of Description in UIP Data Narrative or Action Plan (include page numbers)
How are parents and school staff involved in the development of the improvement plan?		Section III: Data Narrative (p. 6)	P. 14 <u>Stakeholder Involvement and Plan Development Process:</u>
What are the comprehensive needs that justify the activities supported with Title I funds?		Section III, Data Narrative (p. 6) and Section IV: Action Plan (p. 8)	P. 15 <u>Trend Analysis & Performance Challenge Identification: Academic Achievement (Status) Across Subgroups:</u> <i>Note: This section should be fully described in the UIP data narrative and aligned with Title I activities listed in the action plan. Just provide the page numbers here for reference.</i>
What are the major reform strategies to be implemented that strengthen core academic programs, increase the amount and quality of		Section IV: Action Plan (p. 8)	P. 21-31. <u>Action Plan</u> <i>Note: This requirement should be fully described in the UIP action plan. The school may add additional "major improvement strategies" as needed. Just provide the page numbers here for</i>



learning, and provide an enriched and accelerated curriculum?		reference.	
Title I students are only taught by highly qualified teachers.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		
How are highly qualified teachers recruited and retained?			P. 21. <u>Action Plan</u>
Description of Title I Schoolwide Program Requirements	Assurance	Recommended Location in UIP	Description of Requirement or Crosswalk of Description in UIP Data Narrative or Action Plan (include page numbers)
How is the high quality professional development based on student and staff needs?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Section IV: Action Plan (p. 8) and Section III: Data Narrative (p. 6)	P. 21-31. <u>Curriculum Teaching & Learning; Professional Learning</u>
The school's Parent Involvement Policy (including the Parent Compact) is attached.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		
How does the school assist in the transition of preschool students from early childhood programs to local elementary school programs?		Section IV: Action Plan (p. 8)	NA
How will the UIP (including the Title I requirements) be annually evaluated for effectiveness and includes the participation of parents?		Section IV: Action Plan (p. 8)	P. 21-31. <u>Implementation Benchmarks.</u>
How are Title I funds used in coordination with other ESEA funds, as well as state and local		Section IV: Action Plan (p. 8),	<i>Note: This requirement should be fully addressed in the UIP action plan. Provide details in the resource column. Just provide the page numbers here for reference.</i>



turnts?

Resource Column

P. 21-31 Resources

Section V: Supporting Addenda Forms

For Schools or Districts with a Turnaround Plan under State Accountability

All schools and districts must complete an improvement plan that addresses state requirements, including setting targets, identifying trends, identifying root causes, specifying strategies to address identified performance challenges, indicating resources and identifying benchmarks and interim targets to monitor progress. For further detail on those requirements, consult the Quality Criteria (located at: <http://www.cde.state.co.us/accountability/UnifiedImprovementPlanningResources.asp>). Schools and districts with a Turnaround Plan must also indicate the one or more turnaround strategies from the list below. This may be addressed directly in the UIP or this form can be used to indicate the chosen strategy.

Description of State Accountability Requirements	Recommended Location in UIP	Description of Requirement or Crosswalk of Description in UIP Data Narrative or Action Plan (include page numbers)
<p>Turnaround Plan Options. Only schools and districts with a Turnaround Plan Type must meet this requirement. One or more of the Turnaround Plan options must be selected and described.</p>	<p>Section IV: A description of the selected corrective action in the Action Plan Form.</p> <p>If the school or district is in the process of implementing one of these options from a prior year, please include this description within Section IV as well. Actions completed and currently underway should be included in the Action Plan form.</p>	<p><input type="checkbox"/> P. 21 Action Plan: Turnaround Partner. A lead turnaround partner has been employed that uses research-based strategies and has a proven record of success working with schools or districts under similar circumstances. The turnaround partner is immersed in all aspects of developing and collaboratively executing the plan and serves as a liaison to other school or district partners.</p> <p><input checked="" type="checkbox"/> School/District Management. The oversight and management structure of the school or district has been reorganized. The new structure provides greater, more effective support.</p> <p><input type="checkbox"/> Innovation School. School has been recognized as an innovation school or is clustered with other schools that have similar governance management structures to form an innovation school zone pursuant to the Innovation Schools Act.</p> <p><input type="checkbox"/> School/District Management Contract. A public or private entity has been hired that uses research-based strategies and has a proven record of success working with schools or districts under similar circumstances to manage the school or district pursuant to a contract with the local school board or the Charter School Institute.</p> <p><input type="checkbox"/> Charter Conversion. (For schools without a charter) The school has converted to a charter school.</p> <p><input type="checkbox"/> Restructure Charter. (For schools with a charter) The school's charter contract has been renegotiated and significantly restructured.</p> <p><input type="checkbox"/> School Closure.</p> <p><input checked="" type="checkbox"/> Other. Another action of comparable or greater significance or effect has been adopted, including those interventions required for low-performing schools under ESEA (e.g., "turnaround model", "restart model", "school closure", "transformation model").</p>

ATTACHMENT 3. 2012 ACHIEVEMENT DATA

Performance Indicators **Rating/Plan** **% of Points Earned out of Points Eligible²**

Academic Achievement	Does Not Meet	25.0% (6.3 out of 25 points)
Academic Growth	Does Not Meet	28.6% (14.3 out of 50 points)
Academic Growth Gaps	Does Not Meet	30.0% (7.5 out of 25 points)

Test Participation³ Meets 95% Participation Rate

TOTAL		28.1% (28.1 out of 100 points)
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²Schools may not be eligible for all possible points on an indicator due to insufficient numbers of students. In these cases, the points are removed from both the points earned and the points eligible, so scores are not negatively impacted.

³Schools do not receive points for test participation. However, schools are assigned one plan category lower than their points indicate if they do not (1) meet at least a 95% participation rate in all or all but one content area (reading, writing, math, science and COACT), or (2) for schools serving multiple levels (elementary, middle and high school grades, e.g., a 6-12 school), meet at least a 95% participation rate in all or all but one content area when individual content area rates are rolled up across school levels (elementary, middle and high school grades).

* on July 1, 2013

Test Participation Rates

Content Area	% of Students Tested			Participation Rating			Students Tested			Total Students					
	Elem	Middle	High	Overall	Elem	High	Overall	Elem	Middle	High	Overall	Elem	Middle	High	Overall
Reading	-	99.4%	-	99.4%	-	Meets	-	360	-	362	-	-	-	-	362
Mathematics	-	99.2%	-	99.2%	-	Meets	-	359	-	362	-	-	-	-	362
Writing	-	99.4%	-	99.4%	-	Meets	-	360	-	362	-	-	-	-	362
Science	-	99.1%	-	99.1%	-	Meets	-	111	-	112	-	-	-	-	112
Colorado ACT	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

This is the plan type the school is required to adopt and implement. Schools are assigned a plan based on their overall framework score, which is a percentage of the total points they earned out of the total points eligible in each performance indicator. The overall score is then matched to the score ranges below to determine the plan type.

Plan Assignment	Framework Points Earned
Performance	at or above 59%
Improvement	at or above 47% - below 59%
Priority Improvement	at or above 37% - below 47%
Turnaround	below 37%

Framework points are calculated using the percentage of points earned out of points eligible. For schools with data on all indicators, the total points possible are: 25 points for Academic Achievement, 50 for Academic Growth, and 25 for Academic Growth Gaps.

¹ Data in this report is based on results from: 2011-12
Final plan type based on: 1 Year SPF report.

Academic Achievement	Points Earned	Points Eligible	% Points	Rating	N	% Proficient/Advanced	School's Percentile	
Reading	1	4		Does Not Meet	322	41.93	7	
Mathematics	1	4		Does Not Meet	321	12.15	1	
Writing	1	4		Does Not Meet	322	24.53	5	
Science	1	4		Does Not Meet	96	22.92	13	
Total	4	16	25%	Does Not Meet				
Academic Growth	Points Earned	Points Eligible	% Points	Rating	N	Median Growth Percentile	Median Adequate Growth Percentile	Made Adequate Growth?
Reading	1	4		Does Not Meet	308	37	54	No
Mathematics	1	4		Does Not Meet	307	18	90	No
Writing	1	4		Does Not Meet	308	36	75	No
English Language Proficiency (CELAPro)	1	2		Approaching	41	43	44	No
Total	4	14	28.6%	Does Not Meet				
Academic Growth Gaps	Points Earned	Points Eligible	% Points	Rating	Subgroup N	Subgroup Median Growth Percentile	Subgroup Median Adequate Growth Percentile	Made Adequate Growth?
Reading	5	20	25%	Does Not Meet				
Free/Reduced Lunch Eligible	1	4		Does Not Meet	278	36	53	No
Minority Students	1	4		Does Not Meet	280	36	55	No
Students with Disabilities	1	4		Does Not Meet	42	23	80	No
English Learners	1	4		Does Not Meet	68	31	60	No
Students needing to catch up	1	4		Does Not Meet	186	38	68	No
Mathematics	5	20	25%	Does Not Meet				
Free/Reduced Lunch Eligible	1	4		Does Not Meet	277	16	90	No
Minority Students	1	4		Does Not Meet	279	18	91	No
Students with Disabilities	1	4		Does Not Meet	42	21	98	No
English Learners	1	4		Does Not Meet	67	21	93	No
Students needing to catch up	1	4		Does Not Meet	224	24	96	No
Writing	8	20	40%	Approaching				
Free/Reduced Lunch Eligible	1	4		Does Not Meet	278	36	75	No
Minority Students	1	4		Does Not Meet	280	35	76	No
Students with Disabilities	2	4		Approaching	42	53	91	No
English Learners	2	4		Approaching	68	41	78	No
Students needing to catch up	2	4		Approaching	214	40	83	No
Total	18	60	30%	Does Not Meet				

ATTACHMENT 4. PSSG WALK-THROUGH DOCUMENT

REPORT AND MONITORING TOOLS FOR PSSGs AND MAS MEMBERS

NOTE:

- ✓ PSSGs are required to complete the Quarterly Review document. They will also utilize the School MAS District Initiative Walk-Through tool to support their work. This report will be shared with principals.
- ✓ PSSGs will incorporate data gathered throughout the year to build a comprehensive and reflective evaluation of the principal. Principal evaluation standards are as follows:
 1. Principal develops strategic leadership.
 2. Principal demonstrates instructional leadership.
 3. Principal demonstrates school culture and equity leadership.
 4. Professional development / learning communities.
 5. Principal demonstrates managerial leadership.
 6. Principal demonstrates external development leadership.

Note: PSSGs can reference the overview document of the six new principal standards with sample artifacts listed to assist in this process.

- ✓ MAS Members are required to utilize the School MAS District Initiative Walk-Through tool to support their work. MAS members will provide a quarterly summary to the respective PSSGs.
- ✓ This process is intended to enhance communication and support to and from schools. Everyone is encouraged to utilize the N+1 communication protocol to support improvement in our schools. Don't hesitate to share celebrations and kudos, likewise if there is concern, get others involved.

PSSG QUARTERLY REVIEWS

School: _____ Principal: _____ PSSG: _____

Qtr 1: _____ Qtr 2: _____ Qtr 3: _____ Qtr 4: _____
Date Date Date Date

(This document serves as a running record. Spaces will expand for comments)

Alignment of School Goals to Requirements: CAS, BAS, UbD, Writing Across the Curriculum, The Responsive Classroom

There is a mission statement and improvement goals with performance standards.	A Standards-based instructional system is evident within the building and all classrooms.	Data is collected school-wide to monitor school progress toward academic achievement goals.	There is an environment conducive to positive school climate and culture.
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Comments: _____

USIP

Strategic goals are aligned to State performance standards and stakeholder needs.	Data is collected school-wide to monitor school progress toward academic achievement goals.	Structures are ongoing and conducive to monitor progress toward goals.	All stakeholders within the building understand USIP goals, measures and action plan.
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Comments _____

Leadership Team Structures: BLT and PLCs. Principal builds a team environment that promote personal growth and high performance.

BLT monitors USIP goals, measures, and action plan. Reports back to all stakeholders within the building.	PLC structures are appropriate for school level (i.e., grade level or content driven)	Master schedule is built to provide adequate time for leadership structures to accomplish their work.	PLC implementation is moving forward and provide measurable improvement toward lesson planning.
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Comments _____

Supervision and Evaluation

Performance standards are understood by instructional staff.	Alignment is evident between district goals and performance standards.	Alignment is evident between USIP and performance standards.	
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Comments _____

Site Visits:

Date	Focus	Discussion: <i>How are the systems, specific to the initiatives, progressing?</i>	Strengths/Opportunity to Grow

PSSG will:

Date	Action/Follow-up

Principal will:

Date	Action/Follow-up

District Initiative Walk-Through

School: _____ Date: _____ Focus: _____

DLS/MAS Member: _____ Content: _____

Time In: _____ Time Out: _____

Initiative				
Colorado Academic Standards	A Standards-Based Instructional System is evident in the building and all classrooms.	PLCs are in place to allow teachers to focus on instructional planning on standards.	All staff are held accountable for setting and achieving rigorous SMART goals for all students.	Instructional time is protected. It is clearly evident that teaching and learning are the school's top priorities.
	Observable Evidence and Comments:			
Balanced Assessment System	Benchmark data and End of Unit Assessment data is used to monitor progress toward academic achievement goals.	All stakeholders in the building understand the school's USIP goals, measures and action plan.	PLCs are in place to allow teachers to examine data and make adjustments to instruction	Staff revises their instructional approaches based on the results of data analysis and personal reflection.
	Observable Evidence and Comments:			
Understanding by Design (UbD)	Unit plans (Stage 3) are reflective of grade level expectations and are monitored by school administration	Daily lesson plans include the WHERETO components from UbD and are available for inspection.	Every Day, Every Classroom (Learning Goal, Lesson Objectives, Evidence of Learning) is evident in all classrooms.	Learning activities vary in cognitive complexity or Depth of Knowledge (DOK)
	Observable Evidence and Comments:			
Writing Across the Curriculum	Constructed response items on EUAs are examined for strengths and weaknesses.	All instructional staff participates in Arena Scoring	Non-fiction writing is a focus in all classrooms.	Teachers from all content areas include writing as a component in their lesson plans.
	Observable Evidence and Comments:			
The Responsive Classroom	Schoolwide discipline is enforced on a consistent basis by all school employees.	All students are engaged and on task.	The school environment is conducive to learning. A positive school climate and culture exists.	Parent and community volunteers are welcome in the school and are utilized in meaningful ways.
	Observable Evidence and Comments:			

APPENDIX B

DATA: OBSERVATION AND EVIDENCE

PSSGs and MAS Members will utilize the following essential questions / conversation starters as means to collect information and data. They are organized to align with ‘the work’ during the school year. Essential questions /conversations starters are not limited to the ones presented in this document.

Vertical Articulation Meetings (VAM) are embedded and noted here for convenience.

Month	Content	Essential Discussion(s)
August	<ul style="list-style-type: none"> • Opening School • SBIS (School/Grade level or Content/Classroom) • TCAP Results • Accreditation and School Performance Framework (SPF) • Master schedule: how is time effectively used? 	<ul style="list-style-type: none"> • What do the TCAP results tell you about achievement in your school? • What strategies are you using to drive the goals of your USIP? • How do you know these strategies are effective? • What baseline data did you use to formulate your USIP goals? • What process was used to communicate USIP goals to teachers, parents, students and non-instructional staff? • What strategies are you using to support lesson planning within your building? How do you plan to monitor this process and progress? <i>Observable data</i> • Are there specific students or subgroups that are not showing growth? What adjustments have you made to address the gaps? • How are you aligning resources to support your USIP? • What specific challenges do you anticipate?
September	<ul style="list-style-type: none"> • USIP • SPF • Accreditation • Galileo Benchmark Assessments • Lesson planning 	<ul style="list-style-type: none"> • How is your USIP a living document? How does your BLT use this document? How is the USIP shared with the entire staff? • Is your USIP aligned with District Goals and Accreditation (SB163)? <i>Look for evidence.</i> • Is there evidence of two-way communication between the BLT and PLC teams? How is that done? • As you achieve your SMART goals, how will students’ achievement improve? (what is the link between your goals and student achievement) • What are the results of your benchmark pre-assessments? Based on the results, what is your plan of action? • How are you leading for learning? What high-yield instructional strategies are used by teachers? <i>Observable data.</i> • How is the implementation of lesson planning going? What is going well/how do you know? What needs work/how do you know? <i>Look for evidence</i> • Have you spent time with teacher reviewing their performance standards? Do they understand the connection between evaluation and student performance? How do you know? <i>Look for evidence</i> • What is your professional development plan for your staff for the year? Why? CRITICAL CONVERSATION.
October VAM	<ul style="list-style-type: none"> • USIP • Accreditation 	<ul style="list-style-type: none"> • Which USIP objectives will you achieve this year and how will their achievement impact student performance? • How are your PLC’s progressing? What are the barriers / successes to date? <i>Observable data.</i> • How are the SBIS visual systems in your building? (Principals of T, L, and C; SBIS walls, SB³s) <i>Observable data.</i>
November VAM	<ul style="list-style-type: none"> • Galileo Benchmark Assessments • Lesson planning • Writing • ILP Reading Results 	<ul style="list-style-type: none"> • What are the results of your benchmark pre-assessments? Based on the results, what is your plan of action? • How is the implementation of lesson planning going? What is going well/how do you know? What need work/how do you know? <i>Look for evidence</i>

	(grades 6-10)	<ul style="list-style-type: none"> • How is Arena Scoring for writing coming along? To what extent are your teachers using common rubrics and assessments within grades and/or content areas? <i>Observable data</i> • Do you have student exemplars (e.g. student papers in each content area that exemplify proficient, advanced, etc.) <i>Look for evidence</i>
December	<ul style="list-style-type: none"> • Celebrate accomplishments • Professional Development 	<ul style="list-style-type: none"> • What's working well? What's not? What data are you using to support this? • How are you progressing with your PD plan for staff? What are you doing for your own PD? • What teachers do you have concerns about? What support are you providing?
January	<ul style="list-style-type: none"> • Mid-year Goal Conferences • RTI • DEWS • Galileo Benchmark Assessments 	<ul style="list-style-type: none"> • What evidence can you share that demonstrates you are on target to meet your goals? <i>Look for evidence</i> • What evidence can you share that demonstrates you are aligned and implementing District initiatives? • How well do you feel you are implementing RTI? What help do you need? What have you learned by doing RTI? <i>Observable data</i> • How do you evaluate your school culture and climate? How are you developing and promoting a healthy school culture? How would you describe your school's culture to support instruction? • Does the DEWS tool aid you in your RTI efforts? • What are the results of your benchmark pre-assessments? Based on the results, what is your plan of action?
February	<ul style="list-style-type: none"> • Preliminary preparation for next school year 	<ul style="list-style-type: none"> • What key areas are of concern as begin to plan forward: instructional program, instruction, climate and culture, staff collaboration, professional learning? <i>Look for evidence</i> • Describe the level of staff/student/parent buy-in that you have? What are your plans to improve it? <i>Observable data</i>
March VAM	<ul style="list-style-type: none"> • Staffing • School Culture 	<ul style="list-style-type: none"> • How are your end-of-year evaluations going for probationary teachers? • What are your summer school plans? (If applicable)
April VAM	<ul style="list-style-type: none"> • End-of-Year Conferences • EOY Assessments 	<ul style="list-style-type: none"> • What was your greatest learning(s) this year? • Did you achieve your goals? Your USIP goals? • What successes did you achieve? • What difference did it make for students? • How well did you support the growth of your teachers? • What would you start/stop/continue next year? • What are the evidences? How did you ensure no surprises?
May	<ul style="list-style-type: none"> • Continue End-of-Year Conferences • End-of-Year Celebrations 	<ul style="list-style-type: none"> • What are you most proud of this year? • In what area do you most need to grow? How will you accomplish this? • What goal(s) need to carry over? What new goal(s) do you need to set? What are your next steps • What will be the evidence(s) for success?
June	<ul style="list-style-type: none"> • Summative Evaluation and principal check-out 	

ATTACHMENT 5. INNOVATION COMMITTEE ASSIGNMENTS AND SCHEDULE

Risley Innovation Application Communication Process

<p>Exploration & Consensus Building Staff Meetings: Sept. 26, Oct. 5, and Oct. 9. Staff vote for Innovation Exploration held on Oct. 19 (97.3% approval rating).</p> <p>On-site visits to CO. Innovation Schools: Oct. 18, 2012.</p> <p>Innovation Task Force Meeting Dates (district): Oct. 24, Oct. 30, Nov. 7, Nov. 14, 2012</p>	
<p>TIME</p>	<p>PEOPLE</p>
<p>Committee Members: Andrea Filipi (LEAD), Linda Garcia, Michelle Montoya, Amy Houseman, Jackie Sanchez (Parent)</p> <ul style="list-style-type: none"> • Calendar – the year, number of teacher/student contact days, the extended days, length of days • Schedule considerations for blocks, core classes vs electives, class length, varied lengths • Scheduling for professional development 	<p>Committee Members: Karen Olson (LEAD), Mario Arellano, Charlotte Macaluso, Michele Baxter, Billy Winston (Parent)</p> <ul style="list-style-type: none"> • Human resources, creative and flexible us, interview procedures, what jobs will be needed and definition, hiring processes • Contractual changes – annual • Advisory board definition and development • Professional development in - house and out-of-house • Staffing allocations
<p>PROGRAM</p>	<p>EXTRA Think Abouts</p>
<p>Committee Members: Dawn Johnson (LEAD), Elaine Madril, Amanda Silva, Steve Garcia (Parent)</p> <ul style="list-style-type: none"> • Staff determines materials and resources • Staff determines and leads agreement to a curriculum structure • Determine what professional development content, when, from whom • Intervention – what, when, resources, and who will teach • Themes • Assessment Schedule – what sources will be used, timelines and the collection and dissemination processes 	<ul style="list-style-type: none"> • Community connections • Development of parent/student compact • Parent volunteer agreements • Outreach and communications • Mentoring programs • Stipends, incentive pay, hiring and retention bonuses • Use of money is directly connected to programs • Budget is managed as “Actual” account values • Fundraising • Retention
<p>Focus Group Meeting Dates: November 19, 26, 28, 2012</p> <p>Communication w Staff: Risley Innovation Website (updated), Staff presentation and input Dec. 14, 2012</p> <p>Communication w Community: Parent Informational Meeting Dec. 4, 2012, School Messenger</p>	

ATTACHMENT 6. TEACHER COMMITMENT FORM

Risley Middle School Teacher Commitment Form

Dear Risley Middle School Staff,

Teaching is one of the most challenging and rewarding professions of our day. It requires teachers to be committed to students and their learning through the use of diverse instructional strategies that are engaging, rigorous and relevant. It also requires teachers to build strong positive relationships with their students in order to gain the level of trust needed to meet them at their instructional level and motivate and challenge them to advance to the next level. It's about caring for your craft, having a passion for it, and conveying that passion to everyone, most importantly to your students.

Risley Middle School is committed to providing a framework of learning which encourages students to become creative, critical and reflective thinkers. The Middle Years International Baccalaureate Programme (MYIB) emphasizes intellectual challenge, encouraging students to make connections between their studies in traditional subjects and to the real world.

Risley Middle School operates from the following CORE values:

- With effective instruction and support, all students can learn and achieve excellence.
- Students learn best when there is a positive relationship built with another adult acting as a mentor in the building.
- Students should be actively engaged in rigorous and relevant curriculum.
- Instruction differentiated to the unique learning styles of the child will dramatically enhance learning and diminish negative behaviors.
- The diversity of our building is an asset.
- We need to prepare our students to be critical thinkers and problem-solvers in order to be successful in a global society.
- Parents and community support is essential for the success of our students.
- All stakeholders share in the accountability and responsibility for our students.

All staff at Risley Middle School must embrace these CORE values and be willing to provide a model of instruction that develops creative thinkers and problem solvers with a focus on inquiry based learning. Staff must use multiple methods for measuring student growth and understanding and participate in Professional Learning Communities (PLC's) to ensure that each student receives a quality education that extends to real-world application.

Signing this "Teacher Commitment Form" signifies that I accept the challenge to make a difference at Risley Middle School.

Name

Date

**ATTACHMENT 7. PARENT/STUDENT COMMITMENT FORM,
COMPACT AND COMPACT BROCHURE**

Risley International Academy
FAMILY HANDBOOK
ACKNOWLEDGEMENT FORM
2013-2014

(Please complete the form and return to the main office)

Student Name: _____
(please print)

Grade: _____

Our signatures indicate that we have received, read, and understand the 2013-2014 school year Family Handbook.

Student Signature , Date

Parent/Guardian Signature Date

**Enrollment Commitment Form
Innovation School “Of Choice”
Risley International Academy
2013-2014 School Year**

Student Name: _____ Grade _____ Date _____

Risley International Academy is an innovation school of choice. When students and families “choose” to attend Risley International Academy, they understand and support the expectations listed below. Every student has the opportunity to receive a quality education in Pueblo City Schools. To facilitate this opportunity, our school is committed to providing a positive learning environment that emphasizes rigorous academic coursework focused on standards, regular attendance, and an orderly and safe environment. It is recognized that parents/guardians and students must share the responsibility and accountability in meeting these goals.

Therefore, my child and I will accept responsibility and be held accountable for following the goals and rules outlined below.

Please initial ALL items below: P= Parent Initials S= Student Initials

		Student will , with parent support, maintain a grade point average of 3.0 or higher each quarter in attendance at Risley International Academy
		Student will , with parent support, attend intersessions in October and March if grade point average is below 3.0 in any quarter.
		Student will , with parent support, maintain an attendance rate of 95% or better throughout the entire school year.
		Student will , with parent monitoring and support, complete a minimum of 95% of assignments in each class.
		Student will , with parent support, attend “Before or After School Tutoring” when assigned by teachers for missing assignments and/or academic assistance.
		Student and parent will attend all Parent/Teacher conferences.
		Parents will monitor student progress by logging to the Infinite Campus Parent Portal Quarterly
		Student will monitor own progress by logging in weekly to the Infinite Campus Student Portal
		Student will work to maintain an incident free behavior record.
		Student will wear the required school uniform daily
		Parent/Guardian will commit to 2 hrs. volunteer work per quarter (8 hrs. per school year)

Signing this success plan signifies that I agree to the items listed above and understand that my plan will be revisited each nine weeks to monitor my progress. I am expected to review progress quarterly with a school official. When reviewed, non-adherence to the items listed above, will result in automatic ineligibility to return to Risley International Academy for the following school year.

Student Signature

Parent Signature

School Signature

Risley International Academy
2013-2014 School Year

Dear Students, Parents & Guardians:

Welcome to the 2013-2014 school year! We look forward to a productive year of learning. We are grateful for the opportunity to work with your child as we guide students academically and socially.

Our staff is delighted to have you as part of our Risley International Academy community. Family, school and community partnerships are critical to your child's academic success. As an Innovation School "of Choice", we truly appreciate your trust in our efforts and willingness to commit to our new standards and expectations.

Together we CAN make a difference to provide a quality education for all our students. Our staff would like to take this opportunity to "thank you" for your active participation and support during the school year at Risley International Academy. The commitment to provide 8 hours of volunteer work is a tremendous step in becoming involved and engaging in your child's education.

Risley has an open door policy and we welcome visitors to our school. Please stop by the office to sign in and pick up your visitor badge, as we must identify all adults in our building for the safety of students and staff. In addition, it is essential that we have current and correct contact information on file. Your support is greatly appreciated.

As the principal of Risley International Academy, be assured that I will strive to ensure a quality educational program for your child. The goal of our staff is to provide a safe and orderly learning environment, as well as meet and challenge the academic and social challenges of all our students.

We are extremely excited about our new innovation plan that focuses on the development of the whole child as an inquirer, both in the classroom and in the world outside. The Middle Years International Baccalaureate Programme for students aged 11 to 16, provides a framework of academic challenge that encourages students to embrace and understand the connections between traditional subjects and the real world, and become critical and reflective thinkers.

We invite you to stay connected and informed regarding your child's progress, attendance and homework assignments by utilizing the electronic "Parent Portal." The parent portal is accessible at www.Risley.pueblocitieschools.us . Please make it a point to bookmark this website and visit the parent portal often. Staying informed is a great tool to communicate with your child.

We thank you for your support and look forward to connecting with you throughout the year. Positive phone calls, volunteer opportunities and "Risley Shout Out" celebrations are but a few ways we will share in the joys of raising a middle school child.

Sincerely,

Charlotte Macaluso
Principal

Risley International Academy
Grades 6th-8th
Embracing “Real World” connections to become critical and reflective thinkers

Our Vision

Risley International Academy provides all students a quality education that includes the academic and social skills needed to confidently pursue their ambitions as productive leaders and socially responsible citizens.

Our Mission

Risley International Academy will utilize Professional Learning Communities to continuously improve the teaching and learning process resulting in positive outcomes for students. Staff will relentlessly respond to the individual, academic, and social needs of students by providing differentiated social and academic instruction that includes a well-rounded, rigorous curriculum that is research-based and data driven.

Our Core Beliefs

We believe that:

- We are responsible for building and maintain a high performing organization that ensures all students will successfully acquire the knowledge, skills and values necessary for success.
- Our administration and teachers make the critical difference in student achievement
- Engaging the student’s family and the community in the education process enhances learning and academic achievement.
- We have a moral imperative to provide students with the opportunity to perform to their fullest potential and to ensure there is no discernible difference between the achievement levels of students by race, gender or economic level.
- Adults have a professional responsibility to make positive, consistent connections with students.
- Best decisions for managing student behavior are based on a value system that maintains the dignity of each student in all situations.

Our Parameters

- We will never compromise the safety of our students and staff
- We will not tolerate actions that do not support a world-class education for our students
- We will always make decisions based on the best interest of our students
- We will never compromise the dignity and honor of any person, nor tolerate discrimination
- We will honor our community’s traditions, yet not allow them to be an obstacle to change

Research-Based Strategies

The new Risley International Academy has chosen two primary research-based strategies to increase student achievement and focus high quality instruction: International Baccalaureate Middle Years Programme (MYP) and Advancement Via Individual Determination (AVID).

What is the Middle Years Programme MYP?

It is a program of international education designed for students aged 11 to 16. It provides a framework of learning which encourages students to become creative, critical and reflective thinkers. The MYP is designed to provide students with the values and opportunities that will enable them to develop sound judgments. From its beginning, the MYP has been guided by three fundamental concepts that are rooted in the IB mission statement. These three fundamental concepts are as follows:

- Holistic learning – representing the notion that all knowledge is interrelated and that the curriculum should cater to the development of the whole person, the attributes of which are described by the IB learner profile.
- Intercultural awareness – representing the notion that school communities should encourage and promote international-mindedness by engaging with and exploring other cultures, a key feature of international education as reflected in the attributes of the IB learner profile.
- Communication – representing the notion that schools should encourage open and effective communication, important skills that contribute to international understanding as exemplified by the attributes of the IB learner profile.

What is AVID?

AVID provides targeted academic, teacher and peer supports for students who will be first generation college attendees. AVID targets students who are achieving at mid-levels academically. These students are capable of succeeding in classes when provided a rigorous curriculum by are falling short of their potentials. Three components summarize the AVID beliefs;

- Given a vision for academic success connected to college education and career advancement
- Time and task management and organizational skills across all curriculum areas
- Learning from peers, teachers and fostering teamwork group success

VOLUNTEERS

There are many opportunities for family members/mentors to volunteer at Risley International Academy. As a school of “choice” families are required to complete 8 hrs. of volunteer per year. Listed below are a variety of ways that you can meet the volunteer requirements. Please call Mrs. Macaluso at 549-7441 or Ms. Montoya at 549-7446 to schedule volunteer work or get more detailed information. In additions we are always looking for parents to join our Site-Base Accountability Committee, Parent-Teacher Organization and Positive Behavior Support Team (PBS).

How Do You Earn Volunteer Hours?

Parent volunteers are a critical component of our program at Risley International Academy. Parents must sign a contract agreeing to serve the school for 2 hours per quarter or 8 hrs. per year. There are MANY ways in which you can complete your volunteer commitment hrs. Risley International Academy will provide sign-in sheet for all school function events to document your active involvement.

We provide many activities for which you may "earn" hours:

- *Attending day-time school events and field trips*
- *Extra-curricular parent-planned dances and parties*
- *Preparing food for special school events*
- *Attending school functions (athletics, concerts)*
- *Parent conferences*
- *Saturday workdays to spruce up our facilities*
- *Working in the media center*
- *Assisting with health screenings*
- *Acting as a team coach or coordinator*
- *Leading a club*
- *Working from home: collecting box tops, pop tops, completing character assignments, doing research, etc.*
- *Participating in committee work:*
- *Support/assist with fundraising efforts*
- *Serving on the Governing Board*
- *Logging in to Parent Portal*

Parents are provided with a quarterly "report card" so that they can monitor their child's progress. To ensure that all families do their fair share, only those families who have fulfilled their family contract are allowed to re-enroll their students at Risley International Academy for the following year.

We believe that parent participation is part of our student success formula!

Using Parent Portal as a Resource for Parents:

All parents have Parent Portal access for their children. This tool will provide you with immediate, up-to-date information about your child's activities at school. You will find that the Infinite Campus Parent Portal will be a valuable tool for you and your child. Through the Parent Portal you will be able to do the following:

- See your child's attendance (immediately after it has been entered by the teacher)
- See your child's homework assignments and completed work
- Verify your contact information
- Verify your child's immunization record
- View and print your child's schedule
- Print a "missing assignment" report

Here is how you can connect to the Parent Portal.

From the Pueblo City School's website www.pueblocitieschools.us choose the Parents drop down menu, and then Technology, and then the Infinite Campus-Parent Portal link.

<https://campus.pueblocitieschools.us/campus.portal/pueblo.isp>

You can select the Help page under the Technology Link on the webpage for a training tutorial and FAQ section.

You can select the Help page under the Technology Link on the webpage for a training tutorial and FAQ section.

Click on the option for the First Time Campus User

You can select the Help page under the Technology Link on the webpage for a training tutorial and FAQ section.

Click on the option for the First Time Campus User.

Enter your Campus Portal Activation Key which you can obtain from the school's attendance secretary.

You will then be prompted to create a username and password for accessing the portal.

Using Student Portal as a Resource for Students:

1. From the Pueblo City School's website www.pueblocitieschools.us choose the Students drop down menu. Next select the Infinite Campus link, and then select Student Portal link.
2. A login page will appear
 - a. In the User Name box, enter your Student ID
 - b. In the password box, enter your birthdate: MMDDYY
M=month, D=day, Y=year Example 091803 (Sept 18, 2003)
M=month, D=day, Y=year Example 091803 (Sept 18, 2003)
3. Through the Student Portal you will be able to do the following:
 - See your attendance (immediately after it has been entered by the teacher)
 - See your homework assignments and completed work
 - Verify your contact information
 - Verify your immunization record
 - View and print your schedule
 - Print a "missing assignment" report

PARENT CONFERENCES

Parent conferences are scheduled at a time when you and the teacher can share information regarding your student's progress in school. Please call 549-7441 to schedule a time to meet with a teacher or the grade level team.

COUNSELING AND GUIDANCE

Risley International Academy School Counseling Program is developmental by design, focusing on needs, interest, and issues related to the various stages of students' growth. There are standards, objectives, activities, special services, and expected outcomes with an emphasis on helping students to learn more effectively and efficiently. There is a commitment to individual uniqueness and the maximum development of human potential.

School Counseling Program centers around three interrelated areas:

Academic Development
Career Development
Personal/Social Development

Risley's Counseling Center has an open-door policy. Students and parents are encouraged to contact their counselor on a regular basis. Counselor: Ms. Michelle Montoya, 549-7446

SAFE SCHOOL PROCEDURES

Maintaining a safe school environment is everyone's responsibility. Students are encouraged to report any situation that may appear to be a safety issue. Information should be reported to Mrs. Macaluso, Mrs. Hausman, the Counselor, the School Resource Officer, Security Officer, the secretaries, or any other faculty member. Safety is a high priority and students may file reports at any time during the school day.

ATTENDANCE:

Student attendance is monitored daily by secretaries, counselor, student advocates, and administrators. All are responsible for phone calls home, home visits, and conferences. Advocates and administrators attend truancy court with our families on a weekly basis, if necessary. Twenty-first Century tutoring is available for students to recover and/or enrich content material due to absences or academic support. Classes are offered as followed: M-Th 7:30-8:30 am and 4:00-5:00 pm. Students are recognized for perfect attendance quarterly.

School hours are as follows:

Mon.-Thurs. – 8:00-3:45

Friday – 8:-1:10

Absences: Risley International Academy staff feels it is extremely important for students to have regular attendance. Attendance directly affects student achievement. The following are acceptable absences, and will be considered excused:

- Illness (Doctor's note required if absent 3 or more consecutive days)
- Death in the family
- Compliance with established religious holidays

As soon as it is evident that a student will be missing school, a call to the attendance secretary should be made by 9:00 a.m. (549-7440 - attendance secretary, 549-7441- main office). All phones have voice, so messages can be left at ANY time. If a call to the attendance office has not been made concerning an absence, a note must be presented to the attendance secretary the day the student returns to school. If neither a note nor call is made to the office, the absence will be recorded as "unexcused." In addition, multiple unexcused absences may result in a referral to Truancy Court. Other absences-If a student is to be absent for reasons other than those listed above, parents need to discuss the situation beforehand with the assistant principal to determine whether or not the absence can be considered excused. Classroom assignments must be completed upon the student's return from any prior approved absence.

Tardies: Students who arrive at school after 8:25 a.m. need to report to the tardy table to get a tardy slip. Students who are tardy will have an excused tardy for the following reasons only: Doctor, Dental, Orthodontic appointments/with a note from the Dr.'s office, or attending a funeral. All other reasons for tardies will be recorded as unexcused. Getting up late, parent running late, waiting for a ride, etc. are not excused tardies!

Tardies to classes throughout the day — If a student is detained by a teacher or the office, the student will need to ask for a written pass to his/her next class. The teacher will record tardies to classes during the school day.

BICYCLES, SKATEBOARDS AND OTHER RECREATIONAL ITEMS

Bicycles are permitted at Risley with the following conditions:

1. Bicycles must be locked in the bike rack through the day.
2. Students are not allowed to ride bikes on the walkways at any time.
3. The school assumes no liability for loss or damage of bikes.
4. The riding of a skateboard is not allowed on school property
5. Other recreational items must be carried by students while on school property and remain locked in student lockers during the day.

STUDENT CONDUCT

The School District #60 Behavior Code Book precedes the Student Handbook.

STUDENT CONDUCT CODE

The School District publishes a Student Code of Conduct each year. At the beginning of the school year, the roll room Teachers will review the Code with the students. It is necessary for the students and parents to be knowledgeable of School Board expectations for student behavior. After the roll room review, the student will sign for the Code and take it home for parent review.

Procedures

Misbehavior should be stopped by the student's teacher who encounters the misbehavior. Teachers will keep a record of offenses and discipline actions. The teacher may want to discuss the misbehavior with parents, administrators, and/or support personnel.

Administrator Intervention

More serious misbehavior will be referred to an administrator-usually the assistant principal. The disciplinary action will depend on the infraction, previous actions, and the seriousness of the misbehavior.

One or more of the following violations will result in disciplinary action. Consideration will be made for the situation and degree of infraction. Disciplinary options will include a talk with the student, a letter or

telephone call to parents, parent conference/meeting, an Office Referral, referral to the an outside agency, detention before school, at lunch, or after school, community service, suspension (in school, out of school, or alternative) or other appropriate consequences. Disciplinary records are kept on file.

Type I Behavior definition—Certain student misconduct is so serious that it normally will result in a suspension by the principal for up to 10 school days and could result in an expulsion recommendation. Type I behavior includes conduct which violates the following standards:

Disruption of School
Damage to school property/personal property
Theft of school property, personal property and possession of stolen property.
Threats, assault and/or battery
Weapons and dangerous instruments
Narcotics, marijuana, alcoholic beverages, and stimulant drugs
Bomb threats/false alarms
Sexual misconduct
Repeated School violations
Other misconduct

Type II Behavior definition—that behavior which is disorderly or otherwise unacceptable but does not violate the Type I standards set out by these regulations. Students who engage in Type II behavior will normally not receive superintendent’s suspension or expulsion but will be disciplined appropriately by the principal or other school official. In cases where repeated Type II behavior by a student causes substantial problems for the school, the misconduct will become Type I behavior and the principal will issue a principal/assistant principal suspension and refer the matter to the Director of Student Intervention Services. Examples of Type II behavior include the following:

Cheating
Fighting
Minor Theft (less than \$400.00)
Forgery without financial gain
Littering
Profanity
Insubordination
Smoking
Refusal to identify self to school officials
Verbal Abuse
Refusal to comply with staff direction
Class disruption
Lack of class participation
Any other inappropriate behavior as defined by local school official

A “Contract of Agreement” is required upon returning from school at the end of any serious suspension. In the best interest of the student, the principal, counselor, and other involved staff members will conduct a conference with the student and parent/guardian to develop and enumerate intervention strategies to help the student through available specialized resources. The student will not be readmitted until the parent/guardian and student sign a “Contract Agreement”.

EVERYDAY EXPECTATIONS FROM ALL STUDENTS (PRIDE)

School Motto

P.R.I.D.E.

Perseverance

Respect

Integrity

Discipline

Excellence

PLAYGROUND EXPECTATIONS

1. Do not play games that may cause physical injury. This includes tackle football and wrestling.
2. Students are to stay in the designated play area. Students are not allowed on the front or sides of the building or on the fenced fields. Keep hands and feet to yourself.
3. Do not throw snowballs, or other objects that may cause injury.
4. Personnel on duty in the area will be the judges of appropriate behavior.
5. Respect for all adults on duty.

PASSING BETWEEN CLASSES

1. Move quickly and quietly to your next class and stay to the right. (no congregating).
2. Walk, don't run.
3. A written hall pass is required of all students leaving the classroom during a regular class. There will be no exceptions.
4. Students need a hall pass to see the counselor, or go to the office, Wellness Center, Media Center and to see the Principal, or the Assistant Principal.
5. The stairway by the first floor boys' restroom will be designated for down traffic. The stairway by the first floor girl's restroom will be designated for up traffic. The stairway in the 6th grade hall, are to be used by the 6th grade only.
6. Walk up and down the stairs one step at time. Do not stop on stairs or landing/

POLICE INVOLVEMENT Officer Smith

A full time School Resource Officer (SRO) is assigned to Risley International Academy. Officer Smith supports administration by monitoring significant behavior infractions and issuing tickets if needed. What is against the law outside the school is also against the law within the school. We feel that everyone should be protected from graffiti, harassment, intimidation, profanity, and violence. Although an attempt will be made to contact parents when their children become involved with the police, parents do not have to be present for police to file municipal charges against a student. Examples of offenses where the police may be called are as follows:

1. Significant physical altercations between students (fighting).
2. Profanity directed toward a staff member or another student.
3. Possession of illegal drugs or alcohol.
4. Harassment or intimidation of other students.
5. Disorderly conduct which creates a substantial disruption
6. Possession of a weapon.

Discipline Program:

Risley has implemented the Positive Behavior Intervention and Support (PBIS) Program. It is a school-wide discipline process that utilizes interventions to support appropriate behaviors, reinforce positive behaviors, and correct misbehaviors. The faculty, students, and community will diligently work together to provide a safe and positive learning environment for everyone. Students are taught every quarter how to behave appropriately using the acronym P.R.I.D.E. (Perseverance, Respect, Integrity, Discipline, and Excellence) in several areas throughout the school. We expect our students to behave appropriately and reward positive behaviors with incentives such as Bear Bucks, Shout Outs, Spirit Fridays and school dances.

Parent Communication/Student Planners

Students are provided at no charge a student planner and are required to have this every day for each class. The planner is a way for teachers, students, and guardians to communicate about homework assignments, concerns and positive messages. The planner is also utilized as a hall pass during class. Students are required to have the teacher sign the hall pass portion of the planner before allowed to walk the hallways during class. Should the planner be lost, a replacement is required at a cost of \$2.00. Planners may be purchased in the office.

Pueblo City School's Student Dress Policy

See: Student Conduct and Discipline Code – Student Dress – File JICA Pg. 26

When student dress or hair distracts teachers and students from the instructional and educational process, or poses a threat to the health, safety and welfare of other students or any other person, the unnecessary attention becomes a disruption subject to this dress policy.

One step toward creating a safer, more peaceful campus is to enforce behavior and dress codes consistently and fairly. Most importantly, this policy offers students and parents the opportunity to keep school attire simple and inexpensive. Students should take personal and social pride in keeping their school free from disruptive disorder. Student shall display a cooperative and respectful attitude toward other students and teachers at all times and shall meet the expectation guidelines for school attire.

Risley International Academy Uniform Dress Code

Tops: Polos only, in Red, Black, White (school colors)

(under-shirts, if worn, must be white)

Bottoms: Khaki or black colored Pants, shorts, skorts, or skirts are allowed.

- *No oversized clothing—dress for success*
- *No jean or stretch materials will be permitted*
- *No sweats or jogging suit pants allowed*
- *The color blue is not allowed for any reason (gang related)*

OTHER DRESS EXPECTATIONS AT RISLEY:

- Students shall dress for success, not excess. Expensive designer clothing and jewelry often bring trouble to the wearer.
- Shorts/skorts/skirts or dresses are expected to mid-thigh or longer in length.
- Jewelry that creates a safety hazard such as jewelry with sharp edges, large
- hoop earrings (no larger than the size of a quarter) and safety pins will not be
- allowed.
- Shirts must be tucked in if the shirt hem extends pass the wrists.
- Shoes must be worn at all times.

ELECTRONIC EQUIPMENT

Students will not be permitted to use cell phones or any electronic devise such as iPod, MP3, hand-held games, etc. throughout the school day. Cell phones must be turned off at all times during the school day and must not be heard or seen. If a student has a cell phone or other electronic device out or is using one, the phone/device will be confiscated and given to the Assistant Principal and will only be released to a parent. Students are also not permitted to bring electronic items to sell or trade. Risley International Academy and its staff members are not responsible for lost, stolen, and/or damaged items.

GYM REQUIREMENTS

All students enrolled in P.E. will be expected to dress-out and participate.

Student Health

IMMUNIZATIONS

The State of Colorado has an immunization requirement that affects your student. Seventh Grade students are required to have a second MMR (Measles, Mumps, and Rubella) immunization. Due to the current outbreak of mumps in the Midwest, you may want to have your student immunized as soon as possible if the student has not already received 2 doses of the vaccine. This is in addition to the following required immunization:

- Tetanus, Diphtheria, Pertussis (DtaP, Td, Tdap) 4 or 5 doses with a booster every 10 yrs.
- Polio 3 or 4 doses
- Hepatitis B 3 doses

Immunizations are available from your private practitioner, School Based Wellness Centers (253-6155), the Pueblo City County Health Department (583-4300) or the Community Health Center.

Sixth and Seventh grade parents; please take steps now to insure your child is properly immunized. This can be accomplished at Risley by following the above procedure.

ADMINISTERING MEDICINES TO STUDENTS

The responsibility for dispensing medication lies with the parents or guardian. If, under exceptional circumstances, a child is required to take oral medication during school hours and the parent or legal guardian cannot be at school to administer the medication, only Wellness Center nurse or designee will administer the medication in compliance with regulations established by the district. Medication must be in the original container with official RX label.

Written instructions signed by parents and physician shall be required and shall include:

Child's name

Name of medication

Purpose of medication

Time the medication is to be dispensed

Dosage

Possible side effects

Termination date for dispensing the medication

Waiver of claim

Medication must be in original container with RX label.

ACCIDENTS

If a child is injured at school, the teacher in charge shall fill out an accident report. In the event that an injury occurs that a teacher is not aware of, it is the responsibility of the student to inform the supervising teacher, counselor or principal of the injury so that proper action may be taken.

FIRST DAY PACKET INFORMATION

The first day the student will bring home the following items to be returned the following day of school:

Emergency Information Card

Language Survey

Free and Reduced Lunch Form

Wellness Center Release Form

Insurance Form is available in the office

Signature Form from Parent and Student Handbook

LOCKS AND LOCKERS

Lockers are the property of the school and are subject to inspection at any time. Lockers are assigned for the storage and protection of your belongings. Should you ever have a problem with your locker notify your teacher, the secretary, or custodian immediately. Please follow the rules below:

1. Do not share your locker or combination with other students.
2. Use only the lock provided to you.
3. Do not write in or on your locker, fines may be imposed.

LOST AND FOUND

If you find articles belonging to someone else, turn it into the Main Office. If you have lost an item ask a teacher or school secretary. Lost and found items will be placed in a box inside the office. Lost and found items will be disposed of at mid-year and the end of the year.

LUNCH AND BREAKFAST

Risley is a universal free lunch school. Applications must be completely filled out and signed by the parent or guardian. Parents may eat breakfast for \$1.75 or lunch for \$2.75. Students are expected to demonstrate good manners while eating and to converse in normal tones. Tables and floors must be left clean. Seats may not be saved. Pop is not permitted in the cafetorium. All students must go outside before lunch, weather permitting.

SCHOOL ORGANIZATION

We have developed a schedule around our student's needs. Risley's academic program is organized into grade level teams. Each student is scheduled to meet her/his achievement needs. All students receive instruction in language arts, reading, math, social studies, science, and physical education. Students will also participate in our electives, which include offerings in music, technology, and art.

CLOSED CAMPUS

Risley International Academy is a closed campus. Students are not allowed to leave the building for any reason without clearance through the office. Safeway and St. Leanders have requested that students not loiter on their property.

CLUBS AND ORGANIZATIONS

Risley has a variety of clubs and organizations available to students. Students are encouraged to join an organization and become involved in the school programs.

Yearbook – Students help design and create the yearbook

Basketball and Wrestling – Winter Sport

Girls Softball – Fall Sport

Track – Spring Sport

Spirit Leaders

Student Council

National Honor Society

National Academic League

Football is offered through the Pueblo Parks and Recreation Department and is not part of Risley.

Soccer – Pueblo Rangers

Volleyball – Pueblo YMCA

Cross Country

TEXTBOOKS AND SCHOOL EQUIPMENT

Teachers will issue textbooks for you to use during the school year. It is important that you take good care of these books since you are responsible for them and will be expected to pay for any damaged or lost books. Be sure that your name and room number is written inside the cover. Loss of a textbook will cost you approximately \$50.00 per book. Once a book is checked out to a student, it becomes their responsibility. Do not share your lockers.

BUS TRANSPORTATION (Bus Policy)

- In the morning, students will board their assigned bus only at the proper loading stop and get off only at Risley International Academy. In the afternoon, students will board their assigned bus only at Risley International Academy and get off only at their proper bus stop.
- If students need to ride home on a bus with a friend, a note from the parents of the student needing the ride needs to be presented to the assistant principal to be approved and signed. The note needs to be presented to the AP first thing in the morning. If the note is presented too late in the day, there is a chance that the request may not be granted if an administrator is not available.
- When a bus is late, or if a student misses a bus, telephone calls to home from the office telephone will be permitted. All school conduct rules apply to students while riding the bus, and waiting for the bus at the bus stop.

*****Bus privileges may be suspended for violations of the rules!***

VALUABLES

Large amount of money or valuable items should remain at home. If it is necessary to bring valuables or money, please have your child check them into the office for safekeeping.

IT IS WISE TO LABEL ALL PERSONAL ITEMS. Risley is not responsible for any lost or stolen items.

EMERGENCY PROCEDURES

FIRE DRILLS

Fire drills are held to prepare students and teachers to leave the building as quickly as possible should any emergency arise. The code for fire alarm is a bell and flashing lights that can be heard throughout the building. The “all clear” will be announced over the intercom.

1. Teachers will guide their students out of the building.
2. Students will proceed in and out of the building in an orderly manner.

Students must remain quiet and stay with their class, a safe distance from the school.

TORNADO WARNINGS

- Listen for the emergency signal and special instructions.
- Follow your teacher and report to your assigned area (hallway without windows and interior rooms).
- Students should face inside walls of the shelter as far away from outside wall
- Students are to assume a protective position: drop elbows and knees and make
- as small a target as possible, cover the back of your neck and head with your
- hands, a large book or a cushion.
- If time does not allow movement to shelter, students are to assume a protective
- position under their desks or heavy furniture.
- DO NOT leave shelter until the “ALL CLEAR” is sounded.

BOMB THREAT

In case of a bomb threat, a decision will be made to evacuate to St. Leander’s parking lot or to the southeast corner of the football field. Students and faculty are asked to report suspicious objects. but not to move, jar, or touch the object or anything attached to it. First floor will evacuate to the southwest corner of the football field. Second floor will go to Safeway’s parking lot. A search of the building will be conducted.

EMERGENCY PROCEDURES

An evacuation map is provided for students in each classroom. Teachers, review the escape routes for each class. It is everyone’s responsibility to be aware of procedures and to cooperate with the faculty.

SNOW DAYS

In the event of inclement weather, school may be closed occasionally. Under severe weather conditions a school messenger notice will be sent out to all Risley student phone numbers on file. Otherwise, please listen to the local radio stations for school closing, or check the District 60 website, www.pueblacityschools.us

LOCK DOWN

In the event of an emergency when an outside individual or individuals pose a serious threat to Risley students or staff a "Lock Down" plan will go into effect. Students will remain in their classrooms – until an announcement is made by administration.

Community Resources**COMMUNITY SCHOOL**

Risley International Academy is a community school dedicated to serving the community. Please take advantage of the many services we offer.

MEDIA CENTER

The Media Center is open every school day during regular school hours. There will be a fine on books and materials that are overdue, so it is important that you return them on time.

Risley is also Public Library Satellite. Public library patrons can check out books from the library with a public library card. Fines will be assessed by the public library.

WELLNESS CENTER

PLEASE CHECK INTO THE OFFICE BEFORE GOING TO THE WELLNESS CENTER.

The Wellness Center is located on the second floor.

Phone 549-7915

BOYS & GIRLS CLUB – After school program – George Castaneda

Office – 544-2960

✧ Parents are provided with a quarterly "report card" so that they can monitor their progress. To ensure that all families do their fair share, only those families who have fulfilled their family contract are allowed to re-enroll their students at Risley International Academy for the following year.

✧ We believe that parent participation is part of our student success formula!

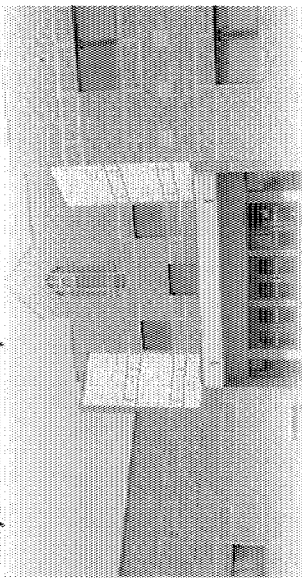
- Risley International Academy and parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.

This school-parent compact is in effect for the 2013-2014 school year.

Title One Programs and Plan

- ✧ Inform parents about goals and purposes of Title I, curriculum used in Title I programs, academic assessments used to measure student progress and proficiency levels students are expected to meet.
- ✧ Involve parents in the planning, review and improvement of Title I programs at school.
- ✧ If the Title I Plan is not satisfactory to the parents, submit parent comments on the plan to the district.
- ✧ If requested by parents, provide opportunities for regular meetings where parents may offer suggestions or ask questions.
- ✧ Provide timely responses to parent's suggestions/questions.
- ✧ Provide assistance to parents, as appropriate, in understanding assessments, Title I requirements, monitoring academic progress and how to work together to improve student achievement.

Risley International Academy



PUEBLO CITY SCHOOLS
315 W. 11th Street • Pueblo, Colorado 81003

BOARD OF EDUCATION

- Phyllis Sanchez.....President
- Kathy L. DeNiro, Ph.D.....Vice President
- Mike Colucci.....Board Member
- Stephanie Garcia.....Board Member
- Rose Holloway.....Board Member

Non-Voting Members

- Joleen Schaake.....Treasurer
- Geni Patrone.....Secretary/Assistant Treasurer


SUPERINTENDENT OF SCHOOLS

Maggie Lopez, Ph.D.

TITLE I

Rhonda Holcomb.....Executive Director of Federal Programs – Title I

January 2013



MISSION STATEMENT

Pueblo City Schools - World-Class

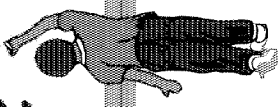
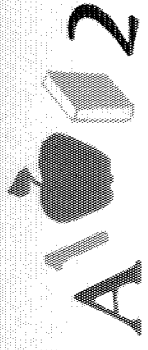
Our mission in Pueblo City Schools – a unique educational community strengthened by its diversity, culture and traditions – is to guarantee a **"world-class education that prepares graduates to succeed in a global society"**. This will be accomplished in a safe, secure environment through innovative state-of-the-art technologies, superior curricula, and highly-skilled educators driven by active partnerships with students, families and communities.

Pueblo City Schools does not discriminate on the basis of disability, race, color, religion, sex, national origin, or in the recruitment, hiring, promotion, or termination of employees. The Americans with Disabilities Act (ADA) and the Americans with Disabilities Act Amendments Act (ADAAA) are hereby incorporated into this policy. For more information, contact the Title I Coordinator, Rhonda Holcomb, at 781-1111. The Americans with Disabilities Act (ADA) and the Americans with Disabilities Act Amendments Act (ADAAA) are hereby incorporated into this policy. For more information, contact the Title I Coordinator, Rhonda Holcomb, at 781-1111.

Compact Brochure_Risley / Title I 01-13 / DSC-RH

Risley
INTERNATIONAL ACADEMY

Title I Student-Parent COMPACT



Charlotte Macaluso – Principal
625 Monument
Pueblo, CO 81001
(719) 549-7440
www.risley.pueblocitieschools.us

Overview

The administration, staff and parents of Risley International Academy believe that the improved academic achievement of each student is a responsibility shared by the entire school community. (District, teachers, administration staff, students, parents and community members) as defined for the purposes of this policy to include guardians and all members of a student's family involved in his/her education.

Risley Middle School will:

- ✦ Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State student academic achievement standards as follows:
 - Middle Years International Baccalaureate Programme
 - Positive Behavior Intervention Support expectations
 - Comprehensive course offerings that include accelerations and enrichments support
 - School-wide multi-tied Response to Intervention system of support that meets the academic and behavioral needs of each student.
- ✦ Hold parent-teacher conferences during which the compact will be discussed as it relates to the individual child's achievement.
 - September- Parent Portal Training
 - Fall Conferences: October 17-18, 2013
 - Spring Conferences: April 10-11, 2014
- ✦ Provide parents with frequent reports on their children's progress.
 - Mid-Quarter written progress reports
 - Quarterly report cards
 - Parent Portal Access
 - Student data notebooks
 - Response To Intervention parent communication
- ✦ Provide parents/mentors reasonable access to staff.
 - Annual "Open House" to meet staff and learn about Title I programs
 - Meet with parents upon request and/or return phone calls in a timely manner
 - Communicate via Parent Portal school website at www.pubelcityschools.us
 - Response To Intervention Resources

Student Responsibilities

✦ As a Risley student I will be held accountable for:

- Being respectful to all adults and peers
- Following all school rules including dress code policy
- Carry my planner to all classes
- Demonstrating leadership and take P.R.I.D.E. in Risley
- Setting personal on-going goals
- Striving for 95% attendance
- Coming prepared to class with materials and ready to learn
- Reaching out for assistance when needed-academically or socially
- Completing assigned homework daily
- Reading 30 minutes daily out of school

How Do You Earn Volunteer Hours?

- ✦ Parent volunteers are a critical component of our program at Risley International Academy. Parents must sign a contract agreeing to serve the school for 2 hours per quarter or 8 hrs. per year.
- ✦ We provide many activities for which you may "earn" hours:
 - Attending day-time school events and field trips
 - Extra-curricular parent-planned dances and parties
 - Preparing food for special school events
 - Attending school functions (athletics, concerts)
 - Parent conferences
 - Saturday workdays to spruce up our facilities
 - Working in the media center
 - Assisting with health screenings
 - Acting as a team coach or coordinator
 - Leading a club
 - Working from home: collecting box tops, pop tops, completing character assignments, doing research, etc.
 - Participating in committee work
 - Support/assist with fundraising efforts
 - Serving on the Governing Board

Parent Responsibilities

✦ As parents/mentors, we will support our children's learning in the following ways:

- Teach and model a non-violent lifestyle.
- Treat school staff with care and respect.
- Ensure my child is dressed in school uniform daily
- Read the Family Handbook and support the philosophy and policies therein.
- See that the child is in school and on time every day.
- See that the school has accurate emergency numbers, phone numbers, and addresses for the parent/mentor at all times.
- Provide a quiet space for your child to do homework
- Monitor student grades/attendance by using the parent portal
- Monitor child's TV and computer usage at home
- Attend Parent/Mentor Nights and all scheduled conferences and meetings concerning their child.
- Return phone calls and answer requests for meetings and conferences in a timely manner.
- Return important school documents in a timely manner.
- Support the community by volunteering for the school approximately 2 hrs. per quarter.





PARENT MEETING

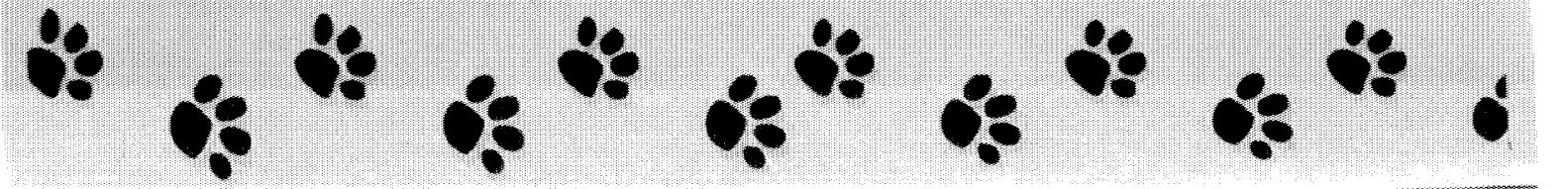
RISLEY MS

Important changes are coming to
Risley Middle School. Your input
is needed!

In order for staff to provide the
best education possible - we need
your support.

Please come to an informational
meeting on

Tuesday, December 4, 2012
at 6:00 p.m.



ATTACHMENT 8. WAIVERS

Request for Waivers from Colorado Statute
Pueblo School District #60
The following waivers apply to Risley Middle School

Section 22-32-109(1) (f), C.R.S. Section outlines local school board duties concerning selection of personnel and pay. Waivers from this statute allow innovation schools to select their own personnel and determine pay.

- **Request:** Risley requests waivers from this statute to allow the school to select its own personnel and determine their compensation.
- **Rationale:** Teacher skills, qualifications and retention are key determinants of student academic success. Risley will hire the most qualified candidates available and, to bolster retention, compensate teachers for additional performance, hours of work year, hours of work days, and additional duties. The school will have the authority to hire its own personnel and to issue its own employment offer letters to newly hired teachers. The school will follow district application processes including background checks, fingerprinting, and equal employment policies. Risley and other innovation schools will have the same compensation structure for additional work, incentives, and performance pay. Compensation will be agreed upon and communicated in advance. The teacher contract will be developed in collaboration with the district's attorney. A letter will outline the terms of employment, including at-will employment for those teachers hired new to the district. Hours of work day, duties, and lunch duty will be determined by the planning team and contained in the Personnel Staff Contract. The school year will meet or exceed minimum statutory requirements.
- **Replacement Plan:** Risley's innovation planning team and BLT will determine the expectations, duties, and calendar and publish them for all employees.

Section 22-32-109-(1)(n)(I), n(II)A, and n(II)B C.R.S. to determine the school calendar, teacher-pupil contact hours and school days.

- **Request:** Risley requests waivers from these local board duties to create an extended calendar, lengthen the school day and school year to meets the needs of the students in the school.
- **Rationale:** Risley MS will be able to support the implementation of the IB and AVID programs with a longer school day and more time for professional development and collaboration.
- **Replacement Plan:** The school schedule and calendar are in Appendix 10.

Section 22-32-109 (1)(t) C.R.S. 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.

- **Request:** Risley requests flexibility to adopt its own education program including selecting curriculum and textbooks.
- **Rationale:** Risley Middle School will be responsible for its IB Middle Years core curricula, the textbooks to support the curriculum, and professional development. By waiving the state statute and district policies, the school will be able to implement the programs, curriculum and provide training to support the implementation of the instructional programs they have selected.
- **Replacement Plan:** The school's innovation plan details the curriculum, textbooks and training.

Section 22-63-201 C.R.S. Teacher Employment Act – Requirement to hold a certificate

- **Request:** Risley Middle School requests waivers from the Teacher Employment Act for only those staff that would be non-core content areas. In the event there a position that is non-core such as an AVID coordinator, the school requests a waiver from the requirement to hold a teaching license.
- **Rationale:** If there were a position that is in a non-core subject area, the school would require the individual to have a minimum of a B.A. or certification in their profession and follow the district's application process including background checks, fingerprinting and equal employment policies
- **Replacement Plan:** In accordance with NCLB requirements, all core content instructional staff employed at Risley MS will have a valid teaching license and meet subject matter competency requirements for the teaching subject.

Sections 22-63-201 through 203, 22-63-301 through 302, and 22-63-401 through 403, C.R.S. Teacher Employment Act

- **Request:** Risley MS requests waivers from these sections of the Teacher Employment, Compensation, and Dismissal Act to allow the school to hire unlicensed teachers in non-core content areas who are not required to meet highly qualified requirements of NCBL, to operate free from teacher employment contracts, to employ teachers as at-will employees and to determine compensation for teachers.
- **Rationale:** The school will have the authority to select staff and set rates of pay beyond the negotiated salary schedule, issue its own employment offer letters to newly hired teachers. The letter will outline the terms of employment, including at-will employment for those teachers hired new to the district. Risley and other innovation schools will have the same compensation structure for additional work, incentives, and performance pay. The teacher contract will be developed in collaboration with the district's attorney.
- **Replacement Plan:** See rationale above. In addition, the District's salary schedule will be used as a guideline and the schools will determine the placement of teachers on the salary schedule. The innovation schools have negotiated a waiver from the Pueblo Education Association (PEA) for experience credit, pay for performance, and compensation will be adjusted accordingly.

Waiver Discussion with PEA Regarding Innovation Schools

State Statute Waivers	Board of Education Policy Waivers	PEA Waivers	Explanation/Rationale
<p>CRS 22-32-109(1) (f) Section outlines local school board duties concerning selection of personnel and pay. Waivers from this statute allow innovation schools to select their own personnel and determine payment.</p> <p>CRS 22-32-109 (1)(n)(i), n(II)A, and n(II)B. These sections apply to school days, school hours and school calendar.</p> <p>CRS 22-32-110-(1) (h) Termination of staff.</p> <p>CRS 22-63-201 through 203, 22-63-301 through 302, and 22-63-401 through 403 These sections from the Teacher Employment, compensation, and Dismissal Act allow innovation schools to hire unlicensed teachers, to employ teachers as at-will employees, and determine compensation for teachers.</p>	<p>GCB: Personnel Staff Contracts and Compensation</p> <p>GCB A: Instructional Staff Contracts Compensation/Salary Schedules</p> <p>GCL: Professional Staff Schedules and Calendar</p>	<p>Article 10 - Contract Year - Hours 10-1 - Contract year = 183 day.</p> <p>10-1-2 Paid Additional compensation for duties</p> <p>10-2 - School day - 7hrs. 30 min.</p> <p>10-3 - Regular day</p> <p>10-1-3 - Teacher workdays</p> <p>Article 19 - Salaries 19-1-2 - 183 Teacher days</p> <p>19-1-2-1 Counselors</p> <p>19-2-1 Experience credit</p>	<p>The school will meet or exceed minimum statutory requirements for school year and school day.</p> <p>The school has the authority to issue its own employment offer letters to newly hired teachers. The letter will outline the terms of employment. Its own compensation structure for additional work, incentives, and performance pay. Compensation will be agreed upon and communicated in advance.</p> <p>The school's calendar, Extra Performance pay, hours of work year and work day, duties and lunch duty will be determined by the planning team and published for employees of the Innovation Schools.</p> <p>The school planning committee will have the authority to schedule the five teacher workdays within the individual school's calendar.</p> <p>For new-to-the-district hires, there will be an "at-will" period of employment. During this "at will" period of employment, a teacher's contract may be cancelled at any time after approval of HR and consultation with the superintendent.</p> <p>The school has the authority to establish its own additional compensation system beyond Appendices A, B, and C for all employees.</p> <p>Extra Performance beyond Appendices B and C; hours of work day, duties and lunch duty will be determined by the planning team.</p> <p>In consultation with the office HR and the Superintendent, the school may offer experience credit beyond that allowed in the Collective Bargaining Agreement.</p>
	GCI: Professional Staff Development		<p>The Innovation schools requests flexibility in determining PD to support the work of their plan rather than participating in District Professional Development opportunities.</p>
		MOU Early Release Individual Planning Time	<p>The Innovation schools will set their own schedules for Fridays.</p>

Waiver Discussion with PEA Regarding Innovation Schools

State Statute Waivers	Board of Education Policy Waivers	PEA Waivers	Explanation/Rationale
<p>CRS 22-32-109(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.</p>	<p>IJJ: Textbook Selection and Adoption IHA: Basic Instructional Program Superintendent Initiatives</p>		<p>The school may request flexibility to adopt its own educational program, including selecting curriculum and textbooks.</p> <p>The selection of curriculum shall be determined to meet the needs of the students in the school.</p> <p>The school's education program will meet or exceed minimum standards of the Superintendent's Initiatives.</p>
	<p>GCM: Professional Staff Work Load</p>	<p>Article 11 - Teaching Load 11-3-1-1 (4) Separate preparations 11-4-1 Flexibility with planning times 11-5 Required meetings</p>	<p>The school will have the flexibility to assign more than four preparations to a teacher.</p> <p>Teachers will have a minimum of five individual plans each week, based on the individual school's calendar week. Schools will have the flexibility to vary PLC, plan and collaboration time; with this variation, planning periods may not be uniform.</p> <p>Some meetings may be scheduled at times other than at the end of the normal school day.</p>

Waiver Discussion with PEA Regarding Innovation Schools

State Statute Waivers	Board of Education Policy Waivers	PEA Waivers	Explanation/Rationale
<p>CRS 22-63-206(5) Transfers 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 . . . for which they are qualified by virtue of academic preparation and certification . . . no discrimination because of sex, sexual orientation, marital status, race, creed, etc.</p> <p>CRS 22-63-202 (2(c-5) (I), (II) and (VII) Teachers who are displaced are subject to mutual consent and become part of the priority hiring pool.</p>	<p>GCKA: Instructional Staff Assignments and Transfers</p> <p>GCF : Professional Staff Hiring Process</p>	<p>Article 13 - Transfers 13-1-4 Timeframe for transfers</p> <p>13-1-4-1 Transfer placement</p> <p>13-1-6-1 licensure and endorsement</p> <p>13-2-1 – Posting of Vacancies</p> <p>13-2-1-1 Postings</p> <p>13-3 Transfers</p> <p>13-4 Administrative Transfers</p>	<p>Innovation Schools have proven to be most effective with a stable staff that is not subject to the transfer process. The schools request a waiver from administrative transfer.</p> <p>Staff applying and accepted for transfer into an Innovation school shall be permitted at any time during the year.</p> <p>The school shall have the authority to hire all personnel.</p> <p>Vacancies shall be posted until filled.</p> <p>The school will have the autonomy to hire all personnel, no employees will be placed in the Innovation school by administration.</p> <p>The school will follow application processes, back ground checks, fingerprinting, and equal employment practices.</p>
	<p>GCQA and GCQA-R Instructional Staff Reduction in Force</p>	<p>Article 15 - Reduction in Force</p>	<p>The school has the authority to make decisions regarding reductions in teaching staff and will follow the proposed RIF language which is currently in negotiations.</p>
<p>CRS 22-63-201 Local board duties concerning performance evaluations.</p>	<p>GCOA, GCOA-E-1, GCOA-E-2, GCOA-R Evaluation of Instructional Staff</p>		<p>The schools will follow all state statutes and District Policies for evaluation of instructional staff. The same forms, tools and processes will apply to the three (3) innovation schools just like the rest of the district.</p> <p>The schools, in consultation with HR and PEA, may create additional evaluation criteria specific to their Innovation plans (i.e., for an IB school a classroom walk-through form may be developed to give teachers feedback on their implementation of IB).</p>

Waiver Discussion with PEA Regarding Innovation Schools

State Statute Waivers	Board of Education Policy Waivers	PEA Waivers	Explanation/Rationale
	IKE MS Promotion Policy		The schools request a waiver from District policy to establish promotion policies and procedures that exceed the district's minimum requirements.
	IKE-R Middle School Promotion Policy		
	JC: School Attendance Areas		The schools need to present their Innovation Plans and provide a choice for middle school students.
	IIB: Class Size		The schools would like to lower class size for some classes. The collective bargaining association (PEA) does not need to waive class size. In Article 11, 11-2-1 acknowledges that the district shall make reasonable effort to maintain class size at reasonable, workable, and educationally effective levels in all situations.

ATTACHMENT 9. SCHOOL SCHEDULE

Risley International Academy
SCHOOL BELL SCHEDULE: SY 2013-14

Day	First Bell	Length of Lunch	Dismissal Time
Monday	8:00	30 min.	3.45
Tuesday	8:00	30 min.	3.45
Wednesday	8:00	30 min.	3.45
Thursday	8:00	30 min.	3.45
Friday	8:00	30 min.	1.10

Monday –Thursday Bell Schedule		57 minute classes	
Staff PLC	7:15-7:57	(43 Minutes)	
1 st Bell	7:57		
Roll Room	8:00-8:15		Breakfast/Advisory
1 st Hour	8:15-9:12		
2 nd Hour	9:15 – 10:12		
3 rd Hour	10:15-11:12		
4 th Hour	11:48 – 12:45	1 st lunch: 11:15 – 11:45	30 Minutes
4 th Hour	11:15 – 12:12	2 nd lunch: 12:15 – 12:45	30 Minutes
5 th Hour	12:48-1:45		
6 th Hour	1:48-2:45		
7 th Hour	2:48-3:45		

Friday Bell Schedule		35 minute classes	
Staff PLC	7:15-7:57	(43 Minutes)	
1 st Bell	7:57		
Roll Room	8:00-8:14		Breakfast/Advisory
1 st Hour	8:14-8:49		
2 nd Hour	8:52-9:27		
3 rd Hour	9:30-10:05		
4 th Hour	10:41 – 11:16	1 st lunch: 10:08 – 10:38	30 Minutes
4 th Hour	10:08 – 10:43	2 nd lunch: 11:46 – 11:16	30 Minutes
5 th Hour	11:19-11:54		
6 th Hour	11:57-12:32		
7 th Hour	12:35-1:10		

Teacher Workday: Monday-Friday: (7:15-3:55)

Student Workday: Monday-Thursday: (8:00-3:45) Friday (8:00-1:10)

**PUEBLO CITY SCHOOLS
RISLEY INTERNATIONAL ACADEMY
2013 – 2014 INSTRUCTIONAL CALENDAR**

August 2013							September 2013							October 2013							November 2013						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
				1	2	3	1	2	3	4	5	6	7			1	2	3	4	5						//	2
4	5	6	7	8	9	10	8	9	10	11	12	13	14	6	7	8	9	10	11	12	3	4	5	6	7	8	9
11	12	13	14	15	16	17	15	16	17	18	19	20	21	13	14	15	16	17*	18	19	10	11	12	13	14	15	16
18	19	20	21	22	23	24	22	23	24	25	26	27	28	20	21	22	23	24	25	26	17	18	19	20	21	22	23
25	26	27	28	29	30	31	29	30						27	28	29	30	31			24	25	26	27	28	29	30
December 2013							January 2014							February 2014							March 2014						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
1	2	3	4	5	6	7			1	2	3	4							1							1	
8	9	10	11	12	13	14	5	6	7	8	9	10	11	2	3	4	5	6	7	8	2	3	4	5	6	7	8
15	16	17	18	19	20	21	12	13	14	15	16	17	18	9	10	11	12	13	14	15	9	10	11	12	13	14	15
22	23	24	25	26	27	28	19	20	21	22	23	24	25	16	17	18	19	20	21	22	16	17	18	19	20	21*	22
29	30	31					26	27	28	29	30	31	23	24	25	26	27	28	23	24	25	26	27	28	29		
																					30	31					
April 2014							May 2014							June 2014							July 2014						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
						5					1	2	3	1	2	3	4	5	6	7			1	2	3	4	5
6	7	8	9	10	11	12	4	5	6	7	8	9	10	8	9	10	11	12	13*	14	6	7	8	9	10	11	12
13	14	15	16	17	18	19	11	12	13	14	15	16	17	15	16	17	18	19	20	21	13	14	15	16	17	18	19
20	21	22	23	24	25	26	18	19	20	21	22	23	24	22	23	24	25	26	27	28	20	21	22	23	24	25	26
27	28	29	30				25	26	27	28	29	30	31	29	30						27	28	29	30	31		

IMPORTANT DATES TO REMEMBER

Teachers Begin.....August 5
 Classes Begin.....August 14
 Principal Led Professional Dev./
 Bldg. Meetings August 5, 6, 7, 8, 9; January 20;
 Professional Development Day (full day)..... September 20;
 April 21
 Teacher Work Days (full day)..... August 13, 14; October 18;
 January 21; June 13
 Labor Day September 2
 Intersession October 23 – November 1
 Thanksgiving November 25, 26, 27, 28, 29
 Winter Vacation..... December 23, 24, 25, 26, 27, 30, 31;
 January 1, 2, 3
 Spring Vacation.....March 24, 25, 26, 27, 28
 Intersession March 31 – April 4
 Memorial Day May 26
 Classes End June 12
 Teachers' Last Day June 13

KEY

- All Students Begin / End
- ★ Teachers Begin / End
- Assessment Days
- Holiday
- // Intersession – *Voluntary Attendance with student fees applicable*
- * Grade Period End
- ☐ Semester Ends
- ⦿ District Led Professional Development (full day) – *Students Excused*
- ▨ Principal Led Professional Development/
Building Meetings – *Students Excused*
- Teacher Work Day (full day) – *Students Excused*
- ☐ Parent/Teacher Conference Window

DAYS PER SEMESTER

1st Grade Period..... 45	3rd Grade Period..... 42
2nd Grade Period..... 42	4th Grade Period..... 47
1st Semester..... 87	2nd Semester..... 89
Total..... 176	

SEMESTER / NINE WEEKS

1st Semester Begins August 15
1st Grade Period Ends October 17
2nd Grade Period Begins October 21
2nd Grade Period/1st Semester Ends..... January 17
3rd Grade Period/2nd Semester Begins..... January 22
3rd Grade Period Ends..... March 21
4th Grade Period Begins April 7
4th Grade Period/Second Semester Ends..... June 12

PUPIL CONTACT DAYS

August 13	February 19
September..... 19	March 15
October..... 15	April..... 17
November..... 15	May..... 21
December..... 15	June..... 9
January..... 18	July..... 0
Total 176	



MISSION STATEMENT

Pueblo City Schools – World-Class

Our mission in Pueblo City Schools – a unique educational community strengthened by its diversity, culture and traditions – is to guarantee a “world-class education that prepares graduates to succeed in a global society”. This will be accomplished in a safe, secure environment through innovative state-of-the-art technologies, superior curricula, and highly-skilled educators driven by active partnerships with students, families and communities.

Pueblo City Schools does not discriminate on the basis of disability, race, color, religion, sex, national origin, or age in access to, employment in, or in the provision of any of Pueblo City Schools' programs, benefits, or activities. Inquiries regarding Pueblo City Schools' compliance with Title IX, Section 504, Title VII, Americans with Disabilities Act – 1990, and Affirmative Action may be referred to the Equal Employment Opportunity/Affirmative Action Compliance Officer for Pueblo City Schools, 315 West 11th St., Pueblo, CO (719-549-7162).

Si hay preguntas sobre esta informacion por favor de llamar la escuela de su niños.

ATTACHMENT 10. RECRUITMENT BROCHURE

Pueblo City Schools

Pueblo City Schools primarily serves the youth within the city of Pueblo. There are approximately 17,500 students served by 34 schools: 19 elementary schools, 5 middle schools, 4 high schools, 3 magnet schools and 3 charter schools. The profile of the student body reflects 72% minority students and 67% of the students qualifying for free and reduced lunch programs. We are teachers, support personnel, administrators, school board members, parents and community members dedicated to improving student education.

The district's overall goal is to guarantee a world-class education that prepares graduates to succeed in a global society. In 2007 the district, in collaboration with over 300 diverse volunteers from throughout the community, created a District Strategic Plan. The District Strategic Plan identifies six specific goals, supported by strategies and action steps that will not only improve achievement, but will ensure students are equipped with the knowledge and skills necessary to compete in a global society. The Strategic Plan can be found at: www.pueblocitieschools.us.

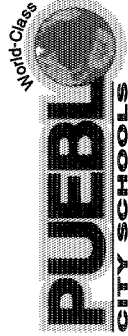
Pueblo City Schools has a nationally recognized Advanced Placement (AP) curriculum for students and an intensive professional development system for teachers in the AP sequence. The district is also currently exploring the creation of innovative 'theme' middle schools

where students can choose from schools focused on the following choices: STEM, Pre-AP, Visual and Performing Arts, and Career Pathways. The district offers students a seamless K-12 International Baccalaureate (IB) curriculum.



Colorado Legacy Foundation program

Pueblo City Schools has been selected to participate in a new Colorado Legacy Foundation program that will implement a proven model for dramatically increasing student success in Advanced Placement (AP) courses in math, science and English/language arts. The new initiative known as Colorado Legacy Schools, is the result of the state's partnership with the National Math and Science Initiative and the Advanced Placement Training and Incentive Program. The initiative aims to significantly increase the number and diversity of students enrolling in and passing math, science, and English AP exams. The goal is to prepare more students for careers in science, technology, engineering, and mathematics (also known as STEM). The program trains and coaches AP and Pre-AP teachers, provides resources and support for AP students, broadens enrollment opportunities, extends learning time, and provides incentives.



www.pueblocitieschools.us

315 W. 11th Street | Pueblo, CO 81003

Human Resources Office

719-549-7129 | Fax 719-549-7133

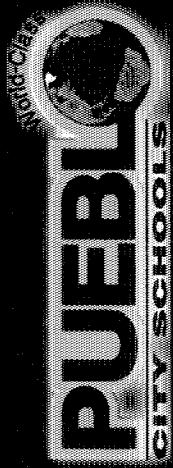
1-877-667-7131

Application Process

Visit the Pueblo City Schools web site: www.pueblocitieschools.us

Click on the 'Employment' link

Click on 'Employment Opportunities' listed in the left column above the calendar



Promising a Better Future for All Children



Consider Pueblo City Schools as your choice for a world-class career opportunity!

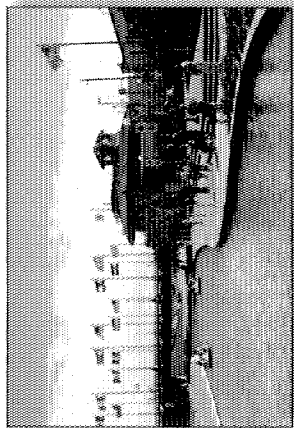
Pueblo, Colorado

Pueblo is an international, multicultural community with a rich and diverse heritage. People originally came to Pueblo seeking work and opportunities for a better way of life. The steel mills, smelters, railroads and farms provided good jobs.

Located at the confluence of the Arkansas River and Fountain Creek, Pueblo has been an important crossroads for transportation and trading for more than 150 years. Although it was the railroads and the coal and steel industries that acted as magnets for Pueblo's early residents, the city has undergone a gradual transformation from manufacturing to a services-oriented economy.

Pueblo offers an attractive lifestyle to its residents with its low cost of living, excellent environmental quality and outstanding educational facilities. The community hosts an extensive system of parks and beautiful mountain scenery. Lake Pueblo, located five miles west of the city, provides excellent boating, camping, fishing, and other water sports. The Sangre de Cristo Arts Center, numerous museums and the Pueblo Symphony offer many enriching opportunities for those who enjoy the arts.

Located in the southern part of the beautiful state of Colorado, Pueblo sits along the Front Range in what is now considered the state's major growth corridor. The city lies 110 miles south of Denver and



Historic Arkansas Riverwalk of Pueblo (HARP)

35 miles south of Colorado Springs. The air is so clean that residents can usually see purple mountains which are only a short 35-minute drive to the north, south and west of the city. Several major ski resorts can be reached within one to three hours of Pueblo.

Pueblo has a very mild climate with moderate temperatures throughout its four seasons. Temperatures in January range from an average low of 14.2° to an average high of 45.3° and an average low of 61.2° to an average high of 93° in July. Pueblo receives an annual average of 33 inches of snowfall; however, due to the moder-

Attractions

PUEBLO:

El Pueblo History Museum
301 N. Union Ave., Pueblo, CO 81003 | (719) 583-0453

Lake Pueblo State Park | (800) 678-CAMP

Historic Arkansas Riverwalk of Pueblo (HARP)
(719) 595-0242

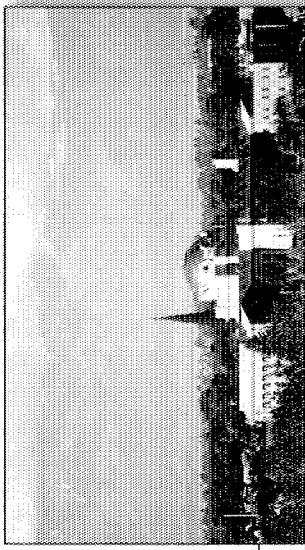
Pueblo Symphony
301 N. Main St.
Pueblo, CO 81003
(719) 545-7967

Pueblo Zoo
3455 Nuckolls Ave.
Pueblo, CO 81005
(719) 561-9664

**Union Avenue
Historic District**

ate temperatures the snow does not stay on the ground for long. Pueblo experiences about 300 days of sunshine each year.

Pueblo Whitewater Park



Pueblo County Courthouse - Downtown Pueblo

Pueblo Weisbrod Aircraft Museum
31001 Magnuson Ave., Pueblo, CO 81001 | (719) 948-9219

Rosemount Museum
419 W. 14th St., Pueblo, CO 81003 | (719) 545-5290

Sangre de Cristo Arts and Conference Center and Buell Children's Museum
210 N. Santa Fe Ave., Pueblo, CO 81003
(719) 295-7200

SURROUNDING AREA:

Garden of the Gods - Colorado Springs

Pikes Peak - Colorado Springs

Royal Gorge - Canon City

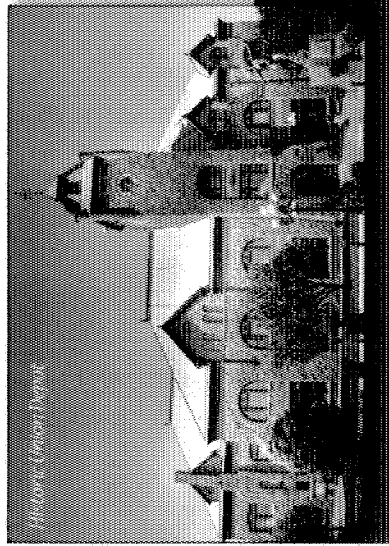


Greater Pueblo Chamber of Commerce
www.pueblochamber.org

Latino Chamber of Commerce
www.pueblolatinochamber.com

Elevation: 4,662 feet

Population: 105,548



Historic Union Avenue

ATTACHMENT 11. BUDGET

Innovation Schools Budget
2013-14 thru 2017-18

Current Year Expenditures	Funding Source	Program/ Purchased Secs - gen fund	Program/ Purchased Secs - grant fund	Recurring or One-Time	Materials	Recurring or One-Time	Salary + Benefits (18% + health if FTE) Gen Fund	Salary + Benefits (18% + health if FTE) Grant Funded	Recurring or One-Time	Total
Risley MS										
Supplies/Materials/Programs										
External evaluator	2012-13	\$ 10,000.00		P						\$ 10,000.00
IB Fees		\$ 8,850.00		R						\$ 8,850.00
IB online classes (5 staff x \$675 per class)		\$ 3,375.00		R						\$ 3,375.00
IB program costs-curriculum + prof Devel (supplies cost detail: \$10,000 is ongoing cost. \$15,000 is start up cost first year only.)		\$ 22,985.00		R						\$ 22,985.00
Recruitment Costs-Year 13-14 only		\$ 12,500.00		R						\$ 12,500.00
Teach for America (\$2500 p. tchr x 5)- 100% R-Scouting year 2013 & 15										\$ -
Read 180 Subscription & Consumables - Title 1 Site Allocation		\$ 3,900.00		Title 1 site alloc						\$ 3,900.00
AVID Subscription, Fees & Consumables - Title 1 Site Allocation	TIG Grant	\$ 10,000.00		Title 1 site alloc						\$ 10,000.00
Additional Staffing Needs										
Extended Day/Extended Year (see detail below) Costs are split between gen fund and Title 1 funded staff										
Additional Prof Development Days split between general fund and Title 1 site allocation										
Sign on Stay on Bonus (40 teachers, \$650 + benefits) Year 1-TIG, recurring years = Title 1							\$ 244,056.39	\$ 55,109.51	Title 1-R	\$ 299,165.90
Pay for Performance- Title 1										
IB Ex Duty Pay for Staff Training (\$17.50 p. hour + benefits x 7 hours x 32 teachers x 4 days) Title 1							\$ 14,403.84	\$ 3,252.48	Title 1-R	\$ 17,656.32
Tutor Costs for AVID program (\$12.50 p. hour, 4 tutors, 3 days per week, 3 hours p week per tutor x 36 weeks) Intersection Stipend Pay & Benefits (6 teachers, 4 hours p day, \$17.50 p. hour + benefits, for 8 days) Sub Pay for IB ARMS training (2 subs)- Title 1										
Additional FTE AVID Coordinator starting year 2014-15							\$ 6,372.00		Title 1-R	\$ 6,372.00
Additional FTE Foreign Language (IB)							\$ 3,864.80	\$ 1,782.40	Title 1-R	\$ 3,964.80
Additional FTE Foreign Language (IB)							\$ 60,000.00		R	\$ 60,000.00
Additional FTE Tech Teacher (IB)							\$ 60,000.00		R	\$ 60,000.00
Additional FTE Math Interventionist							\$ 60,000.00		R	\$ 60,000.00
Additional FTE Data Coach (During year 1 this will be a .5 Data Coach and .5 AVID Coordinator position)							\$ 60,000.00		R	\$ 60,000.00
7.0 TOTAL ADDED FTE year 1										
Total Risley MS		\$ 57,710.00	\$ 13,900.00				\$ 688,797.03	\$ 78,646.79		\$ 864,053.82
Total IB Costs for Risley, yr 1		\$ 320,494.80							proof	\$ 864,053.82
										Total Gen Fund
										Total Grant Fund
										Grand Total
										\$ 771,507.09
										\$ 92,546.79
										\$ 864,053.82

**Innovation Schools Budget
2013-14 thru 2017-18**

Risley MS

Supplies/Materials/Programs

	Program/ Purchased Svcs - gen fund	Program/ Purchased Svcs - grant fund	Materials	Salary + Benefits (18.9% + health if FTE) Gen fund	Salary + Benefits (18.9% + health if FTE) Grant Funded	Total
Risley 2014-2015						
External evaluator	\$ 10,000.00					\$ 10,000.00
IB fees	\$ 8,850.00					\$ 8,850.00
IB online classes (5 staff x \$675 per class)	\$ 3,375.00					\$ 3,375.00
IB program costs-curriculum + prof Devel. -- (supplies cost detail: \$10,000 is ongoing cost. \$15,000 is start up cost first year only.)	\$ 22,985.00			\$ 10,000.00		\$ 32,985.00
Recruitment Costs-Year 13-14 only						
Teach for America (\$2500 p. tutor x 5) - Title I Site		\$ 12,500.00				\$ 12,500.00
Read 180 Subscription & Consumables - Title I Site		\$ 3,900.00				\$ 3,900.00
AVID Subscription, Fees & Consumables - Title I Site		\$ 10,000.00				\$ 10,000.00
Additional Staffing Needs						
Extended Day/Extended Year (see detail below) Costs are split between gen funded and Title I funded staff				\$ 258,975.32	\$ 56,650.85	\$ 315,626.18
Additional Prof Development Days split between general fund and Title I site allocation				\$ 14,981.76	\$ 3,277.26	\$ 18,259.02
Sign on Stay on Bonus (40 teachers, \$650 + benefits), Year 1=10, recurring years = Title I				\$ 30,676.20	\$ 47,560.00	\$ 78,236.20
Pay for Performance- Title I					\$ 18,643.52	\$ 18,643.52
IB Ex Duty Pay for Staff Training (\$17.50 p. hour + benefits x 7 hours x 32 teachers x 4 days) - Title I				\$ 6,420.60		\$ 6,420.60
Tutor Costs for AVID program (\$12.50 p. hour, 4 tutors, 3 days per week, 3 hours p. week per tutor x 36 weeks)						
Intercession Stipend Pay & Benefits (6 teachers, 4 hours p. day, \$17.50 p. hour + benefits, for 8 days)				\$ 3,995.04		\$ 3,995.04
Sub Pay for IB ARMS training (2 subs) - Title I				\$ 1,788.88		\$ 1,788.88
1.0 Additional FTE Read 180				\$ 61,678.13		\$ 61,678.13
Additional FTE AVID Coordinator starting year 2014-15				\$ 61,678.13		\$ 61,678.13
1.0 Additional FTE IB Coordinator (IB)				\$ 61,678.13		\$ 61,678.13
1.0 Additional FTE Foreign Language (IB)				\$ 61,678.13		\$ 61,678.13
1.0 Additional FTE Foreign Language (IB)				\$ 61,678.13		\$ 61,678.13
1.0 Additional FTE Tech Teacher (IB)				\$ 61,678.13		\$ 61,678.13
1.0 Additional FTE Math Interventionist				\$ 61,678.13		\$ 61,678.13
1.0 Additional FTE Data Coach (During year 1 this will be a .5 D				\$ 61,678.13		\$ 61,678.13
7.0 TOTAL ADDED FTE year 1				\$ 787,797.72	\$ 158,596.71	\$ 946,394.43
Total Risley MS	\$ 45,210.00	\$ 26,400.00		\$ 787,797.72	\$ 158,596.71	\$ 1,018,004.44
Total IB Costs for Risley, yr 1					proof	\$ 1,018,004.44
				Total Gen Fund		\$ 833,007.72
				Total Grant Fund		\$ 184,996.71
				Grand Total		\$ 1,018,004.44

**Innovation Schools Budget
2013-14 thru 2017-18**

Risley MS

Supplies/Materials/Programs

	Program/ Purchased Svcs - gen fund	Program/ Purchased Svcs - grant fund	Materials	Salary + Benefits (19.8% + health if FTE) Gen fund	Salary + Benefits (19.8% + health if FTE) Grant Funded	Total
Risley 2015-2016						
External evaluator	\$ 10,000.00					\$ 10,000.00
IB fees	\$ 8,850.00					\$ 8,850.00
IB online classes (5 staff x \$675 per class)	\$ 3,375.00					\$ 3,375.00
IB program costs-curriculum + prof Devel. -- (supplies cost detail: \$10,000 is ongoing cost; \$15,000 is start up cost first year only.)	\$ 22,985.00			\$ 10,000.00		\$ 32,985.00
Recruitment Costs-Year 13-14 only						
Teach for America (\$2500 p. tchr x 5) - Title I Site		\$ 12,500.00				\$ 12,500.00
Read 180 Subscription & Consumables - Title I Site		\$ 3,900.00				\$ 3,900.00
AVID Subscription, Fees & Consumables - Title I Site		\$ 10,000.00				\$ 10,000.00
Additional Staffing Needs						
Extended Day/Extended Year (see detail below) Costs are split between gen funded and Title I funded staff				\$ 260,244.81	\$ 56,928.55	\$ 317,173.36
Additional Prof Development Days split between general fund and Title I site allocation				\$ 15,095.04	\$ 3,302.04	\$ 18,397.08
Sign on Stay on Bonus (40 teachers, \$650 + benefits) Year 1=1G, recurring years = Title I					\$ 30,908.40	\$ 30,908.40
Pay for Performance- Title I					\$ 47,920.00	\$ 47,920.00
IB Ex Duty Pay for Staff Training (\$17.50 p. hour + benefits x 7 hours x 32 teachers x 4 days) Title I					\$ 18,784.64	\$ 18,784.64
Tutor Costs for AVID program (\$12.50 p. hour, 4 tutors, 3 days per week... 3 hours p week per tutor x 36 weeks)				\$ 6,517.80		\$ 6,517.80
Intercession Stipend Pay & Benefits (6 teachers, 4 hours p day, \$17.50 p. hour + benefits, for 8 days)				\$ 4,055.52	\$ 1,795.36	\$ 4,055.52
Sub Pay for IB ARMS Training (2 subs) - Title I					\$ 1,795.36	\$ 1,795.36
1.0 Additional FTE Read 180				\$ 61,980.47		\$ 61,980.47
Additional FTE AVID Coordinator starting year 2014-15				\$ 61,980.47		\$ 61,980.47
1.0 Additional FTE IB Coordinator (IB)				\$ 61,980.47		\$ 61,980.47
1.0 Additional FTE Foreign Language (IB)				\$ 61,980.47		\$ 61,980.47
1.0 Additional FTE Foreign Language (IB)				\$ 61,980.47		\$ 61,980.47
1.0 Additional FTE Math Interventionist				\$ 61,980.47		\$ 61,980.47
1.0 Additional FTE Data Coach (During year 1 this will be a .5 D				\$ 61,980.47		\$ 61,980.47
7.0 TOTAL ADDED FTE year 1				\$ 61,980.47		\$ 61,980.47
Total Risley MS	\$ 45,210.00	\$ 26,400.00		\$ 791,756.92	\$ 159,638.99	\$ 1,023,005.91
Total IB Costs for Risley, yr 1					prof	\$ 1,023,005.91
				Total Gen Fund		\$ 836,966.92
				Total Grant Fund		\$ 186,038.99
				Grand Total		\$ 1,023,005.91

Innovation Schools Budget
2013-14 thru 2017-18

Program/ Purchased Svcs - gen fund	Program/ Purchased Svcs - grant fund	Materials	Salary + Benefits (20.7% + Health if Gen fund)	Salary + Benefits (20.7% + Health if FTE) Grant Funded	Total
Risley MS					
Supplies/Materials/Programs					
External evaluator	\$ 10,000.00				\$ 10,000.00
IB fees	\$ 8,850.00				\$ 8,850.00
IB online classes (5 staff x \$675 per class)	\$ 3,375.00				\$ 3,375.00
IB program costs-curriculum + prof Devel... (supplies cost detail: \$10,000 is ongoing cost. \$15,000 is start up cost first year only.)	\$ 22,985.00		\$ 10,000.00		\$ 32,985.00
Recruitment Costs-Year 13-14 only					
Teach for America (\$2500 p. tchr x 5) - Starting in year 2014-15	\$ 12,500.00				\$ 12,500.00
Read 180 Subscription & Consumables - Title 1 Site	\$ 3,900.00				\$ 3,900.00
AVID Subscription, Fees & Consumables - Title 1 Site	\$ 10,000.00				\$ 10,000.00
Additional Staffing Needs					
Extended Day/Extended Year (see detail below) Costs are split between gen funded and Title 1 funded staff			\$ 260,879.55	\$ 57,067.40	\$ 317,946.96
Additional Prof Development Days split between general fund and Title 1 site allocation			\$ 15,208.32	\$ 3,326.82	\$ 18,535.14
Sign on Stay on Bonus (40 teachers, \$650 + benefits) Year 1=1TG, recurring years = 39 teachers				\$ 31,140.60	\$ 31,140.60
Pay for Performance - 39 teachers				\$ 39,227.50	\$ 39,227.50
IB Ex Duty Pay for Staff Training (\$17.50 p. hour + benefits x 7 hours x 32 teachers x 4 days)				\$ 18,925.76	\$ 18,925.76
Tutor Costs for AVID program (\$12.50 p. hour, 4 tutors, 3 days per week... 3 hours p week per tutor x 36 weeks)			\$ 6,566.40		\$ 6,566.40
Intercession Stipend Pay & Benefits (6 teachers, 4 hours p day, \$17.50 p. hour + benefits, for 8 days)			\$ 4,085.76		\$ 4,085.76
Sub Pay for IB ARMS training (2 subs) - Title 1				\$ 1,801.84	\$ 1,801.84
1.0 Additional FTE Read 180			\$ 62,131.64		\$ 62,131.64
1.0 Additional FTE AVID Coordinator starting year 2014-15			\$ 62,131.64		\$ 62,131.64
1.0 Additional FTE Foreign Language (IB)			\$ 62,131.64		\$ 62,131.64
1.0 Additional FTE Foreign Language (IB)			\$ 62,131.64		\$ 62,131.64
1.0 Additional FTE Tech Teacher (IB)			\$ 62,131.64		\$ 62,131.64
1.0 Additional FTE Math Interventionist			\$ 62,131.64		\$ 62,131.64
1.0 Additional FTE Data Coach (During year 1 this will be a .5 D			\$ 62,131.64		\$ 62,131.64
7.0 TOTAL ADDED FTE year 1			\$ 793,793.16	\$ 151,489.92	\$ 945,283.08
Total Risley MS	\$ 45,210.00	\$ 26,400.00	\$ -	\$ 1,016,893.08	\$ 1,016,893.08
Total IB Costs for Risley, yr. 1				proof \$ 1,016,893.08	
				Total Gen Fund	\$ 839,003.16
				Total Grant Fund	\$ 377,889.92
				Grand Total	\$ 1,016,893.08

**Innovation Schools Budget
2013-14 thru 2017-18**

Risley MS

	Program/ Purchased Svcs - gen fund	Program/ Purchased Svcs - grant fund	Materials	Salary + Benefits (21.6% + health if FTE) Gen fund	Salary + Benefits (21.6% + health if FTE) Grant Funded	Total
Risley 2017-2018						
Supplies/Materials/Programs						
External evaluator	\$ 10,000.00					\$ 10,000.00
IB fees	\$ 8,850.00					\$ 8,850.00
IB online classes (5 staff x \$575 per class)	\$ 3,375.00					\$ 3,375.00
IB program costs-curriculum + prof' Devel. ... (supplies cost detail: \$10,000 is ongoing cost, \$15,000 is start up cost first year only.)	\$ 22,985.00			\$ 10,000.00		\$ 32,985.00
Recruitment Costs-Year 13-14 only						
Teach for America (\$2500 p. tchr x 5) - 1 teacher for 2013-14		\$ 12,500.00				\$ 12,500.00
Read 180 Subscription & Consumables - 1 teacher 1 site		\$ 3,900.00				\$ 3,900.00
AVID Subscription, Fees & Consumables - 1 teacher 1 site		\$ 10,000.00				\$ 10,000.00
Additional Staffing Needs						
Extended Day/Extended Year (see detail below) Costs are split between gen funded and FTE funded staff				\$ 261,514.30	\$ 57,206.25	\$ 318,720.55
Additional Prof Development Days split between general fund and FTE site allocation				\$ 15,321.60	\$ 3,451.50	\$ 18,673.20
Sign on Stay on Bonus (40 teachers, \$650 + benefits) Year 1-TIG, recurring years = 1 teacher					\$ 31,372.80	\$ 31,372.80
Pay for Performance - 1 teacher					\$ 39,250.00	\$ 39,250.00
IB Ex Duty Pay for Staff Training (\$17.50 p. hour + benefits x 7 hours x 32 teachers x 4 days) 1 teacher					\$ 19,066.88	\$ 19,066.88
Tutor Costs for AVID program (\$12.50 p. hour, 4 tutors, 3 days per week... 3 hours p week per tutor x 16 weeks)				\$ 6,615.00		\$ 6,615.00
Intercession Stipend Pay & Benefits (6 teachers, 4 hours p day, \$17.50 p. hour + benefits, for 8 days)				\$ 4,116.00		\$ 4,116.00
Sub Pay for IB ARMS training (2 subs) - 1 teacher					\$ 1,808.32	\$ 1,808.32
1.0 Additional FTE Read 180				\$ 62,282.81		\$ 62,282.81
Additional FTE AVID Coordinator starting year 2014-15				\$ 62,282.81		\$ 62,282.81
1.0 Additional FTE IB Coordinator (IB)				\$ 62,282.81		\$ 62,282.81
1.0 Additional FTE Foreign Language (IB)				\$ 62,282.81		\$ 62,282.81
1.0 Additional FTE Foreign Language (IB)				\$ 62,282.81		\$ 62,282.81
1.0 Additional FTE Tech Teacher (IB)				\$ 62,282.81		\$ 62,282.81
1.0 Additional FTE Math Interventionist				\$ 62,282.81		\$ 62,282.81
1.0 Additional FTE Data Coach (During year 1 this will be a .5 D				\$ 62,282.81		\$ 62,282.81
7.0 TOTAL ADDED FTE year 1				\$ 795,829.40	\$ 152,055.85	\$ 1,019,495.25
Total Risley MS	\$ 45,210.00	\$ 26,400.00	\$ -	\$ 795,829.40	\$ 152,055.85	\$ 1,019,495.25
Total IB Costs for Risley, yr 1				prof	\$ 1,019,495.25	
				Total Gen Fund	\$ 841,039.40	
				Total Grant Fund	\$ 178,455.85	
				Grand Total	\$ 1,019,495.25	

**Innovation Schools Budget
2013-14 thru 2017-18**

Day and Calendar Details

Risley MS

Current Year Expenditures	Funding Source	Program/ Purchased Svcs - grant fund	Program/ Purchased Svcs - gen fund	Reversing or One-Time	Materials	Recurring or One-Time	Salary + Benefits (18% + health if FTE) Gen Fund	Salary + Benefits (18% + health if FTE) Grant Funded	Total
5 Day week									
Student calendar:									
Currently on Friday kids leave at 2:10 and teachers have 45 min of planning and 45 min of PiC. Proposal includes: PLCs for teachers 45 min before school on M-F.							30 min added to kids day M-Th		2.00
M-Th Students attend from 8 am-3:45 pm M-Th (currently attend from 8:30-3:45). This adds 30 min to student's day.							30 min removed from kids day F		-0.50
F Students attend 8 am - 1:30 pm after lunch (currently attend 8:30-2:10) (decreasing day by 30 min on Friday)							Total hours added per week to kids		1.50
Old Number of Student contact days	173.0								
New Number of Student contact days	176.0								
Proposed Teacher Calendar									
M-F Teacher's day is from 7:15 am - 3:55 pm M-F. (8 hours 40 min day including 30 min for lunch)									
Total of 189 days which includes 3 additional professional development days									
Teacher Calendar:	Days	Hours p day	Total Hours						
Old	183	7.5	1372.5						
New	186	8.67	1612.62						
NOTE: teachers will work another 3 days on top of this for professional development (193 total)									
Additional Hours Total			240.1						
Added hours = Number of days (7.5 hours) added to teacher contract			32.02						
Extended day cost per teacher			\$ 7,872.79						
			\$ 6,150.61						
		flat							
		stipend cost							
	13-14 Cost		14-15 Cost		15-16 Cost		16-17 Cost	17-18 Cost	
Average teacher pay + benefits yearly cost	\$ 60,000.00	\$ 46,875.00	\$ 61,678.13	\$ 61,980.47	\$ 62,131.64	\$ 62,282.81	\$ 62,434.00	\$ 62,585.19	
Avg teacher pay + benefits hourly cost	\$ 43.72	\$ 44.94	\$ 44.94	\$ 45.16	\$ 45.27	\$ 45.38	\$ 45.49	\$ 45.60	
Extended Day/Extended Year cost per teacher (avg)	\$ 7,872.79	\$ 6,150.61	\$ 8,092.98	\$ 8,132.65	\$ 8,172.32	\$ 8,212.00	\$ 8,251.67	\$ 8,291.34	
Number of current gen fund teacher FTE	74.0	13.1%	24.0	24.0	24.0	24.0	24.0	24.0	
Plus added positions= total gen fund teachers	31.0	\$ 190,669.06	32.0	32.0	32.0	32.0	32.0	32.0	
Yearly cost - gen fund	\$ 244,036.39	\$ 224,989.49	\$ 258,975.32	\$ 260,244.81	\$ 260,879.55	\$ 261,514.30	\$ 262,149.05	\$ 262,783.80	
Number of current grant fund teacher FTE at Roncalli	7.0		7.0	7.0	7.0	7.0	7.0	7.0	
Plus added positions = total grant funded teachers	7.0	\$ 43,054.30	7.0	7.0	7.0	7.0	7.0	7.0	
Yearly cost- grant fund	\$ 55,109.51	\$ 51,234.62	\$ 56,650.85	\$ 56,928.55	\$ 57,206.25	\$ 57,483.95	\$ 57,761.65	\$ 58,039.35	
Total Original Number of Teachers	\$ 31.00		\$ 31.00	\$ 39.00	\$ 39.00	\$ 39.00	\$ 39.00	\$ 39.00	
Total New Number of Teachers	\$ 38.00		\$ 39.00	\$ 39.00	\$ 39.00	\$ 39.00	\$ 39.00	\$ 39.00	
Total Variance in Teacher Number	\$ 7.00		\$ 8.00	\$ 8.00	\$ 8.00	\$ 8.00	\$ 8.00	\$ 8.00	
TOTAL COST BOTH FUNDS	\$ 299,165.90	\$ 276,224.11	\$ 315,626.18	\$ 317,173.36	\$ 317,946.96	\$ 318,720.55	\$ 319,494.15	\$ 320,267.74	

**Innovation Schools Budget
2013-14 thru 2017-18**

Risley Day and Calendar Continued

Additional Professional Development Days for teaching staff

Paid at \$17.50 per hour x 8 hours per day

Additional PD days

Salary Cost per teacher per day

Plus Benefits Cost

Total Cost per teacher per day for Prof Devel

Total PD Cost (3 days x Daily Cost p. teacher)

Total Gen Funded Teachers

Total Grant Funded Teachers

Total Teacher FTE

Total PD cost-General Fund

Total PD Cost-Grant Fund

TOTAL COST for Prof Devel BOTH FUNDS

Current Year Expenditures	Funding Source	Days	Hours	Program/ Purchased Svcs - gen fund		Program/ Purchased Svcs - grant fund	Recurring or One-Time	Materials	Recurring or One-Time	Salary + Benefits (18% + health if FTE) Gen Fund	Salary + Benefits (18% + health if FTE) Grant Funded	Total
				Hourly Pay Rate	Daily Cost							
		3	7.50	\$ 17.50	\$ 131.25							
\$ 131.25				\$ 131.25						\$ 131.25	\$ 131.25	
\$ 23.63				\$ 24.61						\$ 27.17	\$ 28.35	
\$ 154.88				\$ 156.06						\$ 158.42	\$ 159.60	
\$ 464.64				\$ 468.18						\$ 475.26	\$ 478.80	
31.0				32.0						32.0	32.0	
7.0				7.0						7.0	7.0	
38				39						39	39	
13-14 Cost				14-15 Cost						16-17 Cost	17-18 Cost	
\$ 14,403.84				\$ 14,981.76						\$ 15,208.32	\$ 15,321.60	
\$ 3,252.48				\$ 3,777.26						\$ 3,326.82	\$ 3,351.60	
\$ 17,656.32				\$ 18,759.02						\$ 18,535.14	\$ 18,673.20	

3/19/2013 - FINAL

Innovation Schools Budget
2013-14 thru 2017-18

Additional Expenditures--All 3 buildings

Additional Transportation Costs (3 runs) = \$21,000 year
13-14 per building additional (PTYS, Ristey, Roptical)

Bookkeeper/Accountant 1 FTE (starting in 2014-15)

Priority Hiring Pool (5 FTE) New York MS

Total District-wide Expenditures:

		Current Year Expenditures	Funding Source	Program/ Purchased Svcs - grant fund	Program/ Purchased Svcs - gen fund	Materials	Recurring or One-Time	Program/ Purchased Svcs - grant fund	Recurring or One-Time	Salary + Benefits (18% + Health if FTE) Grant Funded	Salary + Benefits (18% + Health if FTE) Gen Fund	Recurring or One-Time	Total
			2012-13										
				\$ 63,000.00									\$ 63,000.00
				\$ 63,000.00									\$ 300,000.00
				\$ 224,010.00		\$ 107,500.00		\$ 2,162,632.85					\$ 2,494,142.85
		#REF!		\$ 191,900.00				\$ 209,018.26					\$ 400,918.26
		#REF!		\$ 191,900.00				\$ 209,018.26					\$ 2,895,061.11
													\$ 363,000.00
													\$ 2,895,061.11

Note: the Prior Hiring Pool is for Rncalli proof

Note: the transportation is \$21,000 per building

All Buildings 2013-2014

3/19/2013 - FINAL

Innovation Schools Budget
2013-14 thru 2017-18

Additional Expenditures--All 3 buildings

Additional Transportation Costs (3 runs) = \$21,000 year
13-14 per building additional (PKs, Raley, Noncath)

Bookkeeper/Accountant 1 FTE (starting in 2014-15)

Priority Hiring Pool (5 FTE) Renewal MS

Total District-wide Expenditures:

	Program/ Purchased Svcs - gen fund	Program/ Purchased Svcs - grant fund	Materials	Salary + Benefits (18.9% + health if FTE) Gen fund	Salary + Benefits (18.9% + health if FTE) Grant Funded	Total
	\$ 64,575.00			\$ 98,211.00	\$	\$ 64,575.00
				\$ 308,390.63	\$	\$ 308,390.63
	\$ 64,575.00	\$	\$	\$ 367,601.63	\$	\$ 432,176.63
				proof	\$	2,887,933.53
GRAND TOTAL-All Locations GEN FUND	\$ 176,085.00	\$	\$ 32,100.00	\$ 2,679,748.53	\$	\$ 2,887,933.53
GRAND TOTAL-All Locations GRANT FUND	\$	\$ 92,350.00		\$ 483,206.87	\$	\$ 575,556.87
GRAND TOTAL-All Locations ALL FUNDS	\$ 176,085.00	\$ 92,350.00	\$ 32,100.00	\$ 2,679,748.53	\$ 483,206.87	\$ 3,463,490.40
				proof	\$	3,463,490.40

All Buildings 2014-2015

3/19/2013 - FINAL

Innovation Schools Budget
2013-14 thru 2017-18

Additional Expenditures--All 3 buildings

Additional Transportation Costs (3 runs) = \$21,000 year
13-14 per building additional (PRK, Nstky, Bostcsh)
Bookkeeper/Accountant 1 FTE (starting in 2014-15)
Priority Hiring Pool (5 FTE) ^{from all MS}

	Program/ Purchased Svcs - gen fund	Program/ Purchased Svcs - grant fund	Materials	Salary + Benefits (19.8% + health if FTE) Gen fund	Salary + Benefits (19.8% + health if FTE) Grant Funded	Total
	\$ 66,189.38			\$ 59,211.00	\$	\$ 66,189.38
				\$ 309,902.34	\$	\$ 309,902.34
Total District-wide Expenditures	\$ 66,189.38	\$	\$	\$ 369,113.34	\$	\$ 435,302.72
					proof	\$ 2,891,739.66
GRAND TOTAL-All Locations GEN FUND	\$ 177,699.38	\$ 22,100.00	\$ 2,691,940.29	\$ 487,545.75	\$	\$ 2,891,739.66
GRAND TOTAL-All Locations GRANT FUND	\$	\$ 78,750.00	\$	\$ 487,545.75	\$	\$ 566,295.75
GRAND TOTAL-All Locations ALL FUNDS	\$ 177,699.38	\$ 78,750.00	\$ 2,691,940.29	\$ 487,545.75	\$	\$ 3,458,035.41
					proof	\$ 3,458,035.41

3/19/2013 - FINAL

**Innovation Schools Budget
2013-14 thru 2017-18**

Additional Expenditures--All 3 buildings

Additional Transportation Cots (3 runs) = \$21,000 year
13-14 per building additional (PREN, RISKX, ROPROB)
Bookkeeper/Accountant 1 FTE (starting in 2014-15)
Priority Hiring Pool (5 FTE) ROPROBMS

	Program/ Purchased/ Svcs - gen fund	Program/ Purchased/ Svcs - grant fund	Materials	Salary + Benefits (20.7% + health if FTE) Gen fund	Salary + Benefits (20.7% + health if FTE) Grant Funded	Total
All Buildings 2016-2017						
	\$ 67,844.11			\$ 59,670.00	\$	\$ 67,844.11
				\$ 310,658.20	\$	\$ 310,658.20
Total District-wide Expenditures	\$ 67,844.11	\$	\$ -	\$ 370,328.20	\$ -	\$ 438,172.31
					proof	\$ 2,902,353.94
GRAND TOTAL-All Locations GEN FUND	\$ 179,354.11	\$ 22,100.00	\$ 22,100.00	\$ 2,700,899.83	\$	\$ 2,902,353.94
GRAND TOTAL-All Locations GRANT FUND	\$	\$ 77,800.00	\$	\$ 465,785.68	\$	\$ 543,585.68
GRAND TOTAL-All Locations-ALL FUNDS	\$ 179,354.11	\$ 77,800.00	\$ 22,100.00	\$ 2,700,899.83	\$ 465,785.68	\$ 3,445,939.62
					proof	\$ 3,445,939.62

3/19/2013 - FINAL

**Innovation Schools Budget
2013-14 thru 2017-18**

Additional Expenditures--All 3 buildings

Additional Transportation Costs (3 runs) = \$21,000 year
13-14 per building additional (WEX - Risley, Roncalli)
Bookkeeper/Accountant 1 FTE (starting in 2014-15)
Priority Hiring Pool (5 FTE) Roncalli MS

	Program/ Purchased Svcs - gen fund	Program/ purchased Svcs - grant fund	Materials	Salary + Benefits (21.6% + health if FTE) Gen fund	Salary + Benefits (21.6% + health if FIE) Grant Funded	Total
	\$ 69,540.21			\$ 59,670.00	\$	\$ 69,540.21
				\$ 311,414.06	\$	\$ 311,414.06
	\$ 69,540.21	\$ -	\$ -	\$ 371,084.06	\$ -	\$ 440,624.27
					proof	\$ 2,911,479.59
GRAND TOTAL-All Locations GEN FUND	\$ 181,050.21	\$ -	\$ 22,100.00	\$ 2,708,329.38	\$	\$ 2,911,479.59
GRAND TOTAL-All Locations GRANT FUND		\$ 77,800.00		\$ 467,468.35	\$	\$ 545,268.35
GRAND TOTAL-All Locations ALL FUNDS	\$ 181,050.21	\$ 77,800.00	\$ 22,100.00	\$ 2,708,329.38	\$ 467,468.35	\$ 3,456,747.94
					proof	\$ 3,456,747.94

**Innovation Schools Budget
2013-14 thru 2017-18**

Summary of Additional Payroll Costs- General Fund

Extended Day/Year Allocation Payroll	2013-14		2014-15		2015-16		2016-17		2017-18		Recurring or One-time	Total
	Program/ Purchased Svcs- gen fund	Program/ Purchased Svcs- grant fund	Recurring or One-time	Materials	Recurring or One-time	Gen Fund	Grant Funded					
Pitts	\$ 326,434.43	\$ 392,439.71	\$ 394,363.43	\$ 394,363.43	\$ 395,325.30	\$ 396,287.16						
Risley	\$ 244,056.39	\$ 258,975.32	\$ 260,879.55	\$ 260,879.55	\$ 260,879.55	\$ 260,879.55						
Roncalli	\$ 201,024.59	\$ 206,647.00	\$ 207,659.97	\$ 207,659.97	\$ 208,168.46	\$ 208,672.95						
Total Extended Day/Year	\$ 771,515.41	\$ 858,063.03	\$ 862,268.22	\$ 862,268.22	\$ 864,371.31	\$ 865,839.66						
Professional Development Payroll												
Pitts	\$ 22,844.80	\$ 26,920.35	\$ 27,123.90	\$ 27,123.90	\$ 27,327.45	\$ 27,327.45						
Risley	\$ 14,403.84	\$ 14,983.76	\$ 15,095.04	\$ 15,095.04	\$ 15,208.32	\$ 15,321.60						
Roncalli	\$ 23,232.00	\$ 23,409.00	\$ 23,586.00	\$ 23,586.00	\$ 23,763.00	\$ 23,940.00						
Total PD	\$ 60,480.64	\$ 65,313.11	\$ 65,804.94	\$ 65,804.94	\$ 66,298.77	\$ 66,589.05						
Grand Total General Fund												
Pitts	\$ 349,279.23	\$ 419,360.06	\$ 421,487.33	\$ 421,487.33	\$ 422,652.75	\$ 423,614.61						
Risley	\$ 258,460.23	\$ 273,957.08	\$ 276,087.87	\$ 276,087.87	\$ 276,087.87	\$ 276,201.15						
Roncalli	\$ 224,256.59	\$ 230,056.00	\$ 231,245.97	\$ 231,245.97	\$ 231,929.46	\$ 232,612.95						
TOTAL	\$ 831,996.05	\$ 923,373.14	\$ 928,073.16	\$ 928,073.16	\$ 930,670.08	\$ 932,428.71						

Summary of Additional Payroll Costs- Grant Fund

Extended Day/Year Allocation Payroll	2013-14		2014-15		2015-16		2016-17		2017-18		Recurring or One-time	Total
	Program/ Purchased Svcs- gen fund	Program/ Purchased Svcs- grant fund	Recurring or One-time	Materials	Recurring or One-time	Gen Fund	Grant Funded					
Pitts	\$ 33,496.72	\$ 34,125.19	\$ 34,232.47	\$ 34,232.47	\$ 34,376.11	\$ 34,376.11						
Risley	\$ 55,109.51	\$ 56,650.85	\$ 56,928.55	\$ 56,928.55	\$ 57,067.40	\$ 57,067.40						
Roncalli	\$ 32,163.33	\$ 38,574.11	\$ 38,763.19	\$ 38,763.19	\$ 38,857.74	\$ 38,857.74						
Total Extended Day/Year	\$ 120,770.16	\$ 129,350.15	\$ 129,984.22	\$ 129,984.22	\$ 130,301.25	\$ 130,534.65						
Professional Development Payroll												
Pitts	\$ 2,323.20	\$ 2,340.90	\$ 2,358.60	\$ 2,358.60	\$ 2,376.30	\$ 2,394.00						
Risley	\$ 3,252.48	\$ 3,272.26	\$ 3,302.04	\$ 3,302.04	\$ 3,326.82	\$ 3,351.60						
Roncalli	\$ 3,717.12	\$ 4,369.68	\$ 4,402.72	\$ 4,402.72	\$ 4,435.76	\$ 4,468.80						
Total PD	\$ 9,292.80	\$ 9,982.84	\$ 10,063.36	\$ 10,063.36	\$ 10,138.88	\$ 10,214.40						
Additional Training PD Pay												
Pitts	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -						
Risley	\$ 18,502.40	\$ 18,643.52	\$ 18,784.64	\$ 18,784.64	\$ 18,925.76	\$ 19,066.88						
Roncalli	\$ 25,606.00	\$ 25,801.32	\$ 25,996.60	\$ 25,996.60	\$ 26,191.90	\$ 26,387.20						
Total PD	\$ 44,108.40	\$ 44,444.82	\$ 44,781.24	\$ 44,781.24	\$ 45,117.66	\$ 45,454.08						
Sign on/Stay on Payroll												
Pitts	\$ -	\$ 28,209.03	\$ 28,422.55	\$ 28,422.55	\$ 28,636.08	\$ 28,636.08						
Risley	\$ -	\$ 30,676.20	\$ 30,908.40	\$ 30,908.40	\$ 31,140.60	\$ 31,372.80						
Roncalli	\$ 33,364.50	\$ 34,391.83	\$ 34,652.15	\$ 34,652.15	\$ 34,912.48	\$ 35,172.80						
Total Sign on/Stay on	\$ 33,364.50	\$ 93,277.05	\$ 93,983.10	\$ 93,983.10	\$ 94,689.15	\$ 95,181.68						
Pay for Performance												
Pitts	\$ -	\$ 43,398.50	\$ 43,727.00	\$ 43,727.00	\$ 44,055.50	\$ 44,384.00						
Risley	\$ -	\$ 47,560.00	\$ 47,920.00	\$ 47,920.00	\$ 48,280.00	\$ 48,640.00						
Roncalli	\$ -	\$ 51,721.50	\$ 52,081.50	\$ 52,081.50	\$ 52,441.50	\$ 52,801.50						
Total Pay 4 Performance	\$ -	\$ 142,680.00	\$ 143,728.50	\$ 143,728.50	\$ 144,757.00	\$ 145,795.50						

**Innovation Schools Budget
2013-14 thru 2017-18**

Grand Total Grant Fund

Current Year Expenditures	Funding Source	Program/ Purchased Svcs - gen fund	Program/ Purchased Svcs - grant fund	Recurring or One-Time	Materials	Recurring or One-Time	Salary + Benefits (13% + Health if FTE) Gen Fund	Salary + Benefits (18% + Health if FTE) Grant Funded	Total
		\$ 35,519.92	\$ 108,073.62		\$ 108,800.62		\$ 101,447.51	\$ 101,487.81	
		\$ 76,864.39	\$ 156,807.83		\$ 157,843.63		\$ 149,688.08	\$ 150,247.53	
		\$ 94,851.55	\$ 154,858.41		\$ 157,125.66		\$ 150,716.50	\$ 151,344.71	
		\$ 207,235.86	\$ 419,739.86		\$ 423,769.92		\$ 401,852.19	\$ 403,080.05	
GRAND TOTAL Extra Pay COSTS		\$ 1,039,231.91	\$ 1,343,113.00		\$ 1,351,843.08		\$ 1,332,522.27	\$ 1,335,508.76	

**ATTACHMENT 12. EVIDENCE OF SUPPORT –
ADMINISTRATORS, TEACHERS, ADVISORY COUNCIL**



Risley Middle School
 Charlotte Macaluso (Principal)
 Amy Hausman (Asst. Principal)
 Ph: (719) 549-7440
 Fax: (719) 549-7926

School Name: Risley Middle School

Date: February 20, 2013

My signature below indicates support and consent to pursue Innovations School designation at Risley Middle School.

Staff Name	Position	Yes	No	Signature
Karen Olson	Media	✓		Karen Olson
Matt Kouba	Music	✓		Matt Kouba
Diane Vigil	ESL	✓		Diane Vigil
Andrew Cura	Physical Ed.	✓		Andrew Cura
Amanda Wahl	Visual Arts	✓		Amanda Wahl
Melissa Lujan	Health	✓		Melissa Lujan
Mark Gaebler	Technology	✓		Mark Gaebler
Diana Quintana	ELA	✓		Diana Quintana
Jennifer Hanahan	ELA	✓		Jennifer Hanahan
Mark Oreskovich	ELA	✓		Mark Oreskovich
Rachael Cesario	ELA	✓		R Cesario
Linda Garcia	ELA	✓		Linda Garcia
Mary Ann Tamaddoni	ELA	✓		Mary Ann Tamaddoni
Tanya Gregory	Inst. Coach	✓		Tanya Gregory
Dawn Johnson	Inst. Coach	✓		Dawn Johnson
Roseanne Elaine Madrid	SSA	✓		Roseanne Madrid
Andrea Filpi	Math	✓		Andrea Filpi
Connie Dillow	Math	✓		Connie Dillow
Nicolas Martinez	Math	✓		Nicolas Martinez
Erin Murphy	Math	✓		Erin Murphy
Amy Maldonado	Math	✓		Amy Maldonado

Staff Name	Position	Yes	No	Signature
Yvonne Lanning	Science	X		Yvonne Lanning
Amanda Silva	Science	X		Amanda Silva
Lora (Kim) Salinas	Science	X		Lora K Salinas
Alexandria Sanchez	Social Studies	✓		Alexandria Sanchez
Mario Arellano	Social Studies	✓		Mario Arellano
Juan Saucedo	Social Studies	✓		Juan Saucedo
Scott Carlson	ESS	✓		Scott Carlson
Michelle VanHec	ESS	✓		Michelle VanHec
Kaci Awasthi	ESS	✓		Kaci Awasthi
Jason Quintana	ESS	✓		Jason Quintana
Michelle Montoya	Counselor	✓		Michelle Montoya
Charlotte Macaluso	Principal	✓		Charlotte Macaluso
Amy Hausman	Asst. Principal	✓		Amy Hausman

Staff Total Yes: 32 Staff Total No: 0 Percent of Staff: 100%

Admin. Total Yes: 2 Admin. Total No: 0 Percent of Admin.: 100%

RISLEY MIDDLE SCHOOL



Den of the Bears

625 Monument AVE. PUEBLO, CO. 81001
(719) 549-7440 FAX: (719) 549-7926
e-mail: www.risley.pueblocitieschools.us

Principal: Mrs. Charlotte Macaluso
Assistant Principal: Ms. Amy Hausman
Counselor: Ms. Michelle Montoya

January 15, 2013

To Whom It May Concern;

Please consider this a letter of support for the Innovation application for Risley Middle School. We, as parents of the school accountability team, have been involved in the process of developing the innovation plan. We understand that the culture and academic struggles of Risley serves as the foundation for the innovation initiative. We have the upmost confidence that leadership and staff at Risley Middle School have the best interest of our children in mind. We support the vision for Risley and advocate for its success.

Our understanding of the Risley Innovation plan is the opportunity for teachers, parents and community to provide a caring and productive learning environment that is aligned to the academic and behavioral needs of students. The plan promotes increased quality of teaching instruction, ongoing communication and differentiated instruction that will challenge and provide students an opportunity to flourish and become productive member of society. The plan insures an active and meaningful parent, family and community involvement partnership.

The opportunity to participate in the development of the plans have been meaningful and rewarding as we now have a better understanding of the needs and challenges our children face. We support Risley as a caring team of educators that will work diligently to make a difference in the lives of our children.

Respectfully,

Risley Middle School Parent Accountability Members

Jackie Sanchez

Steve Chavez Garcia

Billie Winston



**ATTACHMENT 13. LETTERS OF SUPPORT –
STAFF, STUDENTS, PARENTS, COMMUNITY**



Roseanne Elaine Madrid

Student Success Advocate
James H. Risley Middle School

Ph: (719) 549-7910

Fax: (719) 549-7926

Roseanne.Madrid@pueblocitieschools.us

January 15, 2013

To Whom It May Concern:

It is my pleasure to write a letter of support of Risley Middle School for consideration as a School of Innovation. As a teacher at Risley Middle school and member of the innovation team, I have been intricately involved in the planning phase as well as research and development of a sound plan that will meet the needs of our students.

We have challenged ourselves to address the deeper issues of our school and targeted strategies that will address the diverse challenges our students face. Data driven decision-making as well as effective collaborative efforts will drive instructional practices.

I am looking forward to the challenges and successes our new school of innovation will bring forth to our students and community alike. You can be assured that our school is equipped with a team of teachers that are hard-working and caring individuals who are willing to undergo quality training to affect change for our students. We are motivated to utilize the Middle Years International Baccalaureate Programme as a framework of learning which inspires students to be critical and reflective thinkers.

As a staff member I strongly support the Risley Innovative Plan application.

Respectfully,

Roseanne Elaine Madrid
Risley Middle School Teacher

Charlotte Macaluso
Principal
Risley Middle School
625 Monument Avenue
Pueblo, CO 81001



Eva E Montoya
1901 E 14th St.
Pueblo, CO 81001
1(719) 546-9647
davevamonte@hotmail.com

RE: School of Innovations Programs

Mrs Macaluso

It is with great pleasure to support the Innovations of new programs for the Staff, Students, Parents' and the entire community.

These new beginning with many goals and objectives will encourage families to communicate and understand every day activities provided by teachers and support personnel. Attendance will be one of the key components to keep ahead, and engage in positive learning habits.

All staff members are highly trained to deliver the programs outlined for each student. Parents are encouraged to come visit Risley Middle School and Volunteer. Successful student make for a better future citizen in our community.

Know what your child is achieving during their daily school activities, ask Questions if you have a concern about your child's progress..

These Innovation Programs will be provide expertise education to the diverse population of Risley Middle School, Together WE Can Make A Change.

As an Alumnus of Risley Middle School (51'-52'), I believe it to be the best Middle School in the Pueblo City Schools system.

Should you need further information, Please feel free to contact me at the Following: 1-719-546-9647 or (cl) 1-719-250-5098 or email: davevamonte@hotmail.com.

Sincerely

Eva E. Montoya
Eva E. Montoya

PUEBLO 

City of Pueblo, Colorado
City Council

EVA MONTOYA
City Council Member
District 2

200 South Main Street
Pueblo, Colorado 81003
(719) 546-9647 – Contact
(719) 553-2698 – Fax
emontoya@pueblo.us

January 23, 2013:

Colorado Department of Education Innovation Committee:

I would like to express my support for Risley Middle School to become a Middle Year's International Baccalaureate school. I am currently an instructional coach at the school, and I have been an empathetic spectator to the problems that children in a low-income, high poverty community experience as a consequence of their environment. Extenuating factors due to circumstances beyond our student's control require a variety of unique approaches in order to meet their needs and position them squarely on a path of life-long success similar to their middle class peers.

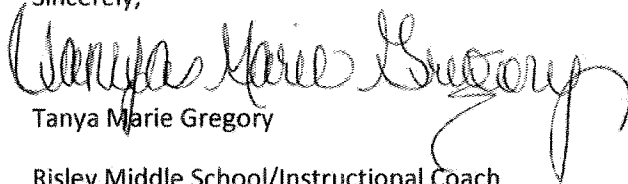
By becoming a school of innovation, Risley will be able to adopt a modified school calendar which includes additional time during the school day and more days throughout the year. Supplementary time alone is not the answer to academic achievement. Therefore, an in school academic and behavior intervention program along with effective progress monitoring of interventions, documentation of universal supports and tiered interventions and parental involvement will provide high quality improvements to close the gaps that plague our diverse population.

The IB program is focused on the following four main activities: development of curriculum, assessment of students, training and professional development of teachers and the authorization and evaluation of schools. The four aforementioned areas will provide additional support, structure, professional development and an added layer of professional responsibility. The proven IB curriculum and its student performance record have served to differentiate a school and its students as high performing and academically distinguished. Also, the viable, rigorous IB curriculum partnered with staff specific professional development that promotes focused, engaging instruction will promote higher level thinking skills and increased motivation for all students.

As a staff, we are already working hard to improve the academic performance of our ELL students by using researched based strategies to help them not only learn the language and vocabulary of the content, but also to master the content. Because they are often simultaneously learning English and literacy skills, we are striving to meet students where they are developmentally, and provide strong, basic reading instruction. We are also using our PLCs to encourage reflective practice, to provide vertical content articulation and to provide timely, data driven instruction that meets the needs of all students.

Thank you for your consideration. The Risley students, community and I would like to thank you for giving us this opportunity. If you have any other questions or concerns, please feel free to contact me at 719-549-7922.

Sincerely,



Tanya Marie Gregory

Risley Middle School/Instructional Coach

Henry C. Roman, Ed.D.

161 Encino Drive • Pueblo, CO 81005
Cell: 719-320-3950 • Home 719-564-4464
email: henryrom@comcast.net

February 12, 2013

Dr. Maggie Lopez, Superintendent
Pueblo City Schools
315 West 11th Street
Pueblo, CO 81003

Dear Dr. Lopez:

Please accept this letter of support for Risley Middle Schools' application for Innovative Status. I believe Risley is prepared to make significant educational change to make a difference in the lives of its student.

First of all, let me commend you for the Pueblo City Schools' effort to make significant educational change in all its low performing schools and, in particular, in the middle schools which have had poor academic performance these past few years. I appreciate the district's transparency relative to the low performance as well as the plans to correct deficiencies that will result in improved student achievement.

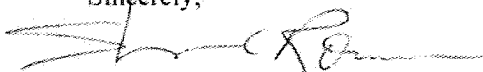
It is clear that the greatest and most pressing need is at the middle school level. For sometime, the achievement trend as measured by the CSAP has been a decline at 6th grade continuing through the 8th grade. For whatever reason, it is more difficult to engage student at this age level, but with these youngsters already starting the middle school experience academically behind, the challenge is even greater. The leadership and staff at Risley Middle School understand this and have developed innovative plans to address this critical need.

Our community committee's goal to achieve a 100% graduation rate for Pueblo students can only be accomplished if our middle schools are successful. In meeting with the principals and discussing with them their respective plans, our committee was impressed with the level of their commitment. It was clear to us that the staffs and parents are fully behind these plans which include a Fine and Performing Arts theme at Pitts, an International Baccalaureate and AVID theme at Risley, and a STEM (Science, Technology, Engineering and Math) theme at Roncalli.

In particular, the principal and staff at Risley are already making staffing decisions, scheduling decisions, as well as curriculum, instruction and assessment decisions necessary to support the International Baccalaureate and AVID initiative. They have done so with the support of the teachers' association that is critical to the successful implementation. It is clear to me that the staff, parents and principal are driving this initiative that will increase the likelihood of success. It is imperative that the implementation begin immediately.

As a former superintendent and member of our community committee, I urge you to approve Risley Middle School's application for innovation status. If you have any questions, please feel free to give me a call at 320-3950 at your convenience.

Sincerely,



Henry C. Roman, Ed.D.

14. STUDENTS WITH DISABILITIES (IDEA) SECTION 504 AND ADA

Attachment 14: STUDENTS WITH DISABILITIES (IDEA) SECTION 504 and ADA

Compliance with Federal and State Special Education and Disability Laws

Risley Middle School acknowledges and understands that it is subject to all federal and state laws and constitutional provisions prohibiting discrimination on the basis of disability, including the Individual with Disability Education act (IDEA), the Colorado Exceptional Children's Education Act (ECEA). Section 504 of the Rehabilitation Act of 1973 and the American with Disabilities Act (ADA). Middle School will be accountable to the Board of Education of Pueblo City Schools for the purpose of assuring compliance with federal and state special education and disability laws. The Executive Director for Exceptional Student Services will ensure Risley Middle School's compliance with special education and disability laws through annual audits of Risley Middle School's special education program. Risley Middle School understands that noncompliance with the federal and state special education and disability laws may result in specific actions by the District.

Responsibility for Special Education Services

Risley Middle School acknowledges and understands that the Executive Director for Exceptional Student Services of the District is responsible for assuring that all special education students attending Risley Middle School receive a free appropriate public education (FAPE) under IDEA and ECEA. Specifically, Risley Middle School will be responsible for providing special education instruction according to the individualized education programs (IEPs) for each student with a disability enrolled at Risley Middle School.

Least Restrictive Environment Requirement and Age-Appropriate Classrooms:

Risley Middle School will educate its special education students to the maximum extent appropriate in appropriate general education classrooms with needed accommodations, instructional/curricular modifications and other supports. The district will make available to Risley Middle Schools its continuum of alternative placement if a Risley Middle School student is unable to be involved in and progress in the general education classroom with such accommodation, instructional / curricular modifications and supports. If Risley Middle School identifies such a student, Risley MS will notify the District Executive Director for Exceptional Services in a timely manner to determine if a re-evaluation is necessary and hold an IEP review meeting to discuss appropriate placement for the student.

Special Education Teacher Qualifications:

Because Risley MS is responsible for special education instruction to support students with IEPs, Risley Middle School acknowledges and understands that it is not exempt from special education credentialing requirements under the IDEA and ECEA. Risley Middle School will hire special education teachers possessing a Colorado teacher's license with appropriate endorsements as well as supporting all teachers in receiving additional training in SPED.

Related Services: Risley MS through application of its staff or through contracts with qualified outside providers or the District will provide all related services required by IEPs, including but not limited to initial evaluations and re-evaluations, occupational therapy, physical therapy, paraprofessional services, school health care services, and school psychology services.

Center Based Programs: Risley Middle School will be operating a center based program; designed to meet the needs of students with more intensive need.

15. RESOLUTION APPROVING RISLEY'S INNOVATION PLAN

Pueblo School District No. 60

RESOLUTION

(Approving the Innovation Plan Submitted by Risley Middle School)

WHEREAS, the Board of Education of the Pueblo School District No. 60, also known as Pueblo City Schools (School District), is committed to providing a world-class education that prepares graduates to succeed in a global society; and

WHEREAS, in furtherance of this commitment, the Board of Education encourages School District schools to develop new, innovative approaches in education to meet the needs of the School District's diverse and changing student population and to improve educational performance through greater school autonomy and managerial flexibility; and

WHEREAS, The Innovation Schools Act of 2008, C.R.S. § 22-32.5-101 to 111 (2013) (Act), provides a means for the School District and its schools to achieve these goals in accordance with Colorado law; and

WHEREAS, the Board is authorized to approve innovation plans meeting the requirements of and submitted in accordance with the Act; and

WHEREAS, Risley Middle School has submitted an Innovation Plan that will include two primary research-based strategies to increase student achievement and focus high quality instruction: International Baccalaureate Middle Years Programme and Advancement Via Individual Determination (AVID), serving students in grades six through eight; and

WHEREAS, upon consideration of the Innovation Plan, the Board concludes that it meets the requirements of the Act, including the requirement that it will not result in a decrease in academic achievement and the requirement that it is fiscally feasible.

NOW, THEREFORE, BE IT RESOLVED by the Board of Education of Pueblo School District No. 60, as follows:

1. Pursuant to C.R.S. § 22-32.5-104(1)(b), the Board of Education approves the Innovation Plan submitted by the Risley Middle School, which is hereby incorporated into this Resolution, along with any attachments and testimony provided thereto, and submits it to the Commissioner of Education and the Colorado State Board of Education in accordance with C.R.S. § 22-32.5-107(2).
2. On at least an annual basis, the Board of Education shall review the level of performance of Risley Middle School and shall make a determination whether it is achieving or making adequate progress toward achieving the academic performance results and other goals identified in the Innovation Plan.

3. The School's accountability committee and the District will be responsible for ongoing review of the elements of the Innovation Plan, including any waivers from the School District's curricular policies.

Adopted this 19th day of March, 2013.

Board of Education
Pueblo School District No. 60
a/k/a Pueblo City Schools

By: Phyllis K. Sanchez
Phyllis K. Sanchez, Board President

ATTEST:

By: Geraldine A. Petrone
Secretary

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