

Pueblo District 60 Innovation Zone Plan Update

June, 2019

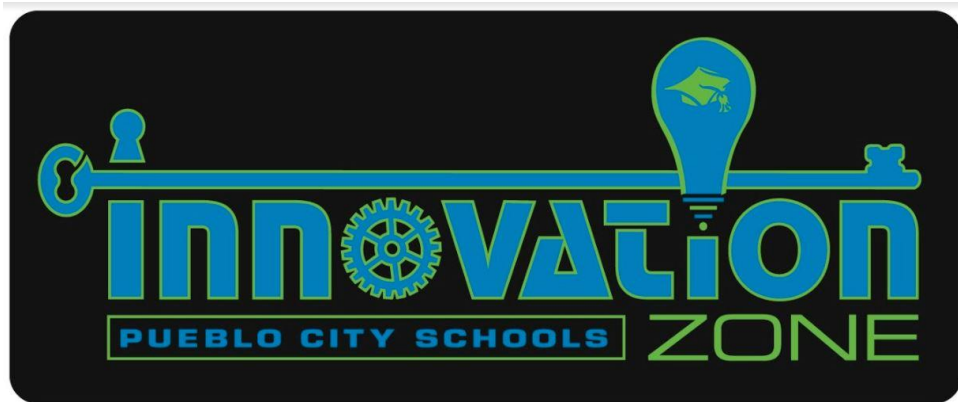


Table of Contents

Innovation Zone Plan General Information	4
Executive Summary	6
- Vision and Mission	6
- Core Values	7
- Rationale for the Innovation Zone	8
- Overview of the Innovation Zone	8
District Impact	13
Selection of Zone Schools and Stakeholder Support	15
Individual School Contexts	15
- Bessemer Elementary	17
- Franklin School of Innovation	18
- Irving Elementary	19
- Minnequa Elementary	20
- Pueblo Academy of Arts	21
- Risley International Academy of Innovation	22
- Roncalli STEM Academy	23
Innovations in Detail	25
Individuals with Disabilities Education Act	34
Human Resources	35
Data Infrastructure	38
Professional Learning	41
Parental and Student Agreements	44
Calendar and Schedule	45
Purchasing Practices	47
Teacher Evaluation	49

Stakeholder Engagement	50
Improvements in Academic Achievement	51
School Improvements in Detail	52
Zone wide and school specific innovations	55
District Support Needed to Implement Innovations	60
Innovation Zone Implementation	61
Zone Elementary Program Innovations	62
Entrance and Exit Into/ Out of the Zone	64
Innovation Plan Renewal and Revision Process	65
Progress monitoring Zone effectiveness	66
Appendices	67
Appendix A: Original Documentation of Support from Administrators, Teachers, Staff, and the School Accountability Committee	68
Appendix B: Waivers: State Statutes	69
Appendix C: Waivers: District Policies	91
Appendix D: Waivers: PEA Collective Bargaining Agreement	97
Appendix E: Commitment Form	100
Appendix F: Updated letters of support	102
Appendix G: Original District Signed Board Resolution	128
Appendix H: Updated District Signed Board Resolution	129
Appendix I: Estimated 2019-2020 Budget	131
Appendix J: References	137

Innovation Zone Plan General Information

Current Innovation Schools:

Elementary:

Bessemer Academy*
 Franklin School of Innovation
 Irving Elementary
 Minnequa Elementary

Middle:

Pueblo Academy of Arts
 Risley International Academy of Innovation
 Roncalli STEM Academy

**Joined 2017*

Innovation Plan Contact Information:

Theodore R. Johnson: Executive Director of Continuous Improvement and Innovation

Email: theodore.johnson@pueblocitieschools.us

Phone: (719) 549-7156

School Information

School Name	Grades Served	Region or Neighborhood	Primary Contact & email
Bessemer Academy (719) 549-7505	PreK-5	Bessemer	Angela Garcia angela.garcia@pueblocitieschools.us
Franklin School of Innovation (719) 549-7540	PreK-5	Belmont	Dana DiTomaso-Junkman dana.ditomasojunkman@pueblocitieschools.us
Irving Elementary (719) 549-7570	K-5	West Side	Valarie Davis valarie.davis@pueblocitieschools.us
Minnequa Elementary (719) 549-7580	Prek-5	Bessemer	Katherine Harshman katherine.harshman@pueblocitieschools.us
Pueblo Academy of Arts (719) 549-7430	6-8	South Side	Albert Farias albert.farias@pueblocitieschools.us
Risley International Academy of Innovation (719) 549-7440	6-8	East Side	Dawn Johnson dawn.johnson@pueblocitieschools.us
Roncalli STEM Academy (719) 549-7450	6-8	South Side	Michael Cservenak michael.cservenak@pueblocitieschools.us

Enrollment & Enrollment Projections (Kindergarten through Eighth Grade)

School	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Bessemer Academy (K-5)	235	221	216	213	213
Franklin School of Innovation (K-5)	366	357	337	332	332
Irving Elementary (K-5)	294	354	414	408	408
Minnequa Elementary	318	315	293	288	288
Pueblo Academy of Arts	689	693	702	682	612
Risley International Academy of Innovation	324	446	524	510	458
Roncalli STEM Academy	446	540	454	442	396
TOTAL	2672	2926	2940	2875	2707

Student Demographics

School	Free/ Reduced % (2018)	ESS %	ELL %	Hispanic/ Latino %	African American %	White %	Other %
Bessemer Academy	87.7%	20%	3.9%	74.3%	3.2%	19.4%	3.1%
Franklin School of Innovation	82.8%	13.3%	3.8%	71.4%	2.76%	22%	3.8%
Irving Elementary	88.6%	18.1%	4.2%	70.3%	3.2%	22.8%	3.7%
Minnequa Elementary	88.0%	20.8%	9.4%	73.9%	2.7%	21.3%	2.1%
Pueblo Academy of Arts	82.3%	15.1%	3.6%	69.5%	2.4%	24.7%	3.4%
Risley International Academy of Innovation	93.5%	22.5%	13.9%	77.8%	2.5%	17.9%	1.8%
Roncalli STEM Academy	86.4%	20.4%	5.3%	76.1%	2.0%	19.3%	2.6%

Executive Summary

Vision and Mission

As a collective Innovation Zone, we are driven by a fundamental belief in our students' ability to succeed and our schools' capacity to support and develop future leaders. As schools, our practices must be responsive to the future needs of our students and prepare them for careers and opportunities that may not yet exist. This requires that our schools help students to become innovative problem solvers, and help them to develop as flexible and adaptable learners.

We are proud to work together as an Innovation Zone in order to maximize the resources, advancements, and opportunities in Pueblo District 60. Our schools have been transformed and we remain committed to ensuring that students have opportunities that are applied, learner driven, competency based, technology enabled, and individualized, all while remaining cost effective.

The **VISION** of the Pueblo City Schools Innovation Zone is to create a culture of learning that develops all students into tomorrow's extraordinary citizens. In order to achieve this vision, our **MISSION** is to engage students in authentic learning that empowers them to reach their highest potential in a changing global community. As we revisit this Vision and Mission three years after the creation of the Innovation Zone, we are struck by how closely it aligns with the district mission of providing a high-quality education that assures each student the knowledge, skills, and dispositions to lead a life of purpose and impact.

As an Innovation Zone, we recognize that learning is built upon the drive towards personalization, collaboration, the incorporation of technology, and a learning environment that goes beyond the traditional school setting. Our leaders, teachers, and school community are steadfastly committed to continuous improvement, and we strive to implement high-yield instructional strategies and approaches that reflect the best practices available in education today and beyond.

Core Values

Our Innovation Zone is built on a set of core values that form the foundation of our work and guide us in our collaborative decision-making process. Innovation Zone core values are strongly reflected with those of the district as a whole:

Innovation Zone Core Values	District 60 Core Values
<ul style="list-style-type: none"> ● We are preparing the future leaders and problem solvers who will transform the city of Pueblo, our nation, and the world. ● In order for students to achieve at the highest levels, the growth mindset must be internalized by every member of our zone community including our faculty, administration, and extended community members. ● We will drive positive change in our schools and community through data-driven decision making at every level. ● A positive relationship is often the lever that determines a child’s trajectory, which is why every adult in our zone community treats all students with dignity and seeks every opportunity to build and sustain positive relationships. ● Authentic learning is essential for long-term educational success. Our zone community is committed to project based, student-centered, collaborative, and relevant learning that gives students opportunities to do, touch, investigate, and experience. 	<ul style="list-style-type: none"> ● The success of every student is our most important commitment. ● Collaboration and engagement with our community, parents, staff and students are essential to our success. ● We must act with integrity, celebrate diversity, and promote equity. ● Each individual must be treated with dignity and respect. ● The social and emotional well-being of our students is as important as their academic needs. ● It is our responsibility to provide a safe, positive, and supportive environment for our students and staff. ● Our community heritage, traditions, and history should inform our response to future student and district needs.

<ul style="list-style-type: none"> • Our zone will achieve goals for academic achievement by cultivating a collaborative culture that supports excellence in teaching and learning. 	
--	--

Rationale for the Innovation Zone

The Innovation Zone seeks to demonstrate the efficacy of a collective response to the needs of individual schools within the zone. The zone provides an opportunity to collaborate within a network of schools whose conditions are similar and whose leadership teams are philosophically aligned. The selected innovations, in conjunction with our cycle of continuous improvement, has been critical to each of our zone school’s turnaround strategies. The Innovation Zone in Pueblo includes three middle schools: Pueblo Academy of Arts, Risley International Academy of Innovation, and Roncalli STEM Academy. There are also four elementary schools that comprise the zone: Bessemer Academy, Franklin School of Innovation, Irving Elementary, and Minnequa Elementary.

While the schools within the zone have their own practices and approaches to educational programming and learning, they share a common foundation that is rooted in best practices, creative approaches to problems, and a dedication to collaborative experiences that allow educators to share experiences and benefit from one another. The schools within the zone continue to develop and refine these practices, recognizing that the work is ongoing, and there is always an opportunity for continuous improvement.

As part of the larger school district, the zone has been dedicated to implementing and piloting practices that can have a positive impact on the district as a whole. Many district adopted concepts and practices such as observation and feedback cycles, data meetings, and leadership professional development have been informed and developed in part, via the original work done by the schools within the innovation zone.

Overview of the Zone

At the beginning of the Innovation Zone, all six of the original schools were on the accountability clock and in need of turnaround. These schools were then joined by two

additional “on the clock” schools during the second year. Of the seven schools that will make up the innovation zone in 2019-2020, four have moved off the clock and currently have an improvement or performance ranking.

The Pueblo Innovation Zone is an opportunity to engage in specific, targeted improvements with a network of schools. While the communities, educational programming, and conditions within each school of the zone are unique, there are standard practices and approaches that form the core of the innovation zone:

Data Driven Instruction (DDI): Innovation schools utilize the same data-driven instructional practices throughout their buildings with a focus on regular teacher common collaborative times and regular days to analyze interim assessment data with a focus on unpacking and planning from standards, a transparent use of student data, reteaching from student misconceptions, and utilizing a comprehensive teaching and learning cycle to ensure quality Tier 1 instruction and student achievement. The schools are committed to a collaborative review and discussion of their individual data with the goal of improving instruction for students. Schools within the zone regularly collaborate around data and instructional professional development for staff.

Planning from a schedule of assessed standards: Each school in the Innovation Zone will continue to use the curricula that best fits the needs of individual student communities and school model. When schools within the zone use the same curricula, they will adhere to a common schedule of assessed standards by level. The scope and sequence of instruction will align in content though not always in pedagogy at each school throughout the year.

Assessment: Innovation Zone schools use common interim formative assessment systems to regularly check progress of student mastery in line with the schedule of assessed standards for the purpose of aiding the DDI process. Schools within the zone have utilized waivers to begin exploring alternative options for benchmarking student progress in ELA and Mathematics. This includes the use of blended programs, project based assessments, and other tools to monitor the efficacy of their programs. Schools within the zone remain committed to collaborating around the utilization of assessment components that allow for a common measure of success amongst schools.

Performance Management (PM) routines and cycles: Zone leadership firmly believes that a robust set of PM routines and cycles with various stakeholders is necessary to ensure success towards goals. Schools will use performance management tools that capture student data as well as measure plan implementation milestones and

benchmarks on a regular basis for the purpose of performance management conversations to guide action and planning. Zone schools will expand their meetings with stakeholder groups at the school, district, board, and community level.

Calendar: Innovation zone schools will have a common elementary and common middle school calendar to support teacher professional development and planning as well as creative and focused use of student instructional time. In support of a consistent and universal schedule for all Pueblo students, the zone has shifted their calendar to align more closely with the district annual calendar in 2018-19.

Coaching Process: Innovation schools use a formative teacher coaching model referred to as observation/ feedback (adopted district wide in 2018-19) as the primary driver of improving instruction in all classrooms. The zone seeks to provide all teachers with coaching on a regular basis by an administrator, coach, or other site-specific professional for the sole purpose of improving their instruction. Additionally, leaders within the innovation zone also receive direct coaching from their direct supervisor.

Student culture expectation: Each campus has developed student culture expectations that are specific to their community, but the Zone leadership will create a common culture rubric that will guide the efforts of each school in creating a robust culture of performance and high expectations for all students where every minute counts and every child matters. Each school takes a “college-ready” approach to their student culture that provides students with resources, strategies, and experiences that help students to think about the future.

Adults work to develop positive and supportive relationships with students that foster mutual respect and accountability. Schools within the innovation zone also strive to help students to develop the social and emotional skills that will allow them to succeed now and in the future. As a zone we recognize that students will need to be able to interact effectively with one another, resolve conflicts in a productive way, and communicate effectively in order to experience long term success.

Parent and student compacts: Innovation zone parent compacts are common by level and are aligned conceptually and philosophically.

Teacher commitment form: Innovation zone schools use a common teacher commitment form that identifies shared values and expectations of teachers in a zone school.

Teacher Evaluation: Innovation zone schools will have common cut points for various measures by school level (elementary or middle) that are options for teachers. This also includes the percentage used for different types of data. The zone leadership will collaborate around the selection of measures of student learning that teachers within the zone may use. Innovation schools have the flexibility to determine how the 50% data requirement is determined in each school rather than a selection by individual teachers.

Collaborative decision making: Innovation zone leadership will consult as a team on changes to zone core practices and any other changes that may have an impact on the zone. This includes hiring decisions that may affect the zone. Zone principals will have a role in the hiring process for any principal and assistant principal roles within the zone.

In order to take advantage of the full range of innovations made possible through our collaboration, the Innovation Zone will need flexibility to organize time, staff, students, and data infrastructure. In order to maximize these opportunities we are requesting the continuation of waivers in the areas of educational programming, human resources, data infrastructure, professional learning, calendar and schedule, parental and student agreements, purchasing practices, and teacher evaluations.

Educational Programming: Schools within the innovation zone have the flexibility to determine each school model and the ability to align course offerings to those models. Schools may elect to “opt out” of district mandated scope and sequence maps and have flexibility in the selection of curricula and instructional materials. The zone has authority over grading practices.

Human Resources: In order to recruit and retain highly talented teachers, the innovation zone has flexibility in terms of hiring practices and timelines, compensation practices, employment contracts, and oversight over all positions with the exception of facility, custodial, and special service provider district itinerants.

Data Infrastructure: Schools within the zone have the authority to determine school assessments that are appropriate for each school model in addition to those required by the state (CMAS, PARCC, ACCESS), the ability to determine consistent zone-wide progress monitoring and the flexibility to a common data warehouse system aligned with common assessments that will meet the needs of all school models in the zone.

Professional Learning: Innovation schools have the authority to select school-based professional development experiences and school specific professional development calendars, the flexibility to opt out of district required professional development for

teachers and administrators, and the ability to support Innovation Zone professional development opportunities that align with common high leverage practices.

Calendar/Schedule: The innovation zone may create school specific calendars and daily schedules that will include PLC time, as well as data and instructional days. They have the flexibility to create an extended calendar/day for student contact and additional professional development days for teachers. In addition zone schools possess the ability to determine teacher workload and adaptation of district transportation to align with the individual school schedule. In all cases, the number of student contact hours will meet or exceed the minimum expectations set forth by the state.

Parental and Student Agreements: Schools within the innovation zone have the ability to design and implement a school compact.

Purchasing Practices: Schools within the zone have flexibility with regard to the procurement of technology and software, authority to use the Procurement Card for purchasing with a simplified district approval process, and the ability to contract and pay consultants through the Executive Director of Continuous Improvement and Innovation. All purchases will be made within existing budgets.

District Impact

The Pueblo Innovation Zone offers a unique opportunity for the dissemination of best practices within and beyond the zone. Because our schools represent diverse grade levels, programming models, student populations, and school communities, the resources, practices, and knowledge gained throughout the zone have the capacity to strengthen our entire district. A mandate of the zone is to share our successes, struggles, and next steps through ongoing outreach efforts that will include opportunities for dissemination of information.

- **State of the school meetings:** Each zone leader will conduct a state of the school meeting with school staff at least twice per year.
- **Innovation Zone quarterly meetings:** The Innovation Zone quarterly review meetings will be open to other school leaders within the district in order to share understanding about innovations and their implementation.
- **District wide professional development for school leaders:** Professional development will be offered in partnership with the district by zone principals to other school leaders as available.
- **Board updates:** During board meetings twice per year, the Innovation Zone leadership will update the board on progress and lessons learned.
- **District and K-12 leadership updates:** Zone leadership will provide quarterly updates at district department standing meetings and K-12 leadership meetings.
- **District department engagement:** Innovation Zone leadership will engage district departments to support roll out of best practices district wide.
- **Cultivation of future leaders:** The Innovation Zone will cultivate future leaders and the development of a talent pipeline.
- **Middle school preparation:** Innovation elementary schools work to prepare students for success at the middle level and beyond. In some zone schools, there is a focus on Advancement Via Individual Determination (AVID) at the elementary level which will provide greater preparation at the middle school. All schools within the zone will promote a college-ready culture.
- **Impact documentation:** At the end of every year, the Innovation Zone will document the impact of the zone across the district in the areas of professional

development, teacher pipeline candidate placement across the district, changes in district policy, and achievement data.



Selection of Zone Schools and Stakeholder Support

Pueblo City Schools serves a unique community that has a demonstrated need for the district and its services. The district serves a number of students from poverty as well as a large number of English language learners. The Superintendent, Assistant Superintendent, and board of education have embarked on a “100% graduation, college, and career ready” vision and there is renewed confidence among school and district staff to achieve this goal.

The creation of the original Innovation Zone began when the Superintendent and Board of Education of Pueblo City Schools recommended that a few of the schools in Turnaround Status collaborate to design school plans intended to operate differently than other district schools. Using the recommendations from the state review panel for individual schools and the district, it was determined that an Innovation Zone provided a viable pathway for some schools to meet turnaround expectations. The Superintendent’s intention behind a zone was to provide the needed autonomy for struggling schools to create the systems and processes they themselves determine to be necessary for turnaround. The purpose of the zone was to provide a place within the Pueblo City Schools system to develop and implement zone wide autonomies and school specific implementation with a shared interim assessment system that would allow for a data driven approach to innovation.

The Superintendent and Board of Education worked to identify the right assessment system before plans were made for determining the zone schools. Input was solicited from district staff and other stakeholders before deciding on a partnership with Achievement Network (ANet). A contract was formed and the work began to identify those schools that would participate in the work.

The Superintendent and Board of Education designated the Executive Director of Continuous Improvement and Innovation to identify schools most likely to be successful in a collaborative Innovation Zone. All schools in Turnaround Status were surveyed and interviewed to determine their readiness for entering a zone of innovation with a major focus on data collection, data analysis, and a reteaching and reassessing cycle for continuous improvement. Schools were also given the option of opting out of consideration.

The Principals of Turnaround schools attended informational sessions where targeted strategies, goals, and timelines for creation of the zone were presented. Principals shared these with their leadership team throughout the plan development process. The

school leadership teams then disseminated the information to their respective staff members. The readiness of each school and the school community's desire to join a zone of innovation led to the initial selection of six Innovation Zone schools. The selected schools demonstrated a systems-based structure necessary for a successful implementation of an Innovation Zone plan focused on data driven planning and decision making.



Individual School Contexts

Bessemer Academy

Bessemer Academy is a neighborhood PreK-5th elementary school located in the heart of south central Pueblo with a current enrollment of 275 students. Approximately 88% of students are eligible for free/reduced meals. Our average daily attendance rate, K-5, is 90.7%. In addition to special education programs for Speech/Language Therapy, Specific Learning Disabilities, Deaf and Hard of Hearing, Bessemer Academy houses one of the only ESS preschool programs in Pueblo City Schools. This program provides specialized support to Pre-K students, as well as provides them with the opportunity to be integrated daily into the general Pre-K classrooms. During the 2019-2020 school year, we will also become a preschool site for students with autism.

Since receiving Innovation status, Bessemer Academy has developed a partnership with The Achievement Network (ANet). The structure and coaching received by ANet provided the leadership and teachers with professional development, training, and continuous feedback to develop and provide Tier I instruction that was aligned to the Common Core State Standards (CCSS). Use of the interim student ANet assessments increased accountability and the use of data-driven professional learning communities. The data collected was used to drive instructional planning and delivery.

In the 2017-2018 school year, Bessemer Academy moved out of Turnaround status and is currently in Improvement status. Innovation status provided the support and freedom to implement a new math curriculum, *Engage NY*, that supported the school math focus. To support this, a math consultant and math coach were hired to develop and implement a math tutoring program to identify and support student needs. This level of support will be continued in the coming year.

For the 2018-2019 school year, a new ELA curriculum, *Wit & Wisdom*, was implemented in grades K-5. Being given the opportunity to select and implement a curriculum that is rigorous and aligned with the CCSS allowed Bessemer to align the new ELA curriculum with *Project Lead the Way* modules, which increased cross curricular instruction. In addition, a new phonics program, *CKLA*, was implemented in grades K-3. Bessemer Academy was also awarded an Early Literacy Grant through CDE, which will provide professional development to increase teacher understanding and implementation of these programs.

Bessemer Academy continues to integrate STEM and Project Lead the Way curriculum. A new addition to support both is the creation of a Maker Space, which provides students with hands-on experiences while utilizing the design process.

Franklin School of Innovation

Benjamin Franklin was a 50-year old neighborhood school in the Belmont area of Pueblo. Its name was changed to Franklin School of Innovation in August of 2017. There are approximately 410 students in grades Pre-K through 5 . The students are made up of approximately 78% minority and 67% Free or Reduced Lunch Eligible.

In October, 2016 Franklin's school performance plan type increased from a "Turnaround" to "Performance" rank after being on the clock for 5 years. In 2017, the rating fell to "Improvement," however Franklin increased their status back to "Performance" in 2018.

As part of the improvement efforts to establish a strong and consistent culture, a Dean of Students was added in 2015-16. That position was transformed into an Assistant Principal through the Innovation Plan which was implemented in the 2016-17 school year. The instructional coaches, additional interventionists, and Assistant Principal were added by the new leader to address the huge number of students who were not responding to tier one instruction.

As part of the effort to improve educational programming, Franklin School of Innovation implemented AVID as part of its Innovation approach. All teachers, including new teachers have or will be trained in the use of AVID strategies. The school is also entering its second year of support from the Early Literacy Grant which supports improved student achievement in literacy via teacher support to improve Tier I instruction. In addition, the school has support from Achievement Network, a company that provides coaching and tools to boost student learning that is rooted in learning standards and driven by data.

The vision for Franklin School of Innovation is a three-pronged approach. The first step is to improve student culture so that learning time is maximized. Clear, school-wide and classroom level routines and procedures have served to reclaim precious learning time which was devoted to discipline issues in the past. The second step has been to utilize student data to drive instruction so that the *majority* of students benefit from tier one instruction, and ensuring teachers can identify and provide safety nets for those who struggle.

Achievement data and growth data that had been unstable for the past six years is becoming more consistent each year, and the school is making gains. Continued Innovation status provides the flexibility and authority needed to address challenges.

By partnering with other schools in the Innovation Zone, Franklin is able to break down the barriers to achievement through collective efforts and provide the students of Pueblo the education and opportunities they so richly deserve.

Irving Elementary

Irving Elementary School is located on the West side of Pueblo, Colorado. It is a neighborhood school with the majority of students living in the surrounding houses and apartment complexes. The student population consists of approximately 390 students in grades preK-5th. Students at Irving are predominantly Hispanic. The majority of the students are also economically disadvantaged, qualifying for free/reduced lunch. Slightly more than 10% of the student population is identified with special needs. In addition, about 10% of the students are English Language Learners. Beginning in the 2019-20 school year, our school will merge with the former Heroes K-8 Academy elementary students as Heroes closes its doors, resulting in a significant increase in the Kindergarten through 5th grade population (our preschool programs will be relocated).

Irving moved from Turnaround Status to Performance status based on their 2016 data. The school has maintained a performance plan assignment type for three consecutive years. The school focuses on strong culture and academics working together to create an effective learning environment.

Irving provides a number of resources and programming to support a strong school culture. The school has a partnership with Health Solutions which provides on-site therapy to students on a consistent basis. Additionally, the school will host the Boys and Girls Club program that was previously housed at Heroes. The school runs a No Bully program that supports students in dealing with the conflicts and interpersonal challenges that students face.

The strong school culture is supported by educational programming that allows students to achieve academic success. The school utilizes the AVID program to ensure that students have access to strong academic strategies, and that teachers utilize strategies and approaches that promote “college readiness.” Beginning in 2017, the school adopted the Engage New York Math Curriculum, utilizing their innovation waivers to ensure that students had access to a CCSS aligned resource. The school monitors and adjusts instruction utilizing a number of assessment tools including The Achievement Network, and iReady.

To promote effective instruction, Irving utilizes the Observation/ Feedback cycle to provide coaching for staff on bite-sized action steps for teachers that help them to continuously improve their management and rigor within the classroom.

The commitment to school improvement is ongoing. The principal, along with members of the leadership team, have worked to identify and define key priorities with the school which are reviewed and discussed with the Building Leadership Team, and shared with teachers and the school community.

Minnequa Elementary

Minnequa Elementary School is a Pre K through 5th-grade Innovation school located in the heart of the Bessemer community in Pueblo, CO. The rich history in the area is linked to the Colorado Fuel & Iron Company. The school was opened in 1902 serving many of the families living around the Steel Mill. Today it continues to serve local scholars who live within a mile radius of the school. Minnequa Elementary School supports a scholar population of approximately 340 scholars with a free and reduced lunch rate of 88%. Minnequa has faced many challenges over the last several years in regards to academic achievement and growth. Despite many efforts, Minnequa Elementary School will be entering year six on the state accountability clock in 2019-2020 with a priority improvement plan assignment type.

Many systems and turnaround levers have been implemented at the school including a data-driven instruction process, observation feedback cycles, and climate and culture routines and procedures. Additionally, the school has partnered with the CDE Turnaround Network, Relay Graduate School of Education, Achievement Network, and 2Partner Mathematics Consulting to establish strong systems within the school. Through their work with Achievement Network, Minnequa has a standardized assessment system which allows access to interim data, and analysis through regular data meetings. This allows teachers to create re-teach plans, and reevaluate to see if students have improved mastery. Additionally, in 2019-2020, Minnequa will implement an Early Literacy Grant to strengthen Tier I literacy instruction and support teachers through comprehensive professional development. The school will also work with the Relay Graduate School of Education as part of a support partnership as an accountability solution. This partnership will provide ongoing support to leadership through coaching and on site visits, as well as decision-making guidance and authority in the areas of assessment, curriculum, and professional development.

Pueblo Academy of Arts

Pueblo Academy of Arts (PAA) has an extensive history that began in 1960 with 750 students. By 1964, nine additional classrooms were added as the number of students increased along with the percentage of Free/Reduced lunch qualifying students from approximately 60% to our current percentage of 84%. The decline in student academic achievement began during the 2003-2004 academic school year and was the last time Pitts Middle School made Adequate Yearly Growth. By 2009, Pitts was identified as one of the lowest performing schools in Colorado and was placed on Turnaround Status under the new accountability system. In the past several years, the school has moved back and forth between turnaround and improvement plan type assignments. Most recently, the school achieved an improvement rating on their 2018 school performance framework.

On June 14, 2012, the Pueblo City Schools Board of Education approved the middle school realignment proposal, which allowed three (including Pitts) middle schools to reinvent themselves and develop a unique educational focus to facilitate improved achievement. The proposal for Pitts Middle School included an academically-focused visual and performing arts program. The partnership between advanced academics and arts integration was to provide a rigorous curriculum, to prepare all students for high school and beyond, to provide 21st-century skills for global preparedness, and to provide meaningful and relevant learning experiences. In addition, students would be allowed to grow their artistic skills and talents through Enrichment/Encore classes and arts integration.

One year later, in June 2013, the Colorado State Board of Education approved the proposal for Pitts Middle School to become a Colorado School of Innovation, and the Pueblo Board of Education approved a name change to Pueblo Academy of Arts. Today, Pueblo Academy of Arts serves approximately 700 students in grades 6, 7 and 8 and student enrollment expanded by approximately 100 students every year from 2012 (238 students) to 2017 (over 700 students). The rapidly growing enrollment poses unique issues for the school including the ability to provide intervention and support (academic, artistic, and socio-emotional) to students to the depth and breadth that is needed. The staff at PAA is dedicated to working to overcome these issues in order to continue to provide support to all students as needed. In response to many of these issues, PAA uses Capturing Kids Hearts and PBIS to increase the supportive environment and positive rapport between students and staff.

In September of 2016, the State Board of Education approved the proposed Innovation Zone by Pueblo City Schools, that includes three elementary schools and three middle schools. It is the goal of the school to maintain a school of choice like no other for Pueblo and the surrounding communities, that will infuse the rigor of advanced academics with the creativity and beauty of the arts, providing a premier school of excellence. This will fulfill an identified need in the Pueblo and surrounding community.

Risley International Academy of Innovation

Risley International Academy of Innovation is a public middle school serving 340 students located on the East side of Pueblo. Students live predominantly in small homes tucked into neighborhoods between the Arkansas River and the I-25/I-50 corridors. Just over 96% of students are eligible for free/reduced lunch. 75% percent of individuals and families have incomes at or below the federal poverty level compared to 22% for Pueblo (city wide) and 12.5% for Colorado statewide.

Beginning in 2019, Risley will be serving an additional 200 students due to the closure of a K-8 school on the West side of Pueblo. Although most students currently score significantly below district and state goals with academic growth rates that complicate “catching up” efforts, Risley is determined to ensure that all students receive an education equivalent to students from more prosperous circumstances.

In 2013, Risley was granted Innovation status by the Colorado Department of Education, which has allowed Risley to seek and obtain greater autonomy and flexibility with state and local policies specifically those in which challenge our ability to execute our reform initiatives. School autonomy has been a critical tool for implementing a new school design that is focused on achievement for every student. The original components of the program included a number of programs and approaches such as AVID, Capturing Kids Hearts, Standards-Based Grading and Reporting, and an extended school day and year. The school also became an Authorized IB-MYP school and a certified AVID school in 2016. However, over the past three years, Risley has also experienced significant staff turnover, which has impacted the strength of our implementation of the IB-MYP program.

The implementation of these efforts has resulted in a stronger student culture. For example, the number of office referrals in the last year was down 54% compared to the previous year. Students are more focused and engaged and students have a stronger determination to succeed. To date, these efforts haven't produced the academic growth necessary to pull our school out of Turnaround Status.

In April, 2019, the State Board of Education acknowledged our school's efforts but expressed great concern about our school performance, resulting in a directive to seek an outside organization for external management, further providing autonomy and turnaround support. After an extensive application and comprehensive stakeholder review process, MGT Consulting was identified as the managing partner for Risley. Work has already begun with this partnership to narrow the focus of the work and to improve the effectiveness of the teaching and learning cycle over the next three years.

As part of the pathway, Risley will remain a part of the Innovation Zone and will continue to work collaboratively with other zone teachers and leaders. Coming together as a zone in partnership with our external managers will provide leverage, accountability, urgency and support for the change process and providing the quality education our students deserve.

Roncalli STEM Academy

Roncalli STEM Academy (RSA) serves 459 students in grades 6th through 8th from a variety of economic and demographic backgrounds. All students at RSA participate in STEM (Science, Technology, Engineering and Math) specific courses through Project Lead the Way. STEM concepts and Project Based Learning (PBL) are also embedded into every subject. This was made possible through the Innovation Plan, which we first began implementing in August of 2013.

Since the implementation of the Innovation Plan, RSA has established a culture and climate focused on high expectations both culturally and academically. However, there are still challenges that present barriers to achieving the expected growth and achievement rates such as teacher recruitment and retention. A distinct focus on project-based learning has produced perceptive data from students articulating how learning via problem-based scenarios makes learning more engaging and applicable. Daily Advisory classes allow us to address social emotional needs with researched based curriculum. Our students have taken ownership of their identity as STEM learners. The character strengths of a STEM learner were curated by staff but developed by students. Students who attend 6-8th grade at RSA will complete all Project Lead the Way (PLTW) GTT programming including Design & Modeling, Automation & Robotics, Flight & Space, Medical Detectives, Energy & the Environment.

Students also can elect into a Maker Space course which blends Adobe Illustration, Introduction to Computer Science and App Inventor to create a unique experience where students imagine, design, and develop prototypes and finished 3-D products. Unlike most schools that utilize PLTW as an addition to their elective offerings, RSA students take these courses alongside their science courses to strengthen the application of concepts learned in science and math. Teachers are also earnestly implementing blended learning strategies in order to promote a focus on process and mastery that is more student centered. Additionally, students learn through Project Based Learning in all courses and are taught through an integrated approach of Humanities for ELA/Social Studies and Science/PLTW. Through our commitment to the Innovation Zone, we plan to continue our quest to reach academic proficiency for all students in all subject areas.



Innovations in Detail

Educational Programming

The Pueblo Innovation Zone has the flexibility to determine each school's model and aligned course offerings. Each school within the zone may elect to opt out of district mandated scope and sequence maps and institute school specific scope and sequence maps that align to individual school models such as the Achievement Network (ANet) Schedule of Assessed Standard (SAS). In addition, each school has the flexibility to select curricula and instructional materials aligned with individual school models.

The schools may establish standards based grading across the zone and the flexibility for each school in the zone to determine progress and report card frequency, timelines, and format. Although they may follow the district calendar and timeline, they may choose to determine the parent/teacher conference timeline. Currently, the Innovation Zone schools will follow the SAS established by ANet. To support student centered learning and high quality instruction, they implement high-yield instructional strategies such as those found in the Teach Like a Champion taxonomy. Each school in the zone has worked to establish an intentional student culture by integrating the Growth Mindset, Positive Behavior Intervention Supports (PBIS) and other culture building tools and processes to build a positive zone wide culture.

The flexibility established by the zone will allow us to address specific educational programming needs and provide the tools to personalize students' educational experiences. Control of educational programming allows schools to determine how a variety of approaches to teaching the standards impact student performance, particularly in English Language Arts and Math. Since zone schools utilize a variety of approaches (STEM, IB, pre-AP, etc.), sharing data allows zone schools to compare how each program addresses literacy and to make adjustments to individual programs.

In order for the Pueblo Innovation Zone to successfully implement educational programming, personnel at the district level need to understand the structure of the SAS from ANet and how it is different from the District Curriculum Map. This allows them to provide more effective instructional support to teachers within the zone. When appropriate, zone schools request that after benchmark assessments, the district releases specific assessment items that allow schools to engage in an in-depth data analysis which will inform instruction.

Autonomy of educational programming allows schools in the Innovation Zone to develop their individualized cultures through specialized programs such as STEM, International Baccalaureate, Arts Integration, and others. Specialized educational programming promotes self efficacy and citizenship. Specialized programs also support teacher recruitment by attracting potential teachers who are passionate about specific teaching opportunities. (e.g.- individuals with a background in IB, STEM or the Arts).

The innovation schools approved in 2013 (Pueblo Academy of Arts, Risley International Academy of Innovation, and Roncalli STEM Academy) continue to pursue educational programming aligned with each school's program model. These models are described in the innovation plan. The program models chosen are specific to the needs of their school communities and address the root cause of underachievement as identified through a comprehensive process of data analysis and school improvement planning. The schools continue to refine their research- based strategies and program models to ensure a focus on high quality instruction.

Irving Elementary, Minnequa Elementary, and Benjamin Franklin Elementary school have implemented educational programming across all three schools with Bessemer Academy implementing the same or similar programs as appropriate. This allows the schools to leverage professional development, cross school collaboration, funding, and educational programming resources. Innovations in educational programming have been implemented over a three year period in order to build implementation capacity and identify how they can be developed and sustained over time. The elementary schools may work in conjunction with the Superintendent to discuss and implement proposed grade configurations which will allow schools to place a greater emphasis on a more tailored grade span.

As part of the original innovation zone Irving, Franklin, and Minnequa Elementary schools have adopted AVID (Advancement Via Individual Determination) system of strategies to support high expectations and ensure that students receive the very best instruction and develop the skills necessary to be successful learners in elementary school and beyond. The AVID system promotes a systemic implementation of teaching and learning techniques across classrooms and schools. Teachers integrate strategies that are consistent from one grade level to the next and maximize student learning by providing them with best practices in writing, inquiry, collaboration, organization and reading (WICOR). The strategies support a school wide culture of high expectations and quality first best instruction based on a belief that all students can become college ready. Several schools in the district utilize AVID allowing for dissemination of practices

across the district and consistent programming for students as they move to the secondary level.

In addition, all elementary schools in the innovation zone incorporate a blended learning model that uses technology as a tool for students to understand, design and analyze solutions to real-world problems. Purposeful integration of technology provides for personalized instruction to help meet every student's learning needs. Given the wide range of student knowledge and skills within a given classroom, blended learning can effectively address the individual knowledge and skills that each child needs to fill gaps in their understanding, or to extend their competencies. The software being utilized provides teachers with precise and targeted information about student understanding and mastery of skills, allowing educators to develop instruction and intervention that more precisely meets student needs. This is essential to begin closing the achievement gap and ensure that students who are behind have a viable path for catching up.

The elementary innovation zone schools propose a massive community outreach through an extended learning opportunities initiative. This component connects community members with students by inviting them to share their careers, hobbies and experiences through enrichment programs and activities at the school. Students and families will have the opportunity to learn about the educational and career opportunities that await them in our community through field trips, industry tours, guest speakers and community events. This is essential to promote the zone's vision and mission of developing extraordinary citizens.

Finally, an important cornerstone of the educational programming innovations is our partnership with higher education in developing a pipeline of highly effective teachers. Through an intensive student teaching experience based on a co-teaching model, the zone connects promising student teacher candidates with master teachers to ensure that new teachers have the necessary knowledge and skills to be successful educators in our schools.

Middle School Programming

When middle schools were incorporated into the innovation zone in 2013, each had their own previously developed educational programming components that are unique at each school. These are highlighted by school in the section below. Many of these components continue to form the primary basis of their educational models within the innovation zone. While each school's programming model is different, they all share a common goal of increasing student learning, achievement and growth, and fostering a sense of efficacy. Similar to elementary schools, there are common characteristics

within each plan, notably a focus on experiential learning, the use of common assessment systems such as the Achievement Network and a commitment to establishing a strong school culture.

Pueblo Academy of Arts

Pueblo Academy of Arts offers educational programming that is academically rigorous, customized to the learning needs of students (Pre-AP), and infuses the arts (arts integration) to offer engaging application of concepts, critical thinking and creativity, project-based, experiential learning, and artistic demonstration of knowledge and skills. We intentionally create necessary conditions (climate and culture) for students to receive the intensive support essential to a rigorous college prep curriculum and which enable them to perform at or above grade level.

Arts Integration

Arts integration is an approach to teaching that integrates the fine and performing arts as primary pathways to learning. Arts integration differs from traditional education by its inclusion of both the arts discipline and a traditional subject as part of learning (e.g. using improvisational drama skills to learn about conflict in writing.) The goal of arts integration is to increase knowledge of a general subject area while concurrently fostering a greater understanding and appreciation of the fine and performing arts. The John F. Kennedy Center for the Performing Arts defines arts integration as "an approach to teaching in which students construct and demonstrate understanding through an art form. Students engage in a creative process which connects an art form and another subject and meets evolving objectives." We provide instruction in both arts integration and pure form visual and performing arts. Pueblo Academy of Arts has adopted the Kennedy Center's definition of arts integration, and we continue to provide professional development to staff through the CETA Arts Integration Institute at the Kennedy Center. CETA (Change Education Through the Arts).

Extended Learning Opportunities

Pueblo Academy of Arts supports and encourages 'extended learning'. Extended learning opportunities (ELOs) are defined as the primary acquisition of knowledge and skills through instruction or study outside of the traditional classroom methodology.

- Apprenticeships
- Community service
- Independent study
- Online courses
- Internships

- Performing groups
- Private instruction

Extended learning opportunities include a broad range of programs that provide children with academic enrichment and/or supervised activities beyond the traditional school day and, in some cases, beyond the traditional school year. Our extended learning opportunities can be classified into three areas according to their purposes:

- Academic Support (Afterschool and Saturday school)
- Enrichment (Innovative flexible scheduling allows for an alternate schedule on Friday, which supports the Enrichment Program for all students unable to attend After school or on Saturday.)
- Community Service (Innovative flexible scheduling allows for an alternate schedule on Friday, which supports our community outreach programs.)

Well planned and coordinated ELOs can support learning while providing safe, positive activities for children and young people to explore their interests and develop their talents. ELOs at Pueblo Academy of Arts include before- and after-school programs, Saturday academies, summer school, extended school year, extended school day and other innovative programs that enhance student learning. We offer extended learning programs as a strategy for improving or enhancing student achievement, engage students in the community, develop leadership skills and prevent them from engaging in risky behaviors.

Teen Leadership (Leadership, Professional, and Business Skills for Students)

At Pueblo Academy of arts we believe that when students discover their own self-worth and approach life prepared to achieve, the opportunities are endless. This is the philosophy behind the Teen Leadership course. The course teaches students to take responsibility, express themselves, and handle problems and decisions when they arise.

Teen Leadership is a required full-year course. The leadership teachers are certified by The Flippen Group to deliver the curriculum. The course builds personal responsibility and leadership skills through role plays, group activities, speeches, and projects.

Through the Teen Leadership course, students will:

- Develop a healthy self-concept, healthy relationships, and a sense of personal responsibility
- Understand Emotional Intelligence and the skills it measures, including self-awareness, self-control, self-motivation, and social skills Build skills in public speaking and communication as well as an understanding of personal image
- Develop an understanding of principle-based decision-making and learn to make responsible personal and financial decisions
- Recognize and resist peer pressure

- Learn to become better family members and citizens
- Appreciate the need for vision in goal-setting, personally and professionally

Teen Leadership prepares students for success in all they pursue, in and beyond school. This course is intended for middle and high school students (grade 6-12) of all backgrounds and abilities. The practical skills taught in Teen Leadership will help any student make the transition to life after school.

Capturing Kids' Hearts

Pueblo Academy of Arts staff believes that remarkable outcomes are possible in a classroom where trust, respect, and caring relationships flourish. But creating such an environment is a tremendous challenge. Capturing Kids' Hearts provides tools for administrators, faculty and staff to build positive, productive, trusting relationships — among themselves and with their students. These processes transform the classroom and campus environment, paving the way for high performance.

Risley International Academy of Innovation

Risley International Academy of Innovation elected to implement two primary research-based strategies to increase student achievement and focus on high quality instruction: International Baccalaureate Middle Years Programme (IB-MYP) and Advancement via Individual Determination (AVID). *Note: In an effort to reduce the number of programs being simultaneously implemented, Risley will focus on the implementation of AVID beginning in 2019-2020.*

Advancement via Individual Determination (AVID)

AVID provides targeted academic, teacher and peer support 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.

Innovation status will provide Risley the flexibility to adopt their own educational program, including selecting curriculum & textbooks. Risley International Academy 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. They have the flexibility to provide expanded academic and enrichment learning opportunities for students before/ after school as well as Saturday School.

Roncalli STEM Academy

STEM (Science, Technology, Engineering, and Math)

STEM curriculum and project-based interdisciplinary learning will continue to radically change teaching and learning at Roncalli STEM Academy. Both were chosen for their research basis in engaging students, improving math and science scores, and supporting secondary/post-secondary academic and career success. Students will participate in a school developed STEMsational Character Education program where students will learn to identify and recognize themselves in 9 stem character traits. In addition, all students will participate in school-wide project based learning units created by teachers. Teachers will continue to receive on-going professional development in project-based learning.

Project Lead the Way-Gateway to Technology

Project Lead the Way-Gateway to Technology (PLTW-GTT) will be purchased by Roncalli STEM Academy through the district procurement and contracting procedures. STEM and Project Lead the Way-Gateway to Technology (PLTW-GTT) have been aligned with the Next Generations Science Standards. Setting high standards for all students is part of the cultural shift brought to Roncalli STEM Academy. Students will be required to complete one PLTW-GTT course each semester. Foundational courses for PLTW-GTT include Design and Modeling and Automation and Robotics, followed by additional modules in Flight and Space, Medical Detectives, Introduction to Computer Science, Energy and the Environment, and Green Architecture. In addition to PLTW-GTT, all students will be required to complete quarterly Project-Based Exhibitions that demonstrate student proficiency on Colorado Academic Standards.

Structured Advisory

Roncalli STEM Academy will continue to implement an advisory course for each student. This course will focus on academic, project based learning and social/emotional needs of students as a way to strengthen connectedness between adults and students and foster a personalized and supportive school culture. Every student will be enrolled in a 30-minute daily Academic Advisory course. Time will be

utilized to set and review individual student goals, academic and behavioral progress, homework, and adult/student relationship building. Additional curricular content will include College In Colorado/ICAP development as well as Project Based Learning. Every teacher, administrator, counselor, media specialist, and ESS teacher will teach an Advisory course. This will allow for reduced class sizes of 10-15.

Project-Based Learning

Roncalli STEM Academy will use project-based learning as a foundation for our curriculum. The knowledge and skills implemented throughout the curriculum will prepare students with 21st century skills including critical thinking, problem solving, creativity, communication and collaboration. Student outcomes will include:

- Effective communication and collaboration;
- Problem-solving and critical thinking; and,
- Technology application.

Four research-based components will drive all project-based learning units: a driving question, opportunities for students to make active investigations, collaboration among students, teachers, and others in the community, the embedded use of technology in the student learning environment.

ELA, Math, Science and Social Studies

ELA, Math, Science and Social Studies curricula will be aligned to the Colorado Academic Standards with a STEM Integration focus. Teachers will develop thematic units with an essential question, which will guide all project-based learning for the team. These concepts will be integrated into the core curriculum to develop an in-depth understanding for creative problem solving and critical thinking. Roncalli STEM Academy will continue to develop literacy and Math instruction across all content areas through Expeditionary Learning. Inquiry-based learning and digital literacy will be infused into every classroom along with technology integration to foster 21st century skills using Blended Learning and make learning individualized, relevant and applicable.

Art, Music, and Physical Education

Roncalli Middle School will offer students a well-rounded, high quality curriculum to prepare our students to be successful in high school and beyond. A diverse curriculum that includes arts, music and physical education, aligned to Colorado Academic Standards, will foster social and emotional capacities necessary for children to successfully negotiate conflict and adversity and persist in school. In addition, the elective offerings will broaden the stage for STEM curriculum integration through creativity, problem solving, and project-based learning.

Individuals with Disabilities Education Act

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

Human Resources

The Pueblo Innovation Zone requests flexibility in hiring practices of all certified staff. Each school in the zone will have flexibility with district standard operating procedures with regard to recruiting practices and timelines, posting and hiring timelines, ability to post when vacancies are determined, and flexibility in determining the length and duration of posting. In addition, the zone will have the ability to retain late-hire employees through contract renewal. Contract renewal of late hire employees will be at the discretion of the principal.

Zone schools have the authority to determine staff positions within the set staffing patterns and allocations of the district. This means zone schools have flexibility within the allocated FTE to determine school specific positions or assignments. They have autonomy in selecting teacher and administration staffing, and determining the appropriate leadership structure for the school. Zone schools may hire non-traditional candidates and long-term substitutes who may not be certified or highly qualified for positions that are not core academic positions such as music and dance. They have the authority to deny direct placements of certified and classified staff from the district and the flexibility to administratively transfer staff who do not support the tenets of the Innovation Plan. The schools in the Innovation Zone need to retain personnel that are committed to the reform model, therefore all staff members are required to sign the Innovation Zone Commitment Form which clearly outlines the expectations of the Innovation Zone. An opt out process was made available to any staff member prior to the beginning of the first year of the Innovation Zone. The zone has the flexibility to explore actual to average salary. This process would calculate the difference in the amount of funding resulting from a staffing formula based upon a projected average salary versus actual salary. Any cost savings (difference between actual vs average salary) would then be allocated to the school to be put toward the school reform effort. The zone schools have the ability to create school specific positions and job descriptions and the ability to hire for positions that align with specific school models and needs. Finally, they have the ability to hold and participate in annual recruitment fair(s) beginning in March of 2017.

Schools may determine bell schedules and calendars to support the specific school models. All seven schools will use the same formula for additional pay for professional development and teaching that is in place. The district provides the innovation zone with the monetary means for schools to provide pay for performance and sign-on, stay-on bonuses for certified staff (teachers and administrators) and allow the schools in the zone to identify the criteria to determine pay for performance and sign on stay on. Also, principals can set the administrator work schedule in order to adhere with the number of negotiated work days but address the school model and calendar. In an effort to attract

and retain high quality Turnaround Principals, Administrators are paid a stipend to compensate them for additional time that may result from the school model/calendar.

For new-to-the-district hires, there will be an “at-will” period of employment (3 semesters). 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.

Non probationary teachers, who receive a Partially Effective or Ineffective rating in accordance with the evaluation process, shall be subject to a review of their position in the Innovation School, which may result in an administrative transfer. Probationary teachers are subject to state/ district non-renewal processes. Zone schools have the authority to determine work schedules and calendars for part-time employees and classified staff to align with school specific calendars and schedules.

They have flexibility in teacher workload to allow for an increase in the maximum number of preps per teacher. Schools possess authority to develop our own requirements for staff planning and preparation, including the ability to vary PLC planning and collaboration time. With this variation, planning periods may not be uniform and some meetings may be scheduled during times other than at the end of the normal school day. Each school has the ability to allow a minimum amount of time per week rather than per day and variation of allotted time that may not mirror the instructional course time. Each school within the zone has specific authority over all positions except for facility, custodial, and special service provider itinerants.

All schools in the zone have flexibility to determine the composition of school specific leadership teams. The compositions of these teams will vary according to school and program needs. In every case, the leadership composition will align directly with what is necessary for student improvement. Pursuant to ESEA, all K-12 core content teachers that are hired will meet the State Board’s definition of “in-field.” This means that regular and special education teachers that are the primary provider of instruction will be “in-field” in their particular content area(s), including English, Reading or Language Arts; Mathematics; Science; Foreign Languages; Social Studies (civics, government, history, geography, economics), and the Arts (visual arts, music). The schools will comply with requirements not waived regarding Title II.

The zone wide and school specific human resources flexibilities allow for the streamlining of hiring, paying, and contract practices to ensure that these practices align with school models, calendars, and schedules. Moreover, these flexibilities allow schools to make timely and efficient decisions and make the most of their shared capacity as a zone. These flexibilities permit schools to attract and retain effective teachers that positively contribute to quality instruction and provide staff that directly supports and meets the needs of school specific programs. With the ability to post and

fill vacancies in a timely manner, schools in the zone will be able to align and utilize resources to best meet the needs of each school program.

These flexibilities provide greater efficiency in governance operations and efficiency of aligned resources. Schools strive to see an increase in student achievement and positive school culture. However, in order for this component to be successfully implemented, a common understanding of the needs of each site is required. To support this work the district engages in differentiated support and explores alternative options to existing processes and practices.

See Appendix E for draft teacher commitment form.



Data Infrastructure

The Pueblo Innovation Zone establishes a data infrastructure designed to increase capacity in using data to set instructional priorities, monitor student progress, and inform instructional practices. Zone wide transparency and collaboration utilizes zone wide data days and professional development days. The zone is currently building upon the collective work with ANet for coaching sessions and support via *myANet* to implement ANet's teaching and learning cycle in all six schools in the zone.

In a related flexibility, zone schools have the authority to determine school specific assessments that are appropriate for all school specific models in the zone. These include interim assessments, benchmark pre/post assessments, and Math Inventory and DIBELS for progress monitoring. School specific assessments may replace district required pre and post tests, but will not supersede state required CMAS, PARCC, or ACCESS assessments. The ability to select specific assessments allows each school to gather and use data that is most relevant to their programs and the needs of their students.

Zone schools have the authority to determine consistent zone wide progress monitoring using interim assessments, math and reading inventories. They have the authority to import data into a common data warehouse (e.g. Alpine Achievement) for the benefit of teachers. Utilizing a common data warehouse can allow for a more efficient display, review, and analysis of data. This shifts the discussion to focus more on data driven instructional decision-making. The common data warehouse system aligned with common assessments that meet the needs of all school specific models (including elementary level, middle level International Baccalaureate, STEM, and Arts Academy), can provide the zone with timely data that directly affects data driven instruction. Accountability measures for the zone allow for continuous PLC conversations to determine effective practices, identify common gaps, and develop strategies for improvement.

Schools have institutionalized data driven instruction through the analysis of formative assessment data including ANet assessments in Professional Learning Communities to drive and improve instruction in the weekly teaching and learning cycle. Periodic data days are scheduled for each school and zone wide collaboration and utilize Data Driven Instruction (DDI) protocols and assessment rubrics across the zone.

This allows for collaboration across schools, providing the opportunity for teachers to compare data, share best practices, and disseminate strategies for improvement. For example, the built in data days provide a structure for in-depth analysis and planning. This is essential to build a strong connection between what the data says and what the instruction needs to be. Setting aside this time also establishes a growth mindset. This provides the opportunity to consistently refine protocols for the teaching and learning cycle and reteach. Continued collaboration with ANet also provides the zone with increased experience with the teaching & learning cycle. The accompanying coaching and professional development within the network has provided greater access to best practice resources and training.

By creating a data infrastructure that is more intensive and collaborative, students are the ultimate beneficiaries. Effective data analysis and planning requires that teachers have the time to “deep dive” their data to identify the specific knowledge and skills that need additional support. By collaborating with colleagues, teachers have the opportunity to identify best practices, review instructional resources, and vet them for quality. It also values teachers’ investment in instruction and ensures that they are able to create the highest quality instruction available. Collaboration around assessment invests in teachers’ knowledge base and professional skills and promotes teacher leadership.

Data infrastructure has significant effects in a variety of other areas. In terms of schedule and calendar, time is needed to establish data days and daily PLC’s for teachers. Professional learning is also impacted as staff members learn to administer different assessments and engage in data analysis. Data analysis also impacts best practices, individual and quarterly data meetings, and selection of instructional materials.

One of the outcomes is a closer alignment between data analysis and instruction in the classroom including gap analysis and differentiation. Lesson quality is improved through collaborative planning. There is also a visible shift in the culture toward a deeper understanding of data as a resource as the value of data shifts from an evaluative perspective to a formative purpose. For continued implementation of this innovation the zone takes advantage of district support to set up, manage and troubleshoot adopted assessments. This includes assistance in providing staff development, technological support, and other areas with capacity building needs.

Assessments are reviewed on an annual basis by the Innovation Zone schools to evaluate effectiveness and to determine if there are other assessments that should be utilized. Beginning in 2017-18, zone schools utilized waivers to use the following assessments:

Assessment	Purpose	Zone School
School City	Benchmark (for Pre/Post Assessment)	Elementary Schools Grades K-1 Pueblo Academy of Arts Roncalli STEM Academy
Achievement Network (ANet)	Interim Assessments (Formative)	Elementary and Middle Schools
Math Inventory (MI) Reading Inventory (RI)	Benchmark (for Pre/Post Assessment) Progress Monitoring	Risley International Academy of Innovation
iReady Math iReady Reading	Benchmark (for Pre/Post Assessment) Progress Monitoring	Elementary Schools Grades 3-5
DIBELS	Progress Monitoring	Elementary Schools

Professional Learning

The Pueblo Innovation Zone has the authority to select school specific professional development experiences and the flexibility to set a school specific professional development calendar. This flexibility increases teacher capacity in the use of high leverage strategies through high quality professional development. It also allows time for deep analysis of data and corresponding planning to support student achievement, teacher retention, and data driven instruction. Teachers have additional time prior to the school year starting and throughout the year to establish critical routines and practice implementation with the opportunity for feedback. High quality professional development sparks excitement in teachers and ultimately success in students, resulting in an improved school culture and higher teacher retention rates.

Zone schools may opt out of district sponsored professional development for teachers and administrators in order to focus on school specific priorities that align with school models and data coaching sessions. A number of professional learning hours are reserved for Innovation Zone network professional development focused on common high leverage practices. As a zone collective expertise and funding can be leveraged to provide high-quality professional development that may otherwise be out of reach.

The innovation zone implements specific high leverage practices that are aligned with increased academic achievement in similar academic settings across the country. Teaching staff are required to engage in professional development in order to enhance their craft including the processes of Professional Learning Communities (PLC), Data-Driven Instruction (DDI), the Teaching & Learning Cycle, and Observation Feedback to include job-embedded coaching and non- evaluative video-recording. These practices align with the zone wide professional learning calendar and the coaching model is presented at each site. The non-evaluative nature of the process is emphasized as well as roles and expectations. The zone has sought to establish an observation and feedback cycle and weekly job embedded coaching with opportunities for practice based on continuous improvement. The Observation feedback cycle is based on the work of Paul Bambrick-Santoyo and is highlighted in his book, *Leverage Leadership*. Principals have received training in using the Observation Feedback Cycle through the Relay Graduate School of Education and will be engaged in an Observation/Feedback Coaching Model in collaboration with the Executive Director of Continuous Improvement and Innovation.

In this model, teachers receive a weekly observation of their teaching practice by an administrator, instructional coach, or teacher leader. This observation is followed up with a one on one coaching session that hones in on an element of their instructional

management and rigor. The teacher and coach work to develop and practice an “action step” that supports the teacher in quickly improving that aspect of his or her teaching. This cycle continues throughout the year which allows for timely and effective improvements that immediately impact student outcomes.

This practice can be linked directly with Data Driven Instruction coaching sessions and be provided by data and instructional coaches that are on each school’s instructional leadership team. The zone may create a continuous improvement zone wide through instructional rounds and coaching. In addition to observation and feedback of teachers and data-driven instruction, leadership professional development focuses on student culture systems and routines, leading adult professional development, and building a strong staff culture.

PLC time which is part of the daily schedule to allow teachers to continuously monitor, analyze data, and revise instructional plans to ensure that student learning goals are being met. Additional data days are implemented throughout the year after interim assessments to analyze standards, student data, and to create reteach plans.

The Pueblo Innovation Zone has a significant need for high quality teachers that are trained for our school settings. To ensure the success of the Innovation Zone, it is critical that teacher recruitment is enhanced and that supports are built in that allow schools to retain their most effective teachers. To address this pressing need, the Innovation Zone has developed a co-teaching model for student teaching via a partnership with Colorado State University-Pueblo. Elements of the model include:

- CSU-Pueblo supported professional development for zone elementary schools.
- Development of a teacher pipeline trained in zone schools.
- Participation by teacher candidates in zone school staff annual orientation.
- Task force comprised of zone teachers and university personnel to develop a co-teaching model for student teaching focused on Turnaround Strategies.
- Teacher candidates receive specialized training through observation/feedback, use of data-driven instruction strategies, etc.

Providing high quality professional development which includes practice and feedback sessions, ensures that teachers are ready to implement high yield strategies at the beginning of the year and refine and develop strategies throughout the year. It is essential that schools build teachers’ capacity to understand the implications and respond to data in a timely and effective manner. Every teacher must be able to implement high leverage practices and understand how to implement these practices in the most effective ways for the students in their classrooms. This approach to continuous improvement provides our teachers with the tools and expertise they need to

both personalize learning, effectively use technology, and strengthen the ecosystem of learning throughout our schools.

As a result of these professional learning flexibilities, schools should see improved Tier 1 instruction, solid routines, and effective procedures that result in fewer discipline referrals. Additionally, innovation schools should expect increased collaboration and leveraging of expertise across the zone, opportunities for site visits within the zone, as well as from teachers and leaders outside the zone, to share improvements district wide. Professional learning flexibility strengthens and supports goals associated with other waiver areas including buying practices, consultant contracts, technology, and school specific calendars.



Parental and Student Agreements

The innovation zone agrees that if students aren't in school, they can't learn and thrive. They have sought to build a community that engages and welcomes students and parents as partners in the education of their children. In order to encourage consistent student attendance, build a community of shared responsibility, and strengthen relationships with parents, schools have the flexibility to institute zone wide school-student-parent compacts. These elementary and middle school specific compacts outline school responsibilities to students and their parents, elaborate upon the ways in which parents can support their children's learning, and list student responsibilities associated with improving academic achievement. In order to design effective school compacts for each school, staff members have built an understanding of the purpose of the compacts and assist in the design and language of each school compact. The process is continued with outreach to families and parent meetings that share learning goals, strategies for supporting students at home, and the ways in which teachers will support student achievement of learning goals. Finally, students are engaged in the development and understanding of the elements of the compact and what their roles are in improving student achievement. This intentional approach that recognizes the critical role our schools, parents, and students play in ensuring student achievement contributes to increased parental engagement, improved teacher satisfaction, and strengthen school culture. This process results in better attendance and greater student achievement as all components of the school community actively participate in shared learning goals, understand data and outcomes, and implement practices at school and at home that contribute to academic achievement.

See Appendix C for elementary and middle school commitment forms.

Calendar and Schedule

Zone schools have the flexibility to create elementary and middle school specific calendars and daily schedules that include Professional Learning Community (PLC) time for specific groups of teachers, school specific and zone collaboration data and instructional days, extended calendar and school days for student contact, and additional professional development without student contact for teachers. This includes school specific professional learning and planning time before the start of the school year. The innovation schools work in collaboration with the district to determine transportation needs that align to school specific schedules and calendars.

This type of calendar and schedule ensures that there is adequate time to provide high quality professional development which includes practice and feedback sessions to ensure that teachers are ready to implement high yield strategies at the beginning of the year and refine and develop strategies throughout the year. Additional PLC time that is built into the day allows teachers to continuously monitor, analyze data, and revise instructional plans to ensure that student learning goals are being met. Additional data days are implemented throughout the year after formative interim assessments to analyze data and create reteach plans.

Additional attendance days may be added to the calendar at the end of the year and required for those students who have attendance concerns. The innovation zone schools can leverage their collective expertise, professional development and funding by utilizing similar calendars that support professional development, data analysis, and instructional planning.

By allowing the Innovation Zone to create a calendar and schedule that supports professional development, data analysis, and instructional planning, teachers are better prepared to provide rigorous instruction and time to plan for authentic learning experiences for students. Adequate time for deep analysis of data and corresponding instructional planning supports student achievement, teacher retention, school culture, and data driven instruction. Ultimately an increase in student engagement and achievement is the goal.

Through these flexibilities, the district allows Innovation Zone principals to create our own professional development, data, and instructional calendars. The district recognizes that some of the district provided professional development may not apply to Innovation Zone school needs and therefore may remove the requirement that zone school personnel attend. By supporting these flexibilities, the district allows zone

schools to be creative with student contact time as long as schools are meeting state requirements.

Schedule and calendar changes have implications that support and strengthen zone goals for a variety of other waiver areas including human resources, attendance, professional, learning, data infrastructure, and educational programming.



Purchasing Practices

In order to maximize zone wide and school specific efficiencies and leverage zone collaboration, the Pueblo Innovation Zone has waivers that support several innovations related to purchasing practices. The zone has flexibility with technology equipment and schools work in conjunction with the district to allow for the purchase of equipment and donations that meet the needs of the program model. Schools may elect to expedite the software purchasing process by allowing them to contract and purchase directly from companies using district provided support for specific zone technology needs.

Zone schools have the authority to use school procurement cards for materials and professional learning opportunities that are aligned with each school's Unified School Improvement Plan (USIP). Online resources are more efficient when using a procurement card as both purchasing time and processing time allow for resources to arrive sooner which allows them to be implemented within the school in a timely fashion. In addition, the zone has the ability to procure items from vendors who provide the most competitive prices instead of solely district identified vendors. To take advantage of these pricing opportunities, schools have the ability to utilize individual school procurement cards for items from all funding sources including Federal funds. Purchases include the procurement of materials, travel arrangements, and consulting contracts. All purchases are in accordance with the Unified Improvement Plan (USIP) /Innovation Plan.

In addition, schools have exemption from District Out of State Travel Request Process. Travel is documented in USIP, Innovation, or School Plan, making the additional paperwork unnecessary. At this time, schools provide a significant amount of documentation in order to travel, and the approval process typically takes four weeks. Out of state travel requests require an extensive and lengthy approval process which limits the ability to register staff for upcoming training as well as obtain lower costs for travel expenses such as hotel/ airfare. This process makes it difficult for individual schools to take advantage of opportunities. In addition, some processes require such a long time that it is difficult to make requests early enough for students to take advantage of new resources in a timely manner.

These flexibilities allow zone schools to both leverage collective resources and maximize school specific efficiencies by using resources to purchase at the most competitive prices and to utilize resources for the greatest areas of need. With the

reduction of paperwork redundancies, zone administration is able to focus their efforts on other critical demands.

The purchasing practices will have significant implications that will support and strengthen goals associated with other areas of need including professional learning and calendar and scheduling.



Teacher Evaluation

The Colorado teacher evaluation policy requires that 50% of a teacher's evaluation be determined by student achievement data. Each district determines the measures and metrics for this 50%. The Pueblo City School District currently allows teachers to determine from a district provided list of assessments and set their own growth and/or performance status goals for their evaluations.

Each school in the Pueblo Innovation Zone has the authority to work collaboratively with their Building Leadership Teams across the Innovation Zone to establish the 50% data requirement regarding Measures of Student Learning. The Innovation Zone reserves the right to use assessments not on the district approved list and schools will determine growth metrics for different performance levels. These performance levels and cut points will be determined collaboratively by zone leadership by level. In addition, we schools have the authority to evaluate teachers on appropriate subgroups of students they teach. This ensures that the bar for growth and performance status remains high and supports the ambitious goals outlined in each school's Unified Improvement Plan and school specific instructional program model. It also allows schools in the zone to determine student achievement criteria used for evaluations which maintains high expectations for all staff while aligning to the school improvement plans. Student achievement data is aligned with the instructional program needs of the schools.

Measures of Student Learning (MSL) are determined with input from a representative group from each site. Factors such as "newness" of the assessment and baseline data may be taken into consideration when determining appropriate MSL that are rigorous yet fair and equitable. The Innovation Zone has a process for "mid-course" correction with principal discretion and approval.

As a result of these flexibilities there are several expected outcomes including an increase in the quality of instruction, increased academic achievement, improved student expectations and outcomes, and differentiated teacher development plans aligned with school improvement goals.

Stakeholder Engagement

During the formation of the original innovation plan, each school in the zone satisfied stakeholder requirements through an engagement process that included School Accountability Committee (SAC), administration, teacher and student stakeholders to review and provide feedback on the Innovation Zone plan. Each school invited review of innovation plan components, conducted meetings, distributed surveys to stakeholders, and offered opportunities for face to face and anonymous feedback. Each school engaged in a similar process to engage stakeholders as outlined below:

Event(s)	Facilitator(s)	Focus
Ongoing Communication/ Updates to the Board of Education	Principals, District, external partners (as applicable)	Each school leader contributed in updating the local school board on progress on development of the Innovation Zone and initiatives supporting the Innovation Zone. This created an opportunity for questions, comments and greater involvement and input by the board. These updates occurred during Board meetings and work sessions in the months leading up to the final plan.
Parent feedback	Each school Principal	Each school provided multiple opportunities for parents and community members to discuss the Innovation Zone and provide feedback over the course of three months leading up to the final plan.
Student feedback	Each school Principal	Each school provided multiple opportunities to ensure students are aware of changes that will be happening in their school and gather feedback in the months leading up to the final plan.
Staff feedback	Each school Principal	Each school staff was engaged in multiple meetings with school and district leadership to provide ongoing feedback.
PEA feedback and discussion	Each school Principal	District leadership met to discuss key areas of innovation pertaining to licensed staff prior to the final plan draft.

Improvements in Academic Achievement

Beginning in 2018, four of the seven innovation schools have achieved an improvement or performance plan assignment type and moved off of the accountability clock. However, there are three schools in the Pueblo Innovation Zone that have not yet met expectations for attainment on the performance indicators and continue to adopt and implement turnaround plans. The Innovation Zone allows all schools to increase capacity to improve academic achievement. All schools in the zone implement additional innovations using a prototyping process and data analysis to move toward full implementation effectively. As innovations become institutionalized we expect to see significant academic growth, positive school climate, and the effective use of data driven instruction.

Each school in the zone will meet the following expectations:

- Students will be expected to meet grade- level standards or move at least one proficiency level from the beginning of the year to the end of the year.
- Schools in the zone will be expected to meet or exceed district and state expectations for school performance, resulting in significantly increased academic achievement and growth for students and a rating of “meets expectations”.

The innovation zone utilizes a cycle of continuous improvement and uses data to determine whether innovations are having the intended effects. Schools in the zone set school specific targets, collect, and consistently monitor:

- student attendance
- behavior referrals and suspension data
- student achievement on local assessments
- Data collection rubrics are used to collect and monitor student culture data and implementation of data driven instruction.

School Improvement in Detail

The following tables explain the specific and measurable outcomes the schools expect to see as a result of the innovations in this plan. These data points are tracked and progress is checked by each school during performance management (PM) checks and updates utilizing the Innovation Zone performance management tool.

State assessment growth data is included as presented in the CDE School Performance Framework

- Baseline: All schools are currently in Turnaround status
- Fall 2018: All schools will receive an Improvement Plan type
- Fall of 2020: All schools will receive a Performance Plan type

	Baseline (2015 CMAS PARCC)		SY 2016-17**		SY 2017-18**		SY 2018-19	
	ELA	Math	ELA	Math	ELA	Math	ELA	Math
Bessemer			41	32	32	55	33	40
Franklin	30	32	31.5	41.5	51	41	32	24
Irving	21	17	51	48	53	57	29	34
Minnequa	11	7	36	28	34.5	35	34	54
PAA	20	8	34	31	41	37	34	31
Risley	16	6	33	29.5	32	36	36	35
Roncalli	2	1	37	30	28	32	49.5	39

* (State Assessment) Average Percentile Rank in ELA and Math

** (State Assessment) Median Growth Percentile in ELA Math

School City (% at Grade level at end of year)

Identification of Targets: PCS utilized Galileo as its SY 14-15 Benchmark Assessment and transitioned to School City for the first time during the 15-16 school year (SY).								
	Baseline*		SY 2016-17**		SY 2017-18**		SY 2018-19	
	ELA	Math	ELA	Math	ELA	Math	ELA	Math
Bessemer								
Franklin 3-5	82%	89%						
Irving 3-5	63%	78%		In 2018, the majority of innovation schools				

Minnequa 3-5	67%	82%		discontinued School City as a Benchmark Measure. This table will be updated with appropriate measures beginning with the 2019-2020 school year.				
PAA 5/6-8	50%	55%						
Risley 6-8	55%	48%						
Roncalli 6-8	38%	55%						

DIBELS Grades K-3

	Baseline (EOY)	SY 2016-17 (Target/ Actual)	SY 2017-18 (Target/ Actual)	SY 2018-19 (Target/ Actual)
Bessemer	55%	85%/ 58%	85%/ 53%	85%/ 49%
Franklin	74%	85%/ 83%	85%/ 84 %	85%/ 86 %
Irving	69%	85%/ 64%	85%/ 52%	85%/ 55%
Minnequa	68%	85%/ 55%	85%/ 57%	85%/ 52%

(% of students at or above benchmark at end of year)

Student Culture

	Baseline		SY 2016-17**		SY 2017-18**		SY 2018-19	
	OSS	Referrals	OSS T/A	Referrals T/A	OSS T/A	Referrals T/A	OSS T/A	Referrals T/A
Bessemer	112	196	na/70	na/ 146	na/36	na/83	na/44	na/87
Franklin	34	115	17/63	100/194	15/34	85/132	15/31	85/52
Irving	40	210	10/24	120/139	10/19	90/264	10/43	90/151
Minnequa	48	162	25/67	120/253	25/79	110/176	25/33	110/67
PAA	172	575	180/216	600/759	160/215	570/1143	140/140	540/647
Risley	135	484	135/226	459/623	108/216	367/566	100/108	350/255
Roncalli	187	541	190/246	500/329	160/349	450/976	135/268	400/942

of Out of School Suspensions (OSS) and # of Discipline Referrals (T= Target/ A= Actual)

Attendance

	Baseline		SY 2016-17**		SY 2017-18**		SY 2018-19	
	ADA	CA	ADA T/A	CA T/A	ADA T/A	CA T/A	ADA T/A	CA T/A
Bessemer		25%	na/ 93%	na/22%	na/93%	na/ 35%	na/90%	na/36%
Franklin	93%	20%	95%/93%	15%/30%	96%/92%	10%/34%	96%/91%	10%/31%
Irving	92%	26%	95%/91%	15%/31%	96%/92%	10%/32%	96%/91%	10%/30%
Minnequa	91%	26%	95%/91%	15%/32%	96%/90%	10%/35%	96%/90%	10%/35%
PAA	90%	36%	93%/89%	30%/38%	93%/90%	30%/37%	93%/90%	25%/34%
Risley	91%	32%	93%/86%	30%/45%	93%/84%	28%/51%	93%/87%	25%/48%
Roncalli	85%	47%	90%/86%	40%/45%	93%/84%	35%/50%	93%/86%	30%/47%

% Average Daily Attendance (ADA) and %Chronic Absenteeism (CA) (T= Target/ A= Actual)

Teacher Effectiveness

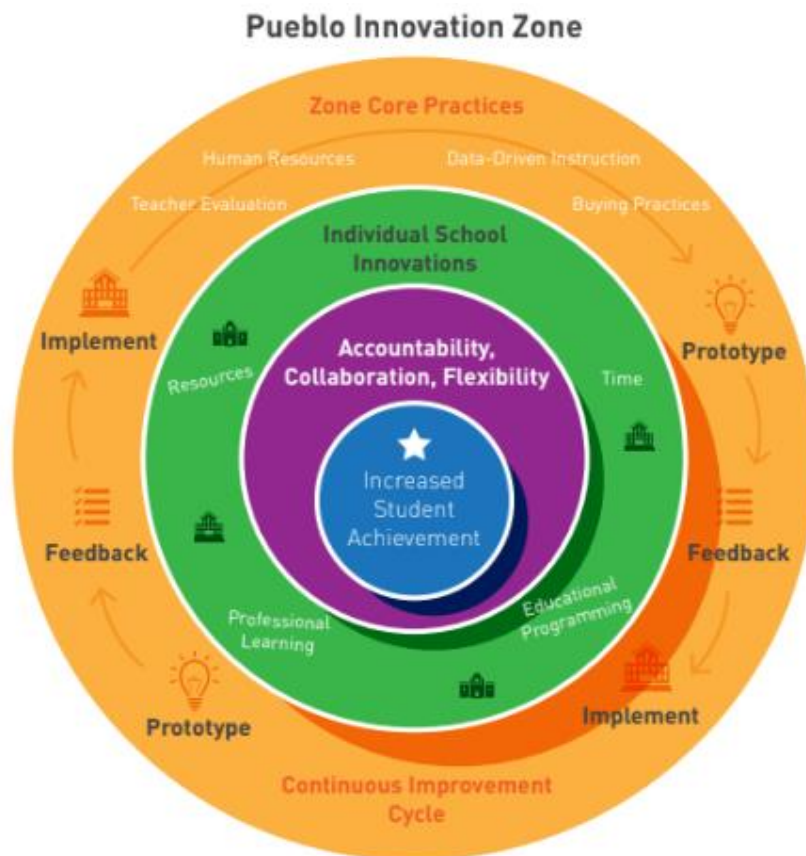
	Baseline*	SY 2016-17	SY 2017-18	SY 2018-19
Bessemer	84%	82%	44%	59%
Franklin	88%	97%	97%	100%
Irving	92%	96%	91%	96%
Minnequa	97%	79%	92%	100%
PAA	70%	86%	54%	98%
Risley	90%	80%	47%	82%
Roncalli	77%	94%	61%	88%

% of Teachers scoring Effective or Highly Effective on PCS Teacher Evaluation

* EOY 2014-15

Zone wide and school specific innovations

The Pueblo Innovation Zone is intended to be collaborative with fidelity to zone core practices while maintaining school specific autonomies that align with individual programs and school needs. The zone seeks to take full advantage of the power of prototyping. The cycle of continuous improvement allows schools to test innovations, make adjustments, and measure progress across the zone. Analysis of the innovation zone includes zone-wide leadership conversations of cutting edge practices initially tested by schools in the zone for a three month period. During quarterly zone meetings dedicated to this purpose, schools share successes and challenges with each practice. Schools determine whether implementation should be scaled-up or discontinued by looking at academic achievement data and feedback surveys collected from each school community to understand how zone innovations are helping or hindering school improvement. The prototyping process allows quicker innovation, providing timely and ongoing data about innovations, and giving accurate information to share with all schools in the zone with regularity.



The graphic above depicts the structure of the zone collaboration. This collaborative approach to core practices, prototyping and school specific implementation forms the structure of our zone and frames our interactions. It allows quick movement from testing, feedback and data analysis, to multi-school implementation. The zone also provides the ability to test practices across a wide range of school communities. As a result, we believe that the zone has the added benefit of incubating practices that can positively affect schools across Pueblo District 60. We will review our zone plan periodically to identify areas of strength, ongoing challenges, and adaptations. The cycle of continuous improvement provides us with accurate and timely data to support the review of our zone plan for renewal.

As already indicated, innovations are shared across the zone from the zone core practices. However, some innovations are implemented differently across the schools and require school specific autonomy. Varying approaches to implementation of innovations among zone schools is a result of the diversity of educational program models, ages of student populations, and the resulting programming variations that define each school. Because the three middle schools in the zone previously had innovation status and the three elementary schools were new to innovation, certain autonomies have been necessary to initiate innovations at the elementary schools that have already been addressed in the middle school innovation plans. The table below explains whether a specific innovation is a zone core practice, a school specific autonomy, or both.

Innovation	Innovation Type	Zone Core Practice	School specific autonomy
Flexibility to determine school model and aligned course offerings	Educational Programming	X	X
Authority to opt out of district mandated scope and sequence maps and institute own	Educational Programming	X	X
Flexibility to select all curricula and instructional materials	Educational Programming	X	X
Flexibility to establish standards based grading	Educational Programming	X	
Flexibility to determine progress and report card frequency, timelines, and format	Educational Programming	X	X
Authority to adopt lesson planning	Educational	X	X

practices	Programming		
Authority to implement high yield instructional strategies	Educational Programming	X	X
Authority to implement an intentional student culture program	Educational Programming	X	X
Authority to deny direct placements (in or out), authority to transfer in	Human Resources	X	
Ability to hire non-traditional candidates in non-core areas and the ability to create school specific staffing list aligned with school model	Human Resources	X	
Authority to create Zone wide pay scale, provide compensation for extended day and calendar, provide teacher attendance bonuses, provide sign on/stay on bonuses, and pay for performance based compensation (teacher and administration)	Human Resources	X	
Authority to make school specific contracts for staff that indicate school specific expectations and experience (no cap for transferring out of district years of experience), actual versus averages, make contracts "at will", and sanction to determine work schedules, changing district deadline for transfer/movement	Human Resources	X	
Authority of oversight over all positions except for facility, custodial and special service provider district itinerants	Human Resources	X	
Authority to determine school assessments that are appropriate for each school model and opt out of district required assessments	Data Infrastructure	X	X
Authority to determine school progress monitoring measures and structures	Data Infrastructure	X	X
Authority to adopt a zone wide common data warehouse system aligned with common grade level assessments	Data Infrastructure	X	X
Authority to use formative assessments (ANET) to drive and improve instruction in the teaching and learning cycle, periodic data days and use of common DDI protocols and assessment rubrics	Data Infrastructure	X	

Authority to select school based PD experiences and calendar	Professional Learning	X	X
Authority to opt out of district required PD for classified staff, certified teachers and administrators	Professional Learning	X	
Innovation Zone network PD opportunities will be aligned to common high leverage practices	Professional Learning	X	
Authority to adopt an observation/feedback loop between teachers and data/ instructional coaches that includes video observation and coaching with embedded practice	Professional Learning	X	
Flexibility to establish a co- teaching model via higher education and community partnerships	Professional Learning	X	
Flexibility to create school specific calendars and daily schedules that will include PLC time , zone collaboration, extended calendar/day for student contact, and additional contact days for teacher professional development	Calendar/ Schedule/ Human Resources	X	X
Ability to determine teacher workload (planning time, preps, PLC times)	Calendar/ Schedule	X	X
Ability to require parental contract agreeing to attendance and code of conduct	Parental Agreements	X	
Ability to adapt district transportation and schedule to school schedule/calendar	Parental Agreements	X	
Ability to create a more supportive attendance policy than that of the district	Parental Agreements	X	
Ability to require parents to have students participate in all zone and state assessments and interventions	Parental Agreements	X	
Ability to determine what the 50% data requirement look like for each specific school rather than letting teachers select.	Teacher Evaluation	X	X
Ability to determine what assessments will be used in teacher evaluations	Teacher Evaluation	X	X
Ability to determine the metrics for growth and status that would be considered to be meeting expectations.	Teacher Evaluation	X	X

Authority to use Procurement Card with simplified district approval process including spending limits within the established budgets.	Buying Practices	X	
Ability to contract and pay trainers and consultants with a simplified and expedited district approval	Buying Practices	X	
Ability to create a zone policy for procurement of professional development.	Buying Practices	X	

District Supports Needed to Implement Innovations

The schools in the Pueblo Innovation Zone believe that the implementation of innovations is stronger with ongoing district support. Each zone principal works collaboratively with the Executive Director of Continuous Improvement and Innovation, who reports to the Superintendent, to ensure that innovations described in this plan are implemented and evaluated for effectiveness. The Executive Director of Continuous Improvement meets regularly one-on-one with each principal for coaching and school planning. The Executive Director of Continuous Improvement evaluates all principals in the Innovation Zone. In 2018-19, the Innovation Zone will have new leaders at three of the schools within the district. As needed, the Executive Director of Continuous Improvement will be involved in the principal selection and will utilize the Turnaround Leader Competencies in the process. The Executive Director of Continuous Improvement and Innovation works as a liaison between district departments and the zone principals to ensure effective implementation of these innovations.

The role of the Executive Director of Continuous Improvement and Innovation by design, is founded in advocacy. This role is crucial in advancing the district system toward a differentiated, flexible, equitable approach to supporting the highest need schools. Each district department including, Human Resources, Learning Services, and Finances will identify a point person to work collaboratively with the Executive Director of Continuous Improvement to achieve the following goals:

- Increase awareness and understanding of the Innovation Plan and implement waivers specific to each department.
- Identify and work to resolve potential barriers to implementation.
- Develop process and procedures necessary to ensure compliance and adherence with Innovation Plan.
- Identify areas, processes, practices that can be widely disseminated to benefit the entire district organization.
- Foster and support a growth mindset toward a continuous improvement model.

Innovation Zone Implementation

To ensure the long-term success and institutionalization of zone practices, the zone has utilized a strategic approach to implementation in order to strengthen operating practices, build infrastructure, and build capacity to implement the proposed innovations with fidelity. The table below shows when specific zone wide innovations have been expected to be fully implemented.

Year	Innovation	Expected Outcome	Status
1	Develop operating procedures in conjunction with the district.	District and zone agree on infrastructure, procedures, and support structure necessary for zone plan implementation.	Developing
	Revise current teacher evaluations to include metrics that align with individual school programs and zone goals.	Establish school specific teacher evaluation performance levels and acceptable measures for the Measures of Student Learning that align with individual school programs and needs.	Ongoing
	Determine professional learning objectives for each school and develop school specific professional learning plans.	All professional learning is aligned with school specific programs, high yield classroom practices, zone goals, and data days.	Ongoing
	Develop hiring practices and new teacher pipeline.	Zone wide teacher recruitment processes and procedures will strengthen school specific educational programming and build a strong pipeline for future recruitment strategies.	Developing
	Institutionalize school parent compact processes at each zone school.	Parents, students, and teachers understand their roles in student academic achievement.	Developing
2	Develop zone-wide and school specific measures for continuous improvement.	Establish a systematic approach to the innovation prototyping cycle.	Developing
	Evaluate and Refine Zone Innovations.	Zone innovations are implemented with increased fidelity and increased student learning outcomes.	Ongoing
3	Support implementation of Zone Core Practices to additional schools across the district.	Additional schools will have the ability to implement structures that lead to: increased student achievement, greater teacher buy-in and sustainability, and parental engagement.	Ongoing

Zone Elementary Program Innovations

Franklin School of Innovation, Irving, and Minnequa Elementary identified specific, common innovation strategies and educational programming. The following activities form some of the key programming innovations initiated by these schools.

Year	Innovation	Expected Outcome	Status
1	Educational Programming: <ul style="list-style-type: none"> • AVID implementation Grades • 3-6 Blended Learning Extended Learning • Opportunities (ELO) 	<ol style="list-style-type: none"> 1. Students participating in AVID in grades 3-6 will see an increase in achievement based on implementation of Writing, Inquiry, Collaboration, Organization, and Reading strategies. 2. Implementing AVID in grades 3-6 will provide students a seamless transition into middle school. 3. Creation of at least one Model Classroom for Blended Learning to use for staff development and training. 4. Creation of an Establish an ELO Task Force that will be immersed in training in project management, research, and visiting existing programs throughout the state to help create an implementation plan that will be launched in 2017-2018. 	<ol style="list-style-type: none"> 1. Ongoing 2. Ongoing 3. Not Started 4. Not Started
	Professional Learning: <ul style="list-style-type: none"> • Teacher Pipeline Pilot Program 	<ol style="list-style-type: none"> 1. Student teachers participating in the teacher pipeline pilot will be prepared to enter and be successful in a dynamic learning environment 	<ol style="list-style-type: none"> 1. Ongoing
2	Educational Programming: <ul style="list-style-type: none"> • AVID implementation School • Wide • Blended Learning • Extended Learning Opportunities (ELO) 	<ol style="list-style-type: none"> 1. Students participating in AVID school wide will see an increase in achievement based on implementation of WICOR strategies. Blended Learning will be implemented in all upper elementary classrooms. 2. An ELO program will be implemented in all three elementary schools. 	<ol style="list-style-type: none"> 1. Ongoing 2. Developing/ Modified
	Professional Learning: <ul style="list-style-type: none"> • Teacher Pipeline Program 	<ol style="list-style-type: none"> 1. The teacher pipeline project will be implemented across all schools. This implementation will also have an impact on quality candidates to hire and increase teacher retention. 	<ol style="list-style-type: none"> 1. Ongoing

3	<p>Educational Programming:</p> <ul style="list-style-type: none"> ● AVID implementation School wide ● Blended Learning ● Extended Learning Opportunities (ELO) 	<ol style="list-style-type: none"> 1. Become AVID Showcase Schools to impact schools across the district. 2. Students participating in AVID will continue to see an increase in achievement based on implementation of WICOR strategies. 3. Integration of Blended Learning school wide 4. Conduct action research on ELO program to measure program impact on school achievement, culture and attendance and make necessary adjustments. 	<ol style="list-style-type: none"> 1. Not implemented 2. Ongoing 3. Developing 4. Not implemented
	<p>Professional Learning:</p> <ul style="list-style-type: none"> ● Teacher Pipeline Program 	<ol style="list-style-type: none"> 1. All professional learning is aligned with school specific programs, high yield classroom practices, zone goals, and data days. 	<ol style="list-style-type: none"> 1. Ongoing

Entrance and Exit Into/ Out of the Zone

The Innovation Zone's successes should be shared both internally and externally. Additionally, the zone may be strengthened by additional schools. We can envision a future in which the district has a pipeline of Innovation Zone schools that will implement zone innovations from PK-12 grades in a variety of school models and site specific circumstances. We also recognize that under certain circumstances, schools may need to leave the zone. In each of these circumstances, the Innovation Zone has identified a process by which schools may join and exit the zone.

Schools interested in joining the zone must first demonstrate the ability to fully implement all aspects of the Innovation Zone proposal. Current Innovation Zone members will collaborate in an assessment of whether interested schools have the necessary conditions to take advantage of Innovation Zone flexibilities and to collaborate as integral members of the Innovation Zone leadership team. In order to be granted access into the zone, current zone administrators must agree with a 60% majority and Board of Education Approval. Innovation Zone members will periodically review zone progress toward school specific and zone wide goals and will take into account ideal school membership numbers. To be considered for entrance into the zone, the following criteria will be utilized:

1. Indication of readiness from staff and school leadership.
2. Evidence of calculated risk-taking designed to support improved school culture, teacher professional development, and student achievement.
3. Commitment to follow all common aspects of the Innovation Zone plan.
4. Demonstrated ability to participate in collaborative activities across the Innovation Zone.
5. Evidence of school needs that can be addressed by zone flexibilities.

In cases where an individual school is unable to implement the Innovation Zone plan or by recognition by the Innovation Zone members, exit from the zone may be deemed necessary. Individual schools may formally request to be removed from the zone if zone membership fails to support a school's Improvement Plan.

Innovation Plan Renewal and Revision Process

Every three years, each innovation school will go before the PCS school board as a collective Zone to share data, outcomes and renewal/revision plan for the board to vote.



Progress Monitoring Zone effectiveness

Structure	Frequency	Purpose/ Focus
Innovation Zone PLC Meetings (Innovation Principal Meetings)	Monthly	<ul style="list-style-type: none"> • Institutionalize the prototyping process and high leverage practices among teachers • Promote a growth mindset and culture of learning across all levels of the zone.
Building Leadership Team (BLT) Meetings	Monthly	<ul style="list-style-type: none"> • Review student leading indicator data and plan next steps. • The Executive Director of Continuous Improvement will participate in one BLT meeting per quarter to share in action planning, hold the school accountable for implementation and outcomes and align support from the district.
Innovation Zone Data Meetings (Data Days)	Quarterly (After each interim assessment)	<ul style="list-style-type: none"> • Evaluate school and zone wide data • Problem solving • Sharing of successful strategies • Adjusting based on data
Innovation State of the School Meetings	Biannual	<ul style="list-style-type: none"> • Update school staff and parents on progress and lessons learned.
Innovation Zone presentation to Pueblo School Board	Quarterly or Biannually at minimum	<ul style="list-style-type: none"> • Update on progress and lessons learned • Disseminate zone best practices across the district • Solicit feedback from district related to ongoing progress and growth
Innovation Zone presentations to additional stakeholders	Biannual	<ul style="list-style-type: none"> • Share progress and growth with stakeholders not in zone schools (media, principals outside of the zone, district employees, and departments)
Document efficient and best practice strategies	Ongoing	<ul style="list-style-type: none"> • Produce a record of prototyping experiences to ensure efficient communication of best practices.

APPENDICES

Appendix A: Original Documentation of Support from Administrators, Teachers, Staff, and the School Accountability Committee	68
Appendix B: Waivers: State Statutes	69
Appendix C: Waivers: District Policies	91
Appendix D: Waivers: PEA Collective Bargaining Agreement	97
Appendix E: Commitment Form	100
Appendix F: Updated letters of support from the school and community	102
Appendix G: Original District Signed Board Resolution	128
Appendix H: Updated District Signed Board Resolution	129
Appendix I: Estimated 2019-2020 Budget Overview	131
Appendix J: References	137

Appendix A: Original Documentation of Support from Administrators, Teachers, Staff, and the School Accountability Committee

Appendix B: Waivers: State Statutes

<u>Colorado State Statutes:</u> Section 22-9-106: Local Board Duties Concerning Performance Evaluation for Licensed Personnel	<u>Human Resources:</u> Teacher Evaluation
---	--

State Statute:

- *(1.5) (a) A local board or board of cooperative services may adopt the state model performance evaluation system established by the rules promulgated by the state board pursuant to section 22-9-105.5 or may develop its own local licensed personnel evaluation system that complies with the requirements established pursuant to this section and the rules promulgated by the state board. If a school district or board of cooperative services develops its own local licensed personnel evaluation system, the local board or board of cooperative services or any interested party may submit to the department, or the department may solicit and collect, data related to said personnel evaluation system for review by the department.*
- *(4) (a) Except as provided in paragraph (b) of this subsection (4), no person shall be responsible for the evaluation of licensed personnel unless the person has a principal or administrator license issued pursuant to article 60.5 of this title or is a designee of a person with a principal or administrator license and has received education and training in evaluation skills approved by the department of education that will enable him or her to make fair, professional, and credible evaluations of the personnel whom he or she is responsible for evaluating. No person shall be issued a principal or administrator license or have a principal or administrator license renewed unless the state board determines that such person has received education and training approved by the department of education.*

Replacement Policy:

- The principal in each zone school will have the authority to identify, prepare, and designate school-based evaluators to conduct staff evaluations. Designated evaluators of professional staff members may or may not possess an administrative certificate issued by CDE. All evaluators will receive CDE approved training in evaluation skills by the school's principal.
- The school's evaluation system will meet the standards of Colorado Senate Bill 10-191.
- Evaluation instruments for all non-licensed evaluators who evaluate school staff including professional educators shall indicate on the evaluation whether or not the evaluator possesses an administrative certificate.

- The Executive Director of Continuous Improvement and Innovation shall review all evaluations conducted by non-licensed administrators when necessary and shall discuss with them procedure and form.
- The school's principal shall receive an annual evaluation by the Executive Director of Continuous Improvement and Innovation.
- All teachers will receive at least one formal evaluation each year and will receive feedback multiple times through the Observation Feedback Cycle structure used in the Relay Graduate School of Education.

<p><u>Colorado State Statutes:</u> Section 22-32-109(1)(f): Local Board Duties Concerning Selection of Personnel and Pay</p>	<p><u>Human Resources:</u> Personnel Pay</p>
---	---

State Statute:

- 22-32-109. Board of education - specific duties. (1) ...each board of education shall have and perform the following specific duties:
- (f) (I) To employ all personnel required to maintain the operations and carry out the educational program of the district and to fix and order paid their compensation...A board of a district of innovation...may delegate the duty specified in this paragraph (f) to an innovation school,

Replacement Policy:

- Each school in the Innovation Zone has the authority to issue its own employment offer letters to newly hired teachers. The letter will outline the terms of employment.
- Each school in the Zone will have its own compensation structure for additional work, incentives, and performance pay. Compensation will be agreed upon and communicated in advance.
- Each school in the Innovation Zone has the authority to establish its own additional compensation system for all employees.

<p><u>Colorado State Statutes:</u> Section 22-32-109(1)(g): Handling of Money</p>	<p>Budget</p>
--	----------------------

State Statute:

- (g) To require any employee or other person who may receive into his custody moneys which properly belong to the district to deliver such moneys to the treasurer of the district, or to deposit such moneys in a depository designated by the board;

Replacement Policy:

- In accordance with the innovation zone plan, each innovation zone school may receive monies and deposit such monies into a school account.

- Each school in the zone will establish an account with the district to manage receipt of locally raised money and will have autonomy in making deposits in and withdrawals from the account when such actions are taken to further the academic achievement of students at the school.
- The school will account for all moneys that it receives directly and will report to the Pueblo City Schools board by providing quarterly trial balances to the Executive Director of Continuous Improvement and Innovation.

<p><u>Colorado State Statutes:</u> Section 22-32-109(1)(n)(l): Schedule and Calendar</p>	<p>Calendar</p>
---	------------------------

State Statute:

- *(n) (l) To determine, prior to the end of a school year, the length of time which the schools of the district shall be in session during the next following school year, but in no event shall said schools be scheduled to have fewer than one thousand eighty hours of planned teacher-pupil instruction and teacher-pupil contact during the school year for secondary school pupils in high school, middle school, or junior high school or less than nine hundred ninety hours of such instruction and contact for elementary school pupils or fewer than four hundred fifty hours of such instruction for a half-day kindergarten program or fewer than nine hundred hours of such instruction for a full-day kindergarten program.*
- *In no case shall a school be in session for fewer than one hundred sixty days without the specific prior approval of the commissioner of education. In extraordinary circumstances, if it appears to the satisfaction of the commissioner that compliance with the provisions of this subparagraph (l) would require the scheduling of hours of instruction and contact at a time when pupil attendance will be low and the benefits to pupils of holding such hours of instruction will be minimal in relation to the cost thereof, the commissioner may waive the provisions of this subparagraph (l) upon application therefore by the board of education of the district.*

Replacement Policy:

- Each school in the Innovation Zone has the authority to determine its own annual calendar and daily schedule, provided it meets or exceeds minimum statutory requirements.
- Each school in the Innovation Zone has the authority to determine the number of professional development days, days off, and late starts/early release days.
- In accordance with the innovation zone plan, the elementary zone schools principals and the middle school zone principals, in consultation with the BLT, shall determine, prior to the end of a school year, the length of time the school will be in session during the following school year.
- The actual hours of teacher-pupil instruction and teacher-pupil contact shall meet or exceed the minimum hours set by the district and state for public instruction.

<p><u>Colorado State Statutes:</u> Section 22-32-109 (1)(n)(II)(A): Actual Hours of Teacher-Pupil Instruction and Contact Calendar</p>	<p>Calendar</p>
---	------------------------

State Statute:

- *(II) (A) The actual hours of teacher-pupil instruction and teacher-pupil contact specified in subparagraph (I) of this paragraph (n) may be reduced to no fewer than one thousand fifty-six hours for secondary school pupils, no fewer than nine hundred sixty eight hours for elementary school pupils, no fewer than four hundred thirty-five hours for half-day kindergarten pupils, or no fewer than eight hundred seventy hours for full-day kindergarten pupils, for parent-teacher conferences, staff in-service programs, and closing deemed by the board to be necessary for the health, safety, or welfare of students.*

Replacement Policy:

- Each school in the Innovation Zone has the authority to determine teacher pupil contact, which will meet or exceed the minimum standards of the District and state.
- In accordance with the innovation zone plan, the zone principals, in consultation with the Executive Director of Continuous Improvement and Innovation, shall determine, prior to the end of a school year, the length of time the school will be in session during the following school year.
- The actual hours of teacher-pupil instruction and teacher-pupil contact shall meet or exceed the minimum hours set by the district and state for public instruction.

<p><u>Colorado State Statutes:</u> Section 22-32-109 (1)(n)(II)(B): School Calendar</p>	<p>Calendar</p>
--	------------------------

State Statute:

(B) Prior to the beginning of the school year, each district shall provide for the adoption of a district calendar which is applicable to all schools within the district...A copy of the calendar shall be provided to the parents or guardians of all children enrolled...Such calendar shall include the dates for all staff in-service programs...[The] school administration shall allow for public input from parents and teachers prior to scheduling ...staff in-service programs. Any change in the calendar...shall be preceded by adequate and timely...of not less than thirty days.

Replacement Policy:

- The elementary zone and middle school zone principals have the authority, in consultation with the district, to create its own annual calendar.

- Each school in the Innovation Zone’s annual calendar will meet or exceed the minimum standards for the District and state.
- No later than 60 days before the end of the school year, the elementary and middle school zone principals, in consultation with the Executive Director of Continuous Improvement and Innovation, in consultation with the BLT will determine the following year's school calendar and school day schedule that meets or exceeds district and state determinations of the length of time during which schools shall be in session during the next school year.
- Input from parents and teachers will be sought prior to scheduling in-service programs and other non-student contact days. This calendar and schedule shall serve as the academic calendar and schedule for the school. All calendars shall include planned work dates for required staff in-service programs. Any change in the calendar except for emergency closings or other unforeseen circumstances shall be preceded by adequate and timely notice of no less than 30 days.
- A copy of the upcoming school-year calendar and school day schedule shall be provided to all parents/guardians of students who are currently enrolled. The approved upcoming school year calendar and school day hours will be placed on the school’s website prior to May 1 of the prior academic year and a copy shall be provided to the Executive Director of Continuous Improvement and Innovation.

<p><u>Colorado State Statutes:</u> Section 22-32-109(1)(t): Determine Educational Program and Prescribe Textbooks</p>	<p>Educational Programming</p>
--	--------------------------------

State Statute:

- *(t) To determine the educational programs to be carried on in the schools of the district and to prescribe the textbooks for any course of instruction or study in such programs;*

Replacement Policy:

- The Pueblo City Schools Board authorizes each school in the Innovation Zone to develop an educational program that aligns to the mission and vision of the school and enables the school to implement the innovation plan.
- Each school’s curriculum will provide a program of instruction that enables students to meet or exceed the CCSS and CAS.
- The school will regularly evaluate its education program and make changes to curriculum content, instruction, and assessments.
- The schools in the Innovation Zone may request flexibility to adopt its own educational core & supplemental program, including selecting curriculum and textbooks.
- The schools will be afforded proportional funding for core materials provided to other schools in order to support the site adoption.

<p><u>Colorado State Statutes:</u> Section 22-32-109(1)(aa): Adopt Content Standards and Plan for Implementation of Content Standards</p>	<p>Educational Programming</p>
--	--------------------------------

State Statute:

- *(aa) To adopt content standards and a plan for implementation of such content standards pursuant to the provisions of section 22-7-407;*

Replacement Policy:

- The Pueblo City Schools Board authorizes the school to develop an educational program that aligns to the mission and vision of the school and enables the school to implement the innovation plan.
- The school’s curriculum will provide a program of instruction that enables students to meet or exceed the CCSS and CAS.
- The school will regularly evaluate its education program and make changes to curriculum content, instruction, and assessments.
- Curriculum development will be carried out by school personnel, consistent with the school’s innovation plan, using all available resources, including replacement core instructional textbooks where textbook waivers are granted.
- The district will evaluate the impact of the school’s education program as part of its 3 year review of the school’s innovation plan in addition to the annual UIP review by the School Accountability Committee and/ or Building Leadership Team.
- Substantive interim changes must be approved by District staff.

<p><u>Colorado State Statutes:</u> Section 22-32-109(1)(jj): Identify Areas in which the Principal/s Require Training or Development</p>	<p><u>Human Resources:</u> Professional Learning</p>
---	---

State Statute:

- *(jj) To identify any areas in which one or more of the principals of the schools of the school district require further training or development. The board of education shall contract for or otherwise assist the identified principals in participating in professional development programs to assist the identified principals in improving their skills in the identified areas.*

Replacement Policy:

- In accordance with the innovation zone plan, the Superintendent and the Executive Director of Continuous Improvement and Innovation shall jointly determine the required training or development of the principal and the administrative team.

- The principal and the administrative team will not be required to participate in district training not related to the innovation zone plan unless those trainings are agreed upon by the Superintendent and Executive Director of Continuous Improvement and Innovation as part of the principal's professional development plan.

<p><u>Colorado State Statutes:</u> 22-32-110(1)(ee) Local Board Powers- Employ teachers' aides and other non certificated personnel</p>	<p><u>Human Resources</u></p>
--	--------------------------------------

State Statute:

- *(1) In addition to any other power granted to a board of education of a school district by law, each board of education of a school district shall have the following specific powers, to be exercised in its judgment:*
- *(ee) To employ on a voluntary or paid basis teachers' aides and other auxiliary, non licensed personnel to assist licensed personnel in the provision of services related to instruction or supervision of children and to provide compensation for such services rendered from any funds available for such purpose, notwithstanding the provisions of sections*

Replacement Policy:

- The Pueblo City Schools Board grants autonomy to each principal in the zone in consultation with the Building Leadership Team, to make staffing decisions.
- The school may employ non-licensed personnel to provide instruction or supervision of children that is supplemental to the core academic program.

<p><u>Colorado State Statutes:</u> 22-32-110(1)(h): Local Board Powers Concerning Employment Termination of School Personnel</p>	<p><u>Human Resources</u></p>
---	--------------------------------------

State Statute:

- *(1) In addition to any other power granted to a board of education of a school district by law, each board of education of a school district shall have the following specific powers, to be exercised in its judgment:*
- *(h) To discharge or otherwise terminate the employment of any personnel. A board of a district of innovation, as defined in section 22-32.5-103 (2), may delegate the power specified in this paragraph (h) to an innovation school, as defined in section 22-32.5-103 (3), or to a school in an innovation school zone, as defined in section 22-32.5-103 (4).*

Replacement Policy:

- In accordance with the innovation plan, the Pueblo City Schools Board delegates the power specified in statute to each zone principal .
- All processes for dismissal must meet the minimum standards established in District policy GDQD and GDQD-R.
- For new-to-the-district hires, there will be an “at-will” period of employment (3 semesters). 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><u>Colorado State Statutes:</u> 22-32-126: Employment and authority of principals</p>	<p><u>Human Resources</u></p>
---	--------------------------------------

State Statute:

- *(1) The board of education may employ through written contract public school principals who shall hold valid principal licenses or authorizations and who shall supervise the operation and management of the school and such property as the board shall determine necessary.*
- *(2) The principal shall assume the administrative responsibility and instructional leadership, under the supervision of the superintendent and in accordance with the rules and regulations of the board of education, for the planning, management, operation, and evaluation of the educational program of the schools to which he is assigned.*
- *(3) The principal shall submit recommendations to the superintendent regarding the appointment, assignment, promotion, transfer, and dismissal of all personnel assigned to the school under his supervision.*
- *(4) The principal shall perform such other duties as may be assigned by the superintendent pursuant to the rules and regulations of the board of education.*
- *(5) (a) The principal or the principal's designee shall communicate discipline information concerning any student enrolled in the school to any teacher who has direct contact with the student in the classroom and to any counselor who has direct contact with the student. Any teacher or counselor who receives information under this subsection (5) shall maintain the confidentiality of the information and does not have authority to communicate the information to any other person.*
- *(b) Each school district shall include in its discipline code adopted in accordance with section 22- 32-110 (2) procedures to inform the student and the student's parent or guardian when disciplinary information is communicated and to provide a copy of the disciplinary information to the student and the student's parent or guardian. The discipline code shall also establish procedures to allow the student and the student's parent or guardian to challenge the accuracy of the disciplinary information.*

Replacement Policy:

- In the event of a change in leadership, the priority is maintaining building leadership that supports the mission and vision of the school and ensures that student achievement is supported.
- Members in each of the zone schools, including staff, parents and community members will be involved in the principal hiring process.
- The Executive Director of Continuous Improvement and Innovation, in consultation with the school's-Building Leadership Team, and input from the district's Assistant Superintendent, shall be involved in the principal selection process for the school's principal.

<p><u>Colorado State Statutes:</u> Teacher Employment, Compensation and Dismissal Act of 1990 Section 22-63-201: Employment - License Required – Exception</p>	<p><u>Human Resources</u></p>
---	--------------------------------------

State Statute:

- *(1) Except as otherwise provided in subsection (2) of this section, the board of a school district shall not enter into an employment contract with any person as a teacher, except in a junior college district or in an adult education program, unless such person holds an initial or a professional teacher's license or authorization issued pursuant to the provisions of article 60.5 of this title.*
- *(2) (a) The general assembly hereby recognizes that many persons with valuable professional expertise in areas other than teaching provide a great benefit to students through their experience and functional knowledge when hired by a school district. To facilitate the employment of these persons and comply with the requirements of federal law, the general assembly has statutory provisions to create an alternative teacher license and alternative teacher programs to enable school districts to employ persons with expertise in professions other than teaching. These provisions enable a school district to employ a person with professional expertise in a particular subject area, while ensuring that the person receives the necessary training and develops the necessary skills to be a highly qualified teacher. The general assembly strongly encourages each school district to hire persons who hold alternative teacher licenses to provide a wide range of experience in teaching and functional subject matter knowledge for the benefit of the students enrolled in the school district. (b) A school district may hire a person who holds an alternative teacher license to teach as an alternative teacher pursuant to an alternative teacher contract as described in section 22-60.5- 207.*
- *(3) The board of a school district may enter into an employment contract with any person to serve as an administrator based upon qualifications set by the board of the school district. Nothing in this article shall be construed to require that an administrator, as a*

condition of employment, possess any type of license or authorization issued pursuant to article 60.5 of this title.

Replacement Policy:

- The school will employ highly qualified and licensed teachers for teaching core content pursuant to the federal ESEA Act (in conjunction with the District’s ESEA Flexibility Request).
- Teachers in all necessary areas will meet the State Board’s definition of “in field.” The school may employ non-licensed teachers for supplemental and enrichment instruction consistent with the innovation plan. The Pueblo City Schools Board may enter into employment contracts with non-licensed teachers, including long-term substitutes, and/or administrators at the school as necessary to implement the school’s innovation zone plan.
- Core content teachers that are the primary provider of instruction will be meet the State Board’s definition of “in field” in their particular content area(s), Language Arts; Math; Science; Foreign language; Social Studies (Civics, Government, History, Geography, Economics); Arts (Visual Arts, Music). The school will otherwise meet all Title III licensing expectations.

<p><u>Colorado State Statutes:</u> Teacher Employment, Compensation and Dismissal Act of 1990 Section 22-63-202: Contracts in Writing Duration Damage Provision</p>	<p><u>Human Resources</u></p>
---	--------------------------------------

State Statute:

- *(1) Except for a part-time or substitute teacher, every employment contract entered into by any teacher or chief administrative officer for the performance of services for a school district shall be in writing.*
- *(2) (a) A teacher or chief administrative officer and the board may mutually agree to terminate the teacher's or chief administrative officer's employment contract at any time. (b) Each employment contract executed pursuant to this section shall contain a provision stating that a teacher or chief administrative officer shall not terminate his or her employment contract with the board without the agreement of the board unless:(I) If the teacher or chief administrative officer intends to terminate his or her employment contract for the succeeding academic year, the teacher or chief administrative officer gives written notice to the board of his or her intent no later than thirty days prior to the commencement of the succeeding academic year or, if a school district operates an alternative year program, not less than thirty days before the commencement of services under the employment contract; or (II) If the teacher or chief administrative officer intends to terminate his or her employment contract for the current academic year after the beginning of the academic year, the teacher or chief administrative officer shall give*

written notice to the board of his or her intent at least thirty days prior to the date that the teacher or chief administrative officer intends to stop performing the services required by the employment contract. (b.5) Each employment contract executed pursuant to this section shall contain a provision stating that a teacher or chief administrative officer shall accept the terms of the employment contract for the succeeding academic year within thirty days of receipt of the contract, unless the teacher or chief administrative officer and the district have reached an alternative agreement. If a teacher or chief administrative officer does not accept the terms of the employment contract within thirty days of receipt, the district shall be authorized to open the position to additional candidates. (c) Each employment contract executed pursuant to this section shall contain a damages provision whereby a teacher or chief administrative officer who violates the provision required by paragraph (b) of this subsection (2) without good cause shall agree to pay damages to the school district, and the board thereof shall be authorized to collect or withhold damages from compensation due or payable to the teacher or chief administrative officer, in an amount equal to the lesser of: (I) The ordinary and necessary expenses of a board to secure the services of a suitable replacement teacher or chief administrative officer; or (II) One-twelfth of the annual salary specified in the employment contract. (c.5) (I) The general assembly finds that, for the fair evaluation of a principal based on the demonstrated effectiveness of his or her teachers, the principal needs the ability to select teachers who have demonstrated effectiveness and have demonstrated qualifications and teaching experience that support the instructional practices of his or her school. Therefore, each employment contract executed pursuant to this section shall contain a provision stating that a teacher may be assigned to a particular school only with the consent of the hiring principal and with input from at least two teachers employed at the school and chosen by the faculty of teachers at the school to represent them in the hiring process, and after a review of the teacher's demonstrated effectiveness and qualifications, which review demonstrates that the teacher's qualifications and teaching experience support the instructional practices of his or her school. (II) Repealed. (III) (A) Any active nonprobationary teacher who was deemed effective during the prior school year and has not secured a mutual consent placement shall be a member of a priority hiring pool, which priority hiring pool shall ensure the nonprobationary teacher a first opportunity to interview for a reasonable number of available positions for which he or she is qualified in the school district. (B) When a determination is made that a nonprobationary teacher's services are no longer required for the reasons set forth in subparagraph (VII) of this paragraph (c.5), the nonprobationary teacher shall be notified of his or her removal from the school. In making decisions pursuant to this paragraph (c.5), a school district shall work with its local teachers association to develop policies for the local school board to adopt. If no teacher association exists in the school district, the school district shall create an eight-person committee consisting of four school district members and four teachers, which committee shall develop such policies. Upon notice to the nonprobationary teacher, the school district shall immediately provide the nonprobationary teacher with a list of all vacant positions for which he or she is qualified, as well as a list of vacancies in any area identified by the school district to be an area of critical need. An application for a

vacancy shall be made to the principal of a listed school, with a copy of the application provided by the nonprobationary teacher to the school district. When a principal recommends appointment of a nonprobationary teacher applicant to a vacant position, the nonprobationary teacher shall be transferred to that position. (C) This subparagraph (III) shall take effect at such time as the performance evaluation system based on quality standards established pursuant to this section and the rules promulgated by the state board pursuant to section 22-9-105.5 has completed the initial phase of implementation and has been implemented statewide. The commissioner shall provide notice of such implementation to the revisor of statutes on or before July 1, 2014, and each July 1 thereafter until statewide implementation occurs. (IV) If a nonprobationary teacher is unable to secure a mutual consent assignment at a school of the school district after twelve months or two hiring cycles, whichever period is longer, the school district shall place the teacher on unpaid leave until such time as the teacher is able to secure an assignment. If the teacher secures an assignment at a school of the school district while placed on unpaid leave, the school district shall reinstate the teacher's salary and benefits at the level they would have been if the teacher had not been placed on unpaid leave. (V) Nothing in this section shall limit the ability of a school district to place a teacher in a twelve-month assignment or other limited-term assignments, including, but not limited to, a teaching assignment, substitute assignment, or instructional support role during the period in which the teacher is attempting to secure an assignment through school-based hiring. Such an assignment shall not constitute an assignment through school-based hiring and shall not be deemed to interrupt the period in which the teacher is required to secure an assignment through school-based hiring before the district shall place the teacher on unpaid leave. (VI) The provisions of this paragraph (c.5) may be waived in whole or in part for a renewable four-year period by the state board of education pursuant to section 22-2-117, provided that the local school board applying for the waiver, in conjunction with the superintendent and teachers association in a district that has an operating master employment contract, if applicable, demonstrates that the waiver is in the best interest of students enrolled in the school district, supports the equitable distribution of effective teachers, and will not result in placement other than by mutual consent of the teacher in a school district or public school that is required to implement a priority improvement plan or turnaround plan pursuant to article 11 of this title. Notwithstanding the provisions of this paragraph (c.5), a waiver shall not be granted for a request that extends the time for securing an assignment through school-based hiring for more than two years. (VII) This paragraph (c.5) shall apply to any teacher who is displaced as a result of drop in enrollment; turnaround; phase-out; reduction in program; or reduction in building, including closure, consolidation, or reconstitution. (d) The department of education may suspend the license, endorsement, or authorization of a teacher or chief administrative officer who fails to provide the notice required by paragraph (b) of this subsection (2) and who abandons, fails, or refuses to perform required services pursuant to an employment contract, without good cause.

- (3) A teacher may be suspended temporarily during the contractual period until the date of dismissal as ordered by the board pursuant to section 22-63-302 or may have his or her employment contract cancelled during the contractual period when there is a

justifiable decrease in the number of teaching positions. The manner in which employment contracts will be cancelled when there is a justifiable decrease in the number of teaching positions shall be included in any contract between the board of education of the school district and school district employees or in an established policy of the board, which contract or policy shall include the criteria described in section 22-9-106 as significant factors in determining which employment contracts to cancel as a result of the decrease in teaching positions. Effective February 15, 2012, the contract or policy shall include consideration of probationary and nonprobationary status and the number of years a teacher has been teaching in the school district; except that these criteria may be considered only after the consideration of the criteria described in section 22-9-106 and only if the contract or policy is in the best interest of the students enrolled in the school district.

- (4) (a) *Notwithstanding the provisions of section 24-72-204 (3) (a), C.R.S., upon a request from a school district or a school concerning a person applying for a position as a teacher, a school district may disclose to the requesting school district or school the reason or reasons why a teacher left employment with the original school district. Upon the specific request of a school district at which a teacher has applied for employment, a school district may disclose any pertinent performance record or disciplinary record of a teacher that specifically relates to any negligent action of the teacher that was found to have endangered the safety and security of a student or any disciplinary record that relates to behavior by the teacher that was found to have contributed to a student's violation of the school district's conduct and discipline code. The information disclosed pursuant to this paragraph (a) shall only be disclosed to personnel authorized to review the personnel file in the school district or school and to the person applying for a position as a teacher. (b) No employment contract executed pursuant to this section shall contain a provision that restricts or prohibits a school district from disclosing to another school district or school the reason or reasons why a teacher left employment with the original school district or from disclosing to another school district any of the teacher's disciplinary or performance records pursuant to paragraph (a) of this subsection (4).*

Replacement Policy:

- The Innovation Zone has the authority to issue its own employment offer letters to newly hired teachers. The School's employment offer letter will outline the terms of employment.
- The Innovation Zone will have its own compensation structure for additional work, incentives, and performance pay. A common Innovation Zone established rate of compensation will be agreed upon and communicated in advance.
- Teaching staff will receive contracts on an annual basis. All contracts will be in writing.
- For new-to-the-district hires, there will be an "at-will" period of employment (3 semesters). 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.
- Non-probationary teachers, who receive a Partially Effective or Ineffective rating in accordance with the evaluation process, shall be subject to a review of their position in the Innovation School, which may result in an administrative transfer.

- Probationary teachers are subject to state/district non-renewal processes.

<p><u>Colorado State Statutes:</u> Teacher Employment, Compensation and Dismissal Act of 1990 Section 22-63-203: Renewal and Nonrenewal of Employment Contract</p>	<p><u>Human Resources</u></p>
--	--------------------------------------

State Statute:

- *(1) (a) Except as provided for in paragraph (b) of this subsection (1), the provisions of this section shall apply only to probationary teachers and shall no longer apply when the teacher has been reemployed for the fourth year, except as provided for in paragraph (a.5) of subsection (4) of this section. This paragraph (a) is repealed, effective July 1, 2014. (b) For any school district that has implemented the performance evaluation system based on quality standards pursuant to section 22-9-106 and the rules adopted by the state board pursuant to section 22-9-105.5, the provisions of this section shall apply only to probationary teachers and shall no longer apply when the teacher has been granted nonprobationary status as a result of three consecutive years of demonstrated effectiveness, as determined through his or her performance evaluations and continuous employment.*
- *(2) (a) During the first three school years that a teacher is employed on a full-time continuous basis by a school district, such teacher shall be considered to be a probationary teacher whose employment contract may be subject to nonrenewal in accordance with subsection (4) of this section. A school district may also consider a teacher employed on a part-time continuous basis by such district and by a board of cooperative services to be a probationary teacher whose contract may be subject to nonrenewal in accordance with subsection (4) of this section. An employment contract with a probationary teacher shall not exceed one school year.*

Replacement Policy:

- The Innovation Zone has the authority to issue its own employment offer letters to newly hired teachers. The School's employment offer letter will outline the terms of employment.
- The Innovation Zone will have its own compensation structure for additional work, incentives, and performance pay. A common Innovation Zone established rate of compensation will be agreed upon and communicated in advance.
- Teaching staff will receive contracts on an annual basis. All contracts will be in writing.
- For new-to-the-district hires, there will be an "at-will" period of employment (3 semesters). 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.

- Non-probationary teachers, who receive a Partially Effective or Ineffective rating in accordance with the evaluation process, shall be subject to a review of their position in the Innovation School, which may result in an administrative transfer.
- Probationary teachers are subject to state/district non-renewal processes.

<p><u>Colorado State Statutes:</u> Teacher Employment, Compensation and Dismissal Act of 1990 Section 22-63-206: Transfer of Teachers - Compensation</p>	<p><u>Human Resources</u></p>
---	--------------------------------------

State Statute:

- *(1) A teacher may be transferred upon the recommendation of the chief administrative officer of a school district from one school, position, or grade level to another within the school district, if such transfer does not result in the assignment of the teacher to a position of employment for which he or she is not qualified by virtue of academic preparation and certification and if, during the then current school year, the amount of salary of such teacher is not reduced except as otherwise provided in subsections (2) and (3) of this section. There shall be no discrimination shown toward any teacher in the assignment or transfer of that teacher to a school, position, or grade because of sex, sexual orientation, marital status, race, creed, color, religion, national origin, ancestry, or membership or nonmembership in any group or organization.*
- *(2) Notwithstanding the provisions of subsection (1) of this section, a teacher who has been occupying an administrative position may be assigned to another position for which he or she is qualified if a vacancy exists in such position, and, if so assigned, with a salary corresponding to the position. If the school district has adopted a general salary schedule or a combination salary schedule and policy, the board may consider the years of service accumulated while the teacher was occupying the administrative position when the board determines where to place the teacher on the schedule for the assigned position.*
- *(3) Notwithstanding the provisions of subsection (1) of this section, the salary of a teacher who has received additional compensation for the performance of additional duties may be reduced if said teacher has been relieved of such additional duties.*
- *(4) A teacher may enter into an agreement for an economic work-learn program leave of absence with a board of education that shall not affect the teacher's employment status, position on the salary schedule if the school district has adopted a general salary schedule or combination salary schedule and policy, or insurance and retirement benefits.*
- *(5) Nothing in this section shall be construed as requiring a receiving school to involuntarily accept the transfer of a teacher. All transfers to positions at other schools of the school district shall require the consent of the receiving school.*

Replacement Policy:

- Innovation Zone Schools have proven to be most effective with a stable staff that is not subject to the transfer process. The schools will not be subject to administrative transfer.
- Staff applying and accepted for transfer into an Innovation Zone school shall be permitted at any time during the year.
- The schools in the Innovation Zone will have the autonomy to hire all personnel; no employees will be force placed in the school by district.

<p><u>Colorado State Statutes:</u> Teacher Employment, Compensation and Dismissal Act of 1990 Section 22-63-301: Grounds for Dismissal</p>	<p><u>Human Resources</u></p>
---	--------------------------------------

State Statute:

- *A teacher may be dismissed for physical or mental disability, incompetency, neglect of duty, immorality, unsatisfactory performance, insubordination, the conviction of a felony or the acceptance of a guilty plea, a plea of nolo contendere, or a deferred sentence for a felony, or other good and just cause. No teacher shall be dismissed for temporary illness, leave of absence previously approved by the board, or military leave of absence pursuant to article 3 of title 28, C.R.S.*

Replacement Policy:

- Teaching staff contracts will be issued annually. This contract can be non-renewed at the end of the contract term for any lawful reason.
- In all situations related to teacher dismissal except for non-renewal of annual contracts, a teacher may only be dismissed for cause in accordance with the dismissal policies outlined in the replacement policy for 22-63-302.

<p><u>Colorado State Statutes:</u> Teacher Employment, Compensation and Dismissal Act of 1990 Section 22-63-302: Procedure for dismissal - judicial review</p>	<p><u>Human Resources</u></p>
---	--------------------------------------

State Statute:

- *(1) Except as otherwise provided in subsection (11) of this section, a teacher shall be dismissed in the manner prescribed by subsections (2) to (10) of this section.*
- *(2) The chief administrative officer of the employing school district may recommend that the board dismiss a teacher based upon one or more of the grounds stated in section 22-63-301. If such a recommendation is made to the board, the chief administrative officer, within three days after the board meeting at which the recommendation is made, shall mail a written notice of intent to dismiss to the teacher. The notice of intent to*

dismiss shall include a copy of the reasons for dismissal, a copy of this article, and all exhibits which the chief administrative officer intends to submit in support of his or her prima facie case against the teacher including a list of witnesses to be called by the chief administrative officer, addresses and telephone numbers of the witnesses, and all pertinent documentation in the possession of the chief administrative officer relative to the circumstances surrounding the charges. Additional witnesses and exhibits in support of the chief administrative officer's prima facie case may be added as provided in subsection (6) of this section. The notice and copy of the charges shall be sent by certified mail to said teacher at his or her address last known to the secretary of the board. The notice shall advise the teacher of his or her rights and the procedures under this section.

- *(3) If a teacher objects to the grounds given for the dismissal, the teacher may file with the chief administrative officer a written notice of objection and a request for a hearing. Such written notice shall be filed within five working days after receipt by the teacher of the notice of dismissal. If the teacher fails to file the written notice within said time, such failure shall be deemed to be a waiver of the right to a hearing and the dismissal shall be final; except that the board of education may grant a hearing upon a determination that the failure to file written notice for a hearing was due to good cause. If the teacher files a written notice of objection, the teacher shall continue to receive regular compensation from the time the board received the dismissal recommendation from the chief administrative officer pursuant to subsection (2) of this section until the board acts on the hearing officer's recommendation pursuant to subsection (9) of this section, but in no event beyond one hundred days; except that the teacher shall not receive regular compensation upon being charged criminally with an offense for which a license, certificate, endorsement, or authorization is required to be denied, annulled, suspended, or revoked due to a conviction, pursuant to section 22- 60.5-107 (2.5) or (2.6). If the final disposition of the case does not result in a conviction and the teacher has not been dismissed pursuant to the provisions of this section, the board shall reinstate the teacher, effective as of the date of the final disposition of the case. Within ten days after reinstatement, the board shall provide the teacher with back pay and lost benefits and shall restore lost service credit.*
- *(4) (a) If the teacher requests a hearing, it shall be conducted before an impartial hearing officer selected jointly by the teacher and the chief administrative officer. The hearing officer shall be selected no later than five working days following the receipt by the chief administrative officer of the teacher's written notice of objection. If the teacher and the chief administrative officer fail to agree on the selection of a hearing officer, they shall request assignment of an administrative law judge by the department of personnel to act as the hearing officer. (b) Hearing officers shall be impartial individuals with experience in the conducting of hearings and with experience in labor or employment matters. (c) Expenses of the hearing officer shall be paid from funds of the school district.*
- *(5) (a) Within three working days after selection, the hearing officer shall set the date of the prehearing conference and the date of the hearing, which shall commence within the following thirty days. The hearing officer shall give the teacher and the chief administrative officer written notice of the dates for the prehearing conference and for*

the hearing, including the time and the place therefore. (b) One of the purposes of the prehearing conference shall be to limit, to the extent possible, the amount of evidence to be presented at the hearing. (c) The parties and their counsel shall be required to attend the prehearing conference with the hearing officer.

- *(6) (a) Within ten days after selection of the hearing officer, the teacher shall provide to the chief administrative officer a copy of all exhibits to be presented at the hearing and a list of all witnesses to be called, including the addresses and telephone numbers of the witnesses. Within seven days after the teacher submits his or her exhibits and witness list, the chief administrative officer and the teacher may supplement their exhibits and witness lists. After completion of the seven-day period, additional witnesses and exhibits may not be added except upon a showing of good cause. (b) Neither party shall be allowed to take depositions of the other party's witnesses or to submit interrogatories to the other party. The affidavit of a witness may be introduced into evidence if such witness is unavailable at the time of the hearing.*
- *(7) (a) Hearings held pursuant to this section shall be open to the public unless either the teacher or the chief administrative officer requests a private hearing before the hearing officer, but no findings of fact or recommendations shall be adopted by the hearing officer in any private hearing. The procedures for the conduct of the hearing shall be informal, and rules of evidence shall not be strictly applied except as necessitated in the opinion of the hearing officer; except that the hearing officer shall comply with the Colorado rules of evidence in excluding hearsay testimony. (b) The hearing officer may receive or reject evidence and testimony, administer oaths, and, if necessary, subpoena witnesses. (c) At any hearing, the teacher has the right to appear in person with or without counsel, to be heard and to present testimony of witnesses and all evidence bearing upon his proposed dismissal, and to cross-examine witnesses. By entering an appearance on behalf of the teacher or the chief administrative officer, counsel agrees to be prepared to commence the hearing within the time limitations of this section and to proceed expeditiously once the hearing has begun. All school district records pertaining to the teacher shall be made available for the use of the hearing officer or the teacher. (d) An audiotaped record shall be made of the hearing, and, if the teacher files an action for review pursuant to the provisions of subsection (10) of this section, the teacher and the school district shall share equally in the cost of transcribing the record; except that, if a party is awarded attorney fees and costs pursuant to paragraph (e) of subsection (10) of this section, that party shall be reimbursed for that party's share of the transcript costs by the party against whom attorney fees and costs were awarded. (e) Any hearing held pursuant to the provisions of this section shall be completed within six working days after commencement, unless extended by the hearing officer on a showing of good cause, and neither party shall have more than three days to present its case in chief. Neither party may present more than ten witnesses at the hearing, except upon a showing of good cause.*
- *(8) The chief administrative officer shall have the burden of proving that the recommendation for dismissal of the teacher was for the reasons given in the notice of dismissal and that the dismissal was made in accordance with the provisions of this article. Where unsatisfactory performance is a ground for dismissal, the chief*

administrative officer shall establish that the teacher had been evaluated pursuant to the written system to evaluate licensed personnel adopted by the school district pursuant to section 22-9-106. The hearing officer shall review the evidence and testimony and make written findings of fact thereon. The hearing officer shall make only one of the two following recommendations: The teacher be dismissed or the teacher be retained. A recommendation to retain a teacher shall not include any conditions on retention. The findings of fact and the recommendation shall be issued by the hearing officer not later than twenty days after the conclusion of the hearing and shall be forwarded to said teacher and to the Board.

- (9) The board shall review the hearing officer's findings of fact and recommendation, and it shall enter its written order within twenty days after the date of the hearing officer's findings and recommendation. The board shall take one of the three following actions: The teacher be dismissed; the teacher be retained; or the teacher be placed on a one-year probation; but, if the board dismisses the teacher over the hearing officer's recommendation of retention, the board shall make a conclusion, giving its reasons therefor, which must be supported by the hearing officer's findings of fact, and such conclusion and reasons shall be included in its written order. The secretary of the board shall cause a copy of said order to be given immediately to the teacher and a copy to be entered into the teacher's local file.
- (10) (a) If the board dismisses the teacher pursuant to the provisions of subsection (9) of this section, the teacher may file an action for review in the court of appeals in accordance with the provisions of this subsection (10), in which action the board shall be made the party defendant. Such action for review shall be heard in an expedited manner and shall be given precedence over all other civil cases, except cases arising under the "Workers' Compensation Act of Colorado", articles 40 to 47 of title 8, C.R.S., and cases arising under the "Colorado Employment Security Act", articles 70 to 82 of title 8, C.R.S. (b) An action for review shall be commenced by the service of a copy of the petition upon the board of the school district and filing the same with the court of appeals within twenty-one days after the written order of dismissal made by the board. The petition shall state the grounds upon which the review is sought. After the filing of the action for review in the court of appeals, such action shall be conducted in the manner prescribed by rule 3.1 of the Colorado appellate rules. (c) The action for review shall be based upon the record before the hearing officer. The court of appeals shall review such record to determine whether the action of the board was arbitrary or capricious or was legally impermissible. (d) In the action for review, if the court of appeals finds a substantial irregularity or error made during the hearing before the hearing officer, the court may remand the case for further hearing. (e) Upon request of the teacher, if the teacher is ordered reinstated by the court of appeals, or upon request of the board, if the board's decision to dismiss the teacher is affirmed by the court of appeals, the court of appeals shall determine whether the nonprevailing party's appeal or defense on appeal lacked substantial justification. If the court of appeals determines that the nonprevailing party's appeal or defense on appeal lacked substantial justification, the court of appeals shall determine the amount of and enter a judgment against the nonprevailing party for reasonable attorney fees and costs incurred on appeal to the court of appeals. Any

judgment entered pursuant to this paragraph (e) may be subject to stay as provided in rule 41.1 of the Colorado appellate rules. (f) Further appeal to the supreme court from a determination of the court of appeals may be made only upon a writ of certiorari issued in the discretion of the supreme court. Upon request of the teacher, if the teacher is ordered reinstated by the supreme court, or upon motion of the board, if the board's decision to dismiss is affirmed by the supreme court, the supreme court shall determine whether the nonprevailing party's appeal or defense on appeal to the supreme court lacked substantial justification. If the supreme court determines that the nonprevailing party's appeal or defense on appeal to the supreme court lacked substantial justification, the court shall determine the amount of and enter a judgment against the nonprevailing party for reasonable attorney fees and costs incurred on appeal to the supreme court. Any judgment entered pursuant to this paragraph (f) may be subject to stay as provided in rule 41.1 of the Colorado appellate rules. (11) (a) The board of a school district may take immediate action to dismiss a teacher, without a hearing, notwithstanding subsections (2) to (10) of this section, pending the final outcome of judicial review or when the time for seeking review has elapsed, when the teacher is convicted, pleads nolo contendere, or receives a deferred sentence for: (I) A violation of any law of this state or any counterpart municipal law of this state involving unlawful behavior pursuant to any of the following statutory provisions: Sections 18-3-305, 18-6-302, and 18-6-701, C.R.S., or section 18- 6-301, C.R.S., or part 4 of article 3, part 4 of article 6, and part 4 of article 7 of title 18, C.R.S.; or (II) A violation of any law of this state, any municipality of this state, or the United States involving the illegal sale of controlled substances, as defined in section 18-18-102 (5), C.R.S. (b) A certified copy of the judgment of a court of competent jurisdiction of a conviction, the acceptance of a guilty plea, a plea of nolo contendere, or a deferred sentence shall be conclusive evidence for the purposes of this subsection (11).

Replacement Policy:

- The School will follow District Policy GCQF if it is necessary to terminate a teacher's employment during the school year.

<p><u>Colorado State Statutes:</u> Teacher Employment, Compensation and Dismissal Act of 1990 Section 22-63-401:Teachers Subject to Adopted Salary Schedule</p>	<p><u>Human Resources</u></p>
---	--------------------------------------

State Statute:

- (1) *The board of a school district shall adopt by resolution a salary schedule that may be by job description and job definition, a teacher salary policy based on the level of performance demonstrated by each teacher, or a combination of the salary schedule and salary policy. Such salary schedule, salary policy, or combination schedule and*

policy shall be adopted in conjunction with or prior to the adoption of the budget for the following fiscal year. The schedule, policy, or combination schedule and policy shall remain in effect until changed or modified by the board. All teachers employed by the district shall be subject to such salary schedule, policy, or combination schedule and policy.

Replacement Policy:

- The innovation zone will adopt a salary schedule that will meet or exceed the district’s salary schedule. The innovation zone principal, in consultation with the Executive Director for Continuous Improvement and Innovation, reserves the right to develop a supplemental compensation system separate from district policies to reimburse employees for extra duty pay as it may arise for activities that may include, but are not necessarily limited to additional time, additional responsibilities, coaching, tutoring professional development or for performance incentive pay.

<p><u>Colorado State Statutes:</u> 22-63-402. Services - disbursements</p>	<p><u>Human Resources</u></p>
---	--------------------------------------

State Statute:

- *No order or warrant for the disbursement of school district moneys shall be drawn in favor of any person for services as a teacher, except for services performed for a junior college district or in an adult education program, unless the person holds a valid teacher’s license or authorization from the department of education. Such license or authorization shall be duly registered in the administrative office of the school district wherein the services are to be rendered. A teacher shall hold a valid license or authorization during all periods of employment by a school district. A person who performs services as a teacher without possessing a valid teacher’s license or authorization shall forfeit all claim to compensation out of school district moneys for the time during which services are performed without the license or authorization.*

Replacement Policy:

- The innovation zone may employ either licensed or non-licensed teachers or long-term substitutes for non-core subject areas. All core subject area teachers will be licensed and meet the State Board’s definition of “in field.” School district moneys will be used to pay both licensed and non-licensed teachers hired to perform services consistent with the innovation plan. Prior to hiring any person, in accordance with state law the district shall conduct background checks.

<p><u>Colorado State Statutes:</u> 22-63-403, C.R.S. Teacher employment, compensation and dismissal act of 1990; payment of salaries</p>	<p><u>Human Resources</u></p>
--	--------------------------------------

State Statute:

Districts are required to pay teachers according to a schedule or according to a performance policy. Salaries are not to be changed until the end of the year. Individual teachers cannot have their salaries cut unless all teachers have salaries cut.

Replacement Policy:

- The school in the innovation zone will use the district salary schedule for determining pay for teachers and staff; however, they will have discretion on how the budget is impacted for paying staff (actuals vs. averages).
- The school principal reserves the right to develop a supplemental compensation system to reimburse employees for extra duty pay as it may arise for mandated extended school year, mandated PD outside of school year and mandated additional time. This may also include activities such as coaching, tutoring, external professional development or for performance incentive pay.

Appendix C: Waivers: District Policies

Innovation Zone District Policy Waivers- Revisions

Human Resources District Policy:

GCB: Personnel Staff Contracts and compensation

GCBA: Instructional Staff Contracts, compensation and salary schedules

Replacement Policy:

- Each school in the Innovation Zone will meet or exceed minimum statutory requirements for school year and school day.
- Each school in the Innovation Zone has the authority to issue its own employment offer letters to newly hired teachers. The letter will outline the terms of employment.
- Each school in the Innovation Zone will have its own compensation structure for additional work, incentives, and performance pay. Compensation will be agreed upon and communicated in advance.
- Each school in the Innovation Zone has the authority to establish its own additional compensation system for all employees.
- Each 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 Zone Schools.
- Each Innovation Zone school's Building Leadership Team, in conjunction with the district, will have the authority to schedule teacher workdays within the individual school's calendar.
- For new-to-the-district hires, there will be an "at-will" period of employment (3 semesters). 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.
- Non-probationary teachers, who receive a Partially Effective or Ineffective rating in accordance with the evaluation process, shall be subject to a review of their position in the Innovation School, which may result in an administrative transfer.
- Probationary teachers are subject to state/district non-renewal processes.
- The schools in the Innovation Zone have the authority to establish the zone wide compensation rate for additional compensation systems beyond Appendices A, B, and C for all employees. Extra Performance beyond Appendices B and C; hours of workday, duties and lunch duty will be determined by the Innovation Zone.
- In consultation with the office HR and the Superintendent, the schools in the Innovation Zone may offer experience credit beyond that allowed in the Collective Bargaining Agreement.

Human Resources District Policy:

GCF: Professional Staff Hiring Process

GCKA: Instructional Staff Assignments and Transfers

Replacement Policy:

- Innovation Zone Schools have proven to be most effective with a stable staff that is not subject to the transfer process. The Innovation schools will request a waiver from administrative transfer.
- Staff applying and accepted for transfer into an Innovation Zone school shall be permitted at any time during the year.
- The schools in the Innovation Zone have the authority to select all certified staff. The school shall determine the makeup of the interview committee members for all certified staff.
- The schools in the Innovation Zone shall have the authority to hire all personnel and request the ability to hire non-HQ personnel and long-term substitutes in non-core academic areas.
- Principals shall have flexibility to determine staffing and leadership structure.
- Vacancies shall be posted until filled. Principals shall have the authority to post via a general posting and hire multiple applicants from the same pool.
- The schools in the Innovation Zone will have the autonomy to hire all personnel; no employees will be administratively direct placed in the school by district.
- The schools in the Innovation Zone need to retain personnel that are committed to the reform model, therefore all staff members are required to sign the Innovation Zone Commitment Form.
- Opt out process will be made available to any staff member prior to the beginning of the first year of the Innovation Zone.
- The schools in the Innovation Zone will follow application processes, background checks, fingerprinting, and equal employment practices.
- Hours of workday, duties and lunch duty will be determined by the Innovation Zone.
- School principals in the Innovation Zone would like to have the discretion to retain late hire employees. (Intent to non-renew, due to hire date), thus avoiding the non-renewal and rehire process for identified/selected employees.

Professional Learning District Policy:

GCI: Professional Staff Development

Replacement Policy:

- The schools in the Innovation Zone request flexibility in determining PD to support the work of their plan and the ability to opt out of participating in District Professional Development opportunities.
- Teaching staff will be required to engage in professional development in order to enhance their craft including the processes of Professional Learning Communities

(PLC), Data-Driven Instruction (DDI) (Teaching & Learning Cycle) and Observation Feedback to include job-embedded coaching and non-evaluative video-recording.

Professional Learning Calendar District Policy:

GCL: Professional Staff Schedules and Calendar

Replacement Policy:

- Each school in the zone will have the authority to develop its own calendar, with Board approval, and professional development schedule.
- Each 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 Zone Schools.

Human Resources District Policy:

GCM: Professional Staff Workload

Replacement Policy:

- The schools in the Innovation Zone will have the flexibility to assign more than four preparations to a teacher.
- Teachers will have a minimum of four individual plans each week, based on the individual school's calendar week. Schools have the flexibility to vary PLC, plan and collaboration time; with this variation, planning periods may not be uniform.
- Some meetings may be scheduled at times other than at the end of the normal school day.

Human Resources District Policy:

GCOA, GCOA-E-1, GCOA- E-2, GCOA-R: Evaluation of Instructional Staff

Replacement Policy:

- The schools in the Innovation Zone will follow all state statutes and District Policies for
- evaluation of instructional staff. The same forms, tools and processes will apply to all innovation schools just like the rest of the district.
- The schools in the Innovation Zone, 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).
- Schools in the Innovation Zone-would like to impose mutually determined acceptable metrics, measures and performance levels (academic status and student growth) for the Measures of Student Learning (MSL) in the Educator Effectiveness process.
- Schools within the zone would like the flexibility to eliminate or-determine the percentage weight and how the SPF is used to determine the rating in the portion of the Evaluation
- Expand the use of the SPF to include growth as opposed to solely percentage and Plan Type.

Human Resources District Policy:

GCQA and GCQA-R: Instructional Staff Reduction in Force

Replacement Policy:

- Each school in the Innovation Zone has the authority to make decisions regarding reductions in teaching staff and will follow the RIF language.

Calendar District Policy:

IC_ICA: School Year/School Calendar/Instruction Time

Replacement Policy:

- Each school in the zone will have the authority to develop its own calendar; including the number of hours/days of planned teacher-student instruction and teacher-student contact hours.
- The school calendar, hours of work year and work day, will be determined by each school and published for each school's employees. Each school in the zone will meet or exceed minimum statutory requirements for school year and school day and contact time.

Educational Programming District Policy:

IG: Curriculum Development

Replacement Policy:

- Each school in the Innovation Zone has the flexibility to adopt its own educational program, including selecting curriculum. Each school will carry out an educational program consistent with its approved innovation zone plan and/or its own innovation school plan and will determine curricular and instructional materials and resources for use in its educational program. Each school in the zone's educational program will meet or exceed the minimum standards of the District and state.
- Each school in the zone will be responsible for its core curricula and professional development. By waiving the state statute and district policies, the schools in the zone will be able to implement the programs, curriculum, and training to support the implementation of the instructional programs they have selected based on the mission and vision of their school and components detailed out in the Innovation Zone plan and/or current school's innovation plans.
- Learning materials will align with the CCSS and CAS and will meet or exceed the district's standards. Each school in the zone will regularly evaluate its educational programming and make changes to curriculum, content, instruction, and assessments.
- The district will evaluate the impact of the school's educational programming as part of its 3-year review of the innovation zone plan in addition to the annual UIP review by the School Accountability Committee.

Educational Programming District Policy:

IHA: Basic Instructional Program

Replacement Policy:

- Each school in the zone requests the flexibility to determine a curriculum structured to meet the needs of its students. Each school in the zone will be responsible for its core curricula, the textbooks to support the curriculum, and professional development. By waiving the state statute and district policies, each school will be able to implement the programs, curriculum and provide training to support the implementation of the instructional programs they have selected.
- Each school in the zone will follow the programming outlined in the innovation zone plan to meet the needs of all students.

Educational Programming District Policy:

IJ Instructional Resources and Materials

IJJ Textbook Selection and Adoption

Replacement Policy:

- The schools in the Innovation Zone may request flexibility to adopt its own educational core & supplemental program, including selecting curriculum and textbooks.
- The schools will be afforded proportional funding for core materials provided to other schools in order to support the site adoption. The selection of curriculum shall be determined to meet the needs of the students in the school. The schools in the Innovation Zone's educational programming will meet or exceed minimum academic content standards and be research-based.

Educational Programming District Policy:

IKE-R Middle School Promotion Policy

Replacement Policy:

- The schools in the Innovation Zone-request a waiver from District policy to establish promotion policies and procedures that exceed the district's minimum requirements.

Educational Programming District Policy:

JC: School Attendance Areas

Replacement Policy:

- The middle schools in the Innovation Zone need to present their Innovation Plans and provide a choice for middle school students.

Educational Programming District Policy:

IIB: Class Size

Replacement Policy:

- The schools in the Innovation Zone would like to lower class size for some classes. The collective bargaining association (PEA) does not need to waive class size. Article 11, 11-

2-1 acknowledges that the district shall make reasonable effort, within the established budget, to maintain class size at reasonable, workable, and educationally effective levels in all situations.

Appendix D: Waivers: PEA Collective Bargaining Agreement

Calendar

Negotiated Agreement:

Article 10 - Contract Year - Hours **(See Four Day MOU for changes)**

10-1 - Contract year = 183 day.

10-1-2 Paid Additional compensation for duties

10-2 - School day - 7hrs. 30 min.

10-3 – Regular day

10-1-3 – Teacher workdays

MOU Four Day Week:

- *Contract year- Teachers: 150- 8.5 hour workdays, 15- 6.5 hour workdays, as determined by the District school calendar.*
- *Additional days for counselors as agreed in article 19-1-2-1 will be seven and a half (7.5) hour days.*

Replacement Policy:

- Each school in the Innovation Zone will meet or exceed minimum statutory requirements for school year and school day.
- Each school in the Innovation Zone has the authority to issue its own employment offer letters to newly hired teachers. The letter will outline the terms of employment. Schools in the Innovation Zone will have a common structure of compensation for additional work, incentives, and performance pay. Compensation will be agreed upon and communicated in advance.
- Each Innovation Zone school's Building Leadership Team, will have the authority to schedule teacher workdays within the individual school's calendar.
- New-to-district hires:
 - there will be an "at-will" period of employment (3 semesters).
 - 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.
- Non probationary teachers:
 - teachers who receive a Partially Effective or Ineffective rating in accordance with the evaluation process, shall be subject to a review of their position in the Innovation School, which may result in an administrative transfer.
- Probationary teachers:
 - are subject to state/district non-renewal processes.
 - The schools in the Innovation Zone have the authority to establish the zone wide compensation rate system in addition to Appendices A, B, and C for all employees.
- Extra Performance in addition to Appendices B and C; hours of work day, duties and lunch duty will be determined by the Innovation Zone Team.

- In consultation with HR and the Superintendent, the schools in the Innovation Zone may offer experience credit beyond that allowed in the Collective Bargaining Agreement.

Human Resources: Professional Learning

Negotiated Agreement:

Article 11 - Teaching Load

11-3-1-1 (4) Separate preparations

11-4-1 Flexibility with planning times

11-5 Required meetings

Replacement Policy:

- The schools in the Innovation Zone will have the flexibility to assign more than four preparations to middle school teachers.
- Teachers will have a minimum of four 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.
- Some meetings may be scheduled at times other than at the end of the normal school day.

Human Resources

Negotiated Agreement:

Article 13 – Transfers

13-1-4 Timeframe for transfers

13-1-4-1 Transfer placement

13-1-6-1 licensure and endorsement

13-2-1 – Posting of Vacancies

13-2-1-1 Postings

13-3 Transfers

13-4 Administrative Transfers

Replacement Policy:

- Staff applying and accepted for transfer into an Innovation Zone school shall be permitted at any time during the year.
- The schools in the Innovation Zone have the authority to select all certified staff. The school shall determine the makeup of the interview committee members for all certified staff.
- The schools in the Innovation Zone shall have the authority to hire all personnel and request the ability to hire non-Highly Qualified (HQ) personnel and long-term substitutes in non-core academic areas.
- Extra Performance in addition to Appendices B and C; hours of work day, duties and lunch duty will be determined by the Building Leadership Team.
- In consultation with HR and the Superintendent, the schools in the Innovation Zone may offer experience credit beyond that allowed in the Collective Bargaining Agreement.
- Principals shall have flexibility to determine staffing and leadership structure.

- Vacancies shall be posted until filled. Principals shall have the authority to post via a general posting and hire multiple applicants from the same pool.
- The schools in the Innovation Zone will have the autonomy to hire all personnel; no employees will be administratively placed in the school by district.
- The schools in the Innovation Zone need to retain personnel that are committed to the reform model, therefore all staff members are required to sign the Innovation Zone Commitment Form.
- Opt out process will be made available to any staff member prior to the beginning of the first year of the Innovation Zone.
- The schools in the Innovation Zone will follow application processes, background checks, fingerprinting, and equal employment practices.
- School principals in the Innovation Zone would like the discretion to retain late hire employees (Intent to non-renew, due to hire date), thus avoiding the non-renewal and rehire process for identified/selected employees.

Human Resources

Negotiated Agreement:

Article 15 - Reduction in Force

Replacement Policy:

- Each school in the Innovation Zone has the authority to make decisions regarding reductions in teaching staff and will follow the RIF language.

Calendar/ Professional Learning

Negotiated Agreement :

~~MOU Early Release Individual Planning Time~~

Replacement Policy:

- ~~The schools in the Innovation Zone will set their own schedules for Friday early release.~~

Appendix E: Commitment Form

Staff Commitment Form: Innovation Zone-Pueblo City Schools SY 2019-2020

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.

Staff working within the Innovation Zone are committed to providing a framework of learning which encourages students to become creative, critical and reflective thinkers. Instruction within all Innovation Zone schools emphasizes intellectual challenge and encourages students to apply their studies in traditional subjects to the real world.

The Pueblo Innovation Zone operates from the following non-negotiable CORE VALUES:

- We are preparing the future leaders and problem solvers who will transform Pueblo, our nation and the world.
- In order for students to achieve at the highest levels, the growth mindset must be internalized by every member of our zone community including our faculty, administration, and extended community members.
- We will drive positive change in our schools and community through data-driven decision making at every level.
- Positive relationships are often the lever that determines a child's trajectory, which is why every adult in our zone community treats all students with dignity and seeks every opportunity to build and sustain positive relationships.
- Authentic learning is essential for long-term educational success. Our zone community is committed to project-based, student centered learning that gives students opportunities to do, touch, investigate, and experience.
- Our zone will achieve goals for academic achievement by cultivating a collaborative culture that supports excellence in teaching and learning.
- 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.

In order to actualize these core values, the staff within the Innovation Zone will adhere to the following EXPECTATIONS:

- Engage in professional behavior that contributes to a positive school culture including adhering to a collaboratively developed, agreed upon, school-specific social contract or norms.
- Engage fully in the teaching and learning cycle through regular professional learning communities (PLCs) with the transparent use of data to make instructional decisions.

- Teachers are the number one factor in student achievement. Therefore, regular teacher attendance is expected during times of instruction, professional development and teacher collaboration.
- Interact with all students in ways that maintain their dignity in all situations.
- Engage in a collaborative, reflective practice of lesson planning and unit development
- Engage in a job-embedded comprehensive coaching model that includes modeling, peer observations, an observation and feedback process that may be enhanced through the use of video recording
- Implement the aspects of the innovation plan specific to the school reform model with fidelity
- Adhere to professional dress standards as determined by building leadership.

All staff within the Innovation Zone must embrace these non-negotiable CORE VALUES and expectations and be willing to provide a model of instruction that develops creative thinkers and problem solvers. Staff must use multiple methods for measuring student growth and understanding and participate in daily Professional Learning Communities (PLC's) to ensure that each student receives a quality education that extends to real work application.

Signing this "Staff Commitment Form" signifies that you agree to support and uphold the non-negotiable CORE VALUES and expectations and to accept the challenge to make a difference within the Innovation Zone.

_____	_____	_____
Staff Name (Print)	Signature	Date
_____	_____	_____
Principal Name (Print)	Signature	Date

Appendix F: Updated letters of support

April 18, 2014

To Whom It May Concern:

I am writing to show my support for the Innovation Program at Pueblo City Schools. My daughter has been a student at Franklin School of Innovation since its inception and I am beyond satisfied with the results. Franklin is a school with culture and academic struggles; the Innovation program meets the needs of these dynamics very well.

Franklin School of Innovation is a caring and productive learning environment for its students. I appreciate the maximum effort the teachers put in to create life long learners and a positive outlook for their future. It is clear the staff wants success for the scholars not only in elementary school, but in all they do going forward in their lives.

I have appreciated the opportunity to be involved in the implementation process of the Innovation Zone as well as being able to see the success and positive effect it is having on my child.

Sincerely,



Martha Coleman
Parent

To Whom it may concern,

4/18/19

I believe that PAA is one of the most understanding and comfortable school in Puerto. To be a Phoenix means to rise to be the best you can be. It means to always learn something from your mistakes and to never doubt what you are capable of. PAA is a very different and eye-catching school. Burn Hall is one of the best times of the month. It lets kids shine

and show who they are and have fun with their friends and family. I love football, but the classes they offer as well give kids more opportunities to learn new things and find what they love. More classes means less crowded classes and better to learn environments. I personally love Dance, woodshop, teachers aide, and the leadership classes. Even the core classes can be fun, just have to have the right teacher to enjoy it. PAA is an unforgettable place that can be easily called home by many students.

Sincerely,

Elana Trujillo Gonzalez

April 18, 2019

To who it may concern,

Our school is unlike any other. Pueblo Academy is truly the best such a positive impact on people who come in and out the school. Anyone who walks in through one of the PAA Doors gets treated like family by everyone. The environment is so much good vibes, The staff are some amazing people who always so much love and support towards the school. There are so many opportunities to different things. Anything you do, any class you take there is always someone to help you. Anything you do in the school there will be someone to help you. The opportunities we get I think help PAA really improve. Because when you work hard and are having fun. Kids will do what they have to keep these opportunities open. I am sad to say this is my last year here but also happy to say I enjoyed all 3 years. I hope you keep PAA the way it is because I want more kids to have an experience like mine.

Sincerely,

Deena Gutierrez

To Whom It May Concern,
I feel that PAA is a very different school and that's what I think makes it unique. To be a Phoenix it means to always have integrity and to always be a leader. Our school is unique because we get a lot more opportunities other middle schoolers don't. PAA helps us show our talents without being judge. Something else about this school is that these teachers (8th grade) show that they really want the best for their students. This is what makes PAA a great place to be.

Sincerely,
Victoria Perez

To Whom it may concern,

You must be thinking what makes Pueblo Academy of Arts different from other middle schools. The difference is we are family. You see these people every day and a lot longer than you do your family. So in a way PAA is family. Our school also gives us good opportunities to find what our interests are. Such as musical production, choir, video production, and teacher aid. I believe PAA would give a chance to find your self and make good friends.

Sincerely,
Amiana

To whom it may concern,

The question what makes Pueblo Academy of Arts a great place to be is up in the air right now. Our school is a unique place in many ways, like we have this thing called town hall that no other school has, and we have classes that are fun and other schools can't or don't have. Town hall is something we do on Thursdays and it's fun entertainment for all students and their parents too. Also, we have many activities and programs that are really fun. Some examples are My Life, Student Council, Dance, and GT (Gifted and talented). And those activities are fun to because they do fundraising sometimes and the fundraising they do is really fun to participate in. Last, we are known as Phoenix and what it means to be a phoenix is that we rise above everything wrong and we go above and behind in the things we do and our regular life. I hope this helped you understand more about Pueblo Academy of Arts and why it's a good place to be at.

-Nya Espinoza

To Whom It May Concern,

What makes our school unique, it's a very special place you can also call home because it just is the teachers here are amazing and funny so are the counselors and the principal. PAA can give you many opportunities to try new things like being in My Life or PBS and trying new classes like Leadership, Video Production, Woodshop and Dance you try new things to get better. You have family you can trust them and be there for you through the difficult times also speak and dress like a Phoenix be the good and be better. GO PHOENIX!

Sincerely, Emmanuel Estrada

To Whom It May Concern,

To be a Phoenix means that we all matter and nobody gets left out. Something that makes our school unique is that we have town hall. At PAA you have a required class that is leadership. This class will prepare you for many things in the future, for example jobs. It will teach you how to overcome your fears and become a better person. At PAA the teachers, staff, and students will help make the school feel like home. Everyone at PAA has integrity. Everyone is involved at this school. I Matter, You Matter, We Matter.

Sincerely,

Shayla Lagunas

To whom it may concern,

What does it mean to be a Phoenix? To me being a Phoenix is to try with one hundred percent effort and to rise above the expectations. There are a lot of things that make P.A.A. unique but most of it is the people within P.A.A. For example the teachers/staff are so supportive and want the best for each and every student. Some of the activities or specific programs I like are the leadership, woodworking, art, and gym classes. This is why I like these activities all of the teachers are supportive, helped with problems, and know that to get a student's attention you have to be creative, knowledgeable, and the activities have to be interactive.

Sincerely,

Austin Bobby

To Whom it may Concern,
Being a Phoenix means to be a great student and having a big family here. Somethings that makes our school unique is having teen leadership and classes to help us learn new things. Specific programs and activities that our school have that I enjoy here is track, basketball, art, gym and video production or graphic arts. I would tell someone else about our school is how the counsellors help us out with anything and the teachers here could be awesome.

Sincerely,
Selena Arcellano ♡

4/18/19

To who it may concern,

I am a 8th grader here at paa and what it means to be a phoenix is to be a leader to always respectful to always have a place to fit in. To me what makes our school unique is that here everyone has a place everyone and you can tell the teachers care about you. We have lots of activities like cheer, football, Basketball but we also have N.A.L, Gamers Club we have something for everyone. I been here for 3 years and I am honestly happy that I am a phoenix and I am sad to leave but I know I will always have a home, One a phoenix always a phoenix.

~Sincerely
Keyana~

4-18-19

To Whom it may concern,

PAA is a really special place for me. I am going to miss this school when I go for highschool. Mostly because all my friends are here and the teachers. The thing I am going to miss the most is choir with Mrs Herron. I am going to miss going to CHSAA with my group. I don't care that we have to wear uniforms it is actually nice I just don't like having to tuck in. I am going to miss our townhalls and drama. Our townhalls are cool cause we get special visitors sometimes and we get to hear their story. Like the guy who played Shanna Doa on the harmonica. Drama is special to me because we all work together to get things done. Like we all got our own groups and we have to be leaders. Like tech crew Publicity crew Costum crew Stage crew and the actors. It makes it feel like we don't need no help. If we all don't work together nothing can get done.

Sincerely,
Olivia



Pueblo Academy of Arts

29 Lehigh Avenue Pueblo, Colorado 81005 719.549.7437

TO: Colorado Department of Education
FROM: Neely Cardinal-Schulle
RE: Pueblo Academy of Arts as an Innovation school
DATE: April 18, 2019

When I was first entering the teaching field, I knew art positions were often hard to come by. In my heart, I knew that art was my passion and I was going to work hard to find a place where I could instill that passion in children. It just so happened that word was quickly spreading about the amazing changes coming to the school formerly known as Pitts Middle School. I couldn't believe they were transitioning to a focus on the arts with a new name: Pueblo Academy of Arts. I knew I wanted to be a part of this school and set out to attend any event I could. I introduced myself to any staff member I could find and utilized some of my substitute days to come here and get a feel for this school.

Here I am, six years later and am still working at Pueblo Academy of Arts. This school values how art has the ability to integrate into any subject to enhance understanding and increase curiosity. This school values that the arts are sometimes why our usually most truant students come to school. We have students from across the city who get on our waiting list just to join the Phoenix nation!!

One of the number one attributes current employers are looking for in almost any career is creativity. We are setting our students up for success and honing those creativity skills for their future careers. It is absolutely imperative that Pueblo Academy of Arts remain an Innovation school.

Sincerely,

Neely Cardinal-Schulle
Art teacher-Pueblo Academy of Arts
Bachelor of Fine Arts
M.Ed.

To Whom It May Concern:

At the end of school-year 2018-19 I will have completed thirty-five years as an educator. Eleven of those years were spent as a Special Education Teacher, the rest as a Middle School Counselor. It is interesting to note that the most gratifying years of my career have been these last twelve years that I have been at Pueblo Academy of Arts, an Innovation School.

These years have been immensely satisfying, due to the fact, that I was fortunate to have been a part of the journey to transform our then "failing Pitts Middle School," (which was suffering from declining enrollment, and low test scores) to our now successful, School of Innovation, Pueblo Academy of Arts. This journey has challenged me to peel away many layers of the cynicism that is characteristic of an educator of my age. It had become very difficult to believe that things "can truly change." I was over and done with the new programs that our district had implemented and then "tossed out." I was discouraged with having done thousands (maybe it just seems like thousands) of schedule changes over the years that took kids out of elective classes they excelled in, and placed them in "Intervention classes" that were meant to "close the gaps." Everyone was working so hard, yet, we were still failing. "Why weren't any of these programs working?" we constantly asked ourselves.

Part of the problem had to do with "programs" and not "processes." When we adopted the process of "Flip Flippen's "Capturing Kids Hearts" in our building, we began to reap the rewards of working with students who had begun to discover their own self-worth, no matter how difficult and tragic their life-circumstances. The Teen Leadership classes, which are a critical component of the "The Capturing Kid's Hearts" process, have changed the culture and climate of our building through teaching students about emotional intelligence, self-control, healthy relationships, and resisting peer-pressure. The implementation of Social Contracts (foundational to the CKH process) for every classroom, every hour, have empowered students to create a, "self-managing classroom" where students and teachers truly understand the meaning of "mutual trust and respect." Every day, every hour, students are welcomed into their classroom by their teacher with a handshake and, most importantly, genuine concern for their emotional well-being.

Also, critical to our innovation success was in making the decision to become a school which provided its students increased access to the visual and performing arts. We decided upon this plan of action when we took a good, hard, (and honest look) at our strengths and weaknesses. We already knew that our instrumental music program was probably the strongest in the city. Our students who were involved in our instrumental music program were also some of our stronger academic students. We knew (through much research regarding the success of visual and performing arts schools, and through the success of our own instrumental program) that if we could increase our "encore"/ elective selections for our students, we would probably increase student engagement in other areas. In addition to increased encore options for students, we also implemented an Integrated Arts process in all of our Core Academics. This was also another important component which enriched our curriculum and also promoted increased student success.

In the years that we have become Pueblo Academy of Arts, we have moved out of "Turn Around" status, and have nearly tripled our enrollment. Our Town Hall Meetings, which are held once per month continually celebrate the rising of our Phoenix students and staff with inspirational videos, student performances, and our very special "Wings Ceremony." (Students and Staff nominate each other for their Phoenix Wings when demonstrating R-Respect and Responsibility, I-Integrity, S-Speaking and Acting like a Phoenix, E-100% Effort.) Every step we have taken to become a School of Innovation was very intentional, well- thought out, and done with profound love and respect for the community of students that we serve. To coin a phrase from an iconic, American Film, "If you build it, they will come." We did build it, an extraordinary School of Innovation, Pueblo Academy of Arts, and it is with great pride that I say, "They did come!"

Sincerely,

Marla T. Carleo
Counselor, Pueblo Academy of Arts

Innovation Plan for Pueblo Academy of Arts

I would like to strongly encourage the continuation of the Innovation plan at Pueblo Academy of Arts (PAA).

Our family has had two boys attend PAA and have enjoyed the program provided. Being very active parents, we have seen other children grow throughout the years also. I have seen the community created by this program and it is very encouraging. Our communities need to have individuals who know they have a voice that has something to say, is valued, and is worth hearing. This program is creating those types of individuals that will bring value to our community.

Middle school is hard it is a challenging time both physically, mentally and emotionally. This program, I feel, helps each child find their place and gives them the ability to try things without fear of rejection.

We chose to send our boys there over the neighboring schools because of the opportunities at PAA. Our oldest son attended a different middle school in our district, and while I do agree he gained from that program, I feel there is nothing like the atmosphere created at PAA.



Janelle Oliva
PAA parent

Melinda Nadler
Pueblo Academy of Arts
29 Lehigh Ave.
Pueblo, CO 81001

April 17, 2019

Pueblo City Schools Board of Education
315 W. 11th St.
Pueblo CO 81003

Dear Pueblo City Schools Board of Education::

I moved to Pueblo, Colorado, from St. Louis, Missouri, in the summer of 2016 in hopes of finding change. I had previously worked for schools with a focus on positive behavior, but the implementation was more reactive than proactive—they provided rewards for those who did not get in trouble rather than promoting the right behaviors beforehand.

The first interview I had was over the phone with the assistant principal of Pueblo Academy of Arts (PAA). I had previously looked over the school website and was excited to work for a school that emphasized the arts and positive behavior in a tangible way. During the phone interview, I was asked whether I would be willing and able to uphold the school's vision statement:

At the Pueblo Academy for Arts, we believe all students can achieve excellence. Our vision will be accomplished by cultivating a safe student-centered learning environment that fosters academic achievement, creativity, character development, a passion for learning, and a sense of belonging through teamwork, high expectations, meaningful and challenging academic instruction, continuous improvement, and a commitment to our school values.

The five staff members on that conference call made me believe that the school and staff were truly committed to this vision. I was convinced. I was offered the job within five hours and accepted without hesitation.

I joined the staff in August of 2016 and found that staff commitment to positive student behavior was indeed true. During Capturing Kids Hearts training, the existing staff had taken time to help me feel accepted and integral to the school. When school began, I was finally able to care about kids in the classroom in a new way. The relationships I had with students changed as they too felt accepted and integral to our work. Through our arts focus, I could excite students about the work through a more interdisciplinary approach. Students who didn't do well with the typical reading and writing in the classroom were more interested in the content of our reading and able at times to show their comprehension through art projects and learn about the art itself at the same time.

When our PD was focused on these areas of arts-integration and student behavior, our staff and our school thrived. The arts enhance class content and comprehension in a manner impossible through pen and paper learning. I believe that Capturing Kids Hearts, when implemented with fidelity, is beneficial to all middle school students since students in middle school are discovering who they are and seeking approval. Teachers who use CKH are equipped and able to provide that reassurance. All around, it is a better working environment for teachers and students alike. For this reason, Pueblo Academy of Arts should retain its Innovation status.

Sincerely,

Melinda Nadler
Pueblo Academy of Arts
29 Lehigh Ave.



Bessemer Academy

Jaime Schwab, Assistant Principal

Office: (719)549-7940

jaime.schwab@pueblocitieschools.us

6/5/19

To whom it may concern:

I am proud to write this letter of support for Bessemer Academy to be a part of the Innovation Zone for Pueblo City Schools #60. I have worked at Bessemer Academy as the assistant principal for the last two years, and I have never seen a more dedicated or hard working school community. Bessemer is committed to the mission and vision established by the driven team that began the innovative work to transform the school. Our 2018-19 School Performance Framework displayed this with an overall rating of improvement, and the school coming out of turnaround for the first time since 2012.

It took the hard work of all stakeholders involved to move the needle for our school. Staff, students, parents and community members all worked together for a common mission to create a learning environment where we equip students with the knowledge, skills and passion to create a positive change in the world. We have certainly seen a positive change within Bessemer Academy! Students and staff are all working diligently to put for the effort to thrive and increase student achievement.

We have introduced rigorous curriculum in mathematics to meet the demands of the Common Core State Standards. In math, we adopted Engage New York where we focused planning on aligning our standard, objective, problem sets and exit tickets. Teachers used data to inform instruction alongside the Bessemer leadership team and our ANet coach. Our 2018 CMAS math results showed gains in achievement at all three tested grades of third, fourth and fifth. Our overall growth of 23% points in mathematics was a huge success for year one of implementing a new math curriculum! We intend to see even more growth and achievement gains for the 2019 assessment year.

In 2018-19 Bessemer Academy adopted Wit and Wisdom as our ELA curriculum. This rigorous curriculum was also selected to meet the demands of the Common Core State Standards. The Wit and Wisdom lessons require students to engage in daily reading and writing about grade level text. All questions and teaching strategies are aligned to the text and students are required to use text evidence.

Bessemer Academy is an innovative school leading the way for our students to grow and achieve. We will continue to strive towards Performance for all our students!

Sincerely,

Jaime Schwab, Assistant Principal



Donna Gomez-Schuetz
1125 East Rountt
Pueblo, CO 81004
donna.gomezschuetz@pueblocitieschools.us

6/2/19


To Whom It May Concern:

Being an educator at Bessemer Academy for numerous years has provided me with the opportunity to see many changes. Throughout the years, many programs, curriculums, professional developments, principals and educators have edged their way into Bessemer Academy with the optimism of increasing student academic performance and making a difference with our students. Admittingly, my hope was also in any of these programs that could ignite a spark of change for our students. But, it wasn't until recently that we as a staff, made the decision to apply to become a School of Innovation, which is when I truly saw some long-awaited change arrive.

The acceptance of innovation came with an abundance of training opportunities with the main goal of innovatively enriching and enhancing our student's academic opportunities. Training opportunities for Bessemer Academy Team Members consisted of Capturing Kids Hearts, Project Based Learning (PBL), Project Lead the Way (PLTW), Achievement Network (ANet), Wit & Wisdom and EngageNY Math, have invaded the learning at Bessemer Academy.

Achievement Network (ANet) has come into our school and supported teachers through a very intense and thorough means of approaching our ELA and Math curriculums. We have delved into approaches that provide our students with multifaceted ways that encourage their critical thinking, enhancing their academic knowledge in both ELA and Math. Teachers frequently receive feedback from an ANet Coach that provide opportunities to grow by expanding our knowledge of our curriculum and then intentionally bringing those changes to meet the needs of all students. Our on-site Coaches and Administrators bring additional support with ANet. ANet has works hand-in-hand with both Wit & Wisdom Reading and EngageNY Math.

As you have read, there are many amazing learning opportunities for our Bessemer Academy students. I continue to foresee further changes coming to our school that will impact our students. Most recently, the receiving of an Early Literacy Grant that will provide opportunities for Bessemer Academy students next year. In concluding, I believe the greatest compliment a school can receive is the confidence a teacher has in choosing to bring their own children to the school they teach at. I have and would bring my children to Bessemer Academy. It is the best place for children to grow in all facets of their life in Pueblo, Colorado.


Donna D. Gomez-Schuetz
5th Grade Teacher



May 28, 2019

To Whom It May Concern:

I would like to take this opportunity to share my support for Bessemer Academy, which is part of Pueblo City Schools #60 Innovation Zone. I am a proud parent of three children enrolled at Bessemer Academy. My children have attended Bessemer Academy from preschool to third grade. I have worked with the Bessemer community as a parent and volunteer at the school.

Bessemer posts their mission and vision and I have seen my children integrating Science, Technology, engineering and math (STEM) in their learning environment. I also watched my students as they displayed their project based learning models at the end of this school year. The curriculum they use for both reading and math challenge my children and help prepare them for the next grade. Bessemer is striving to give my students the necessary skills they need to be college and career ready.

The staff, students, parents and community work together to ensure that students are upholding the school's core values. These values are referred to as the PRIDE expectations and students are taught these skills on a daily basis. Students are expected to be Prepared, Respectful, show Integrity, show Dedication and Effort. These are all traits that my students show inside the school and out.

I support Bessemer Academy's participation in the Innovation Zone because it will allow my children to be prepared for the 21st Century!

Sincerely,

Amber Torres
Bessemer Academy Parent & Community Member

MINNEQUA ELEMENTARY SCHOOL

1708 East Orman Avenue
Pueblo, CO 81004
719.549.7580
FAX 253.5259



Melissa Patterson, Principal

5/16/19

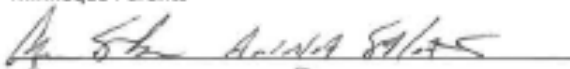

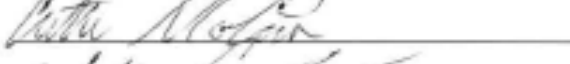


To Whom It May Concern,

Please consider this letter of support for the Innovation Zone for Pueblo City Schools. We as parents at Minnequa Elementary School, are in support of the Innovation Plan. We understand that the culture, academic struggles and need of our children at Minnequa Elementary serves as the foundation for this Innovation reform effort. We have the upmost confidence that leadership and staff at Minnequa have the best interest of our children in mind. We support the vision for Minnequa and advocate for its success.

Our understanding of the 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 social needs of our 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 life-long learners that make a positive difference in our community and world. The plan ensures an active and meaningful parent, family and community involvement partnership.

We support the Minnequa team of responsive educators as they work diligently to make a difference in the lives of our children.

Respectfully,
Minnequa Parents

To Whom it May Concern,

The purpose of this letter is to support Minnequa Elementary School remaining as part of the Innovation School Program. During the more than eight years I have been at Minnequa, there have been substantial changes in curriculum and programs.

This period in which the school has been under the innovation plan has been one in which I have witnessed advancement in the academic achievement. The scholars seem more eager to read and make their AR goals. The long line at the librarian's desk and the manner in which the reaching of goals is celebrated along with the pride the scholar's display by their accomplishments are clear evidence of this increased enthusiasm to read and learn. This has also been true in math and science.

Dreams of going to furthering education by going college are supported through the use of AVID. This college career readiness program is not only providing the tools necessary to succeed, but is instilling a sense of self confidence in the scholars which has taken hold because it is deeply ingrained in their being. I have witnessed much more active participation in class work both at their desk and more scholars volunteering at the whiteboard. Unfortunately, there are some students that do not receive the support necessary from their home environment, so having the curriculum that is more rigorous and having the time to work with the scholar in class is crucial to their development.

Allowing more personal development time to the teachers is important to give them the space to better prepare their classes by placing them in a better emotional, mental and physical state. There are many children who manifest emotional issues that stem from their social environment. These issues have been even better addressed since the innovation plan has been put into effect and I attribute this in part to the teachers having time to themselves.

Finally, by being on an innovation plan there have been relationships built between different schools who are also on the same track. Conversations between the teachers and administrators of these schools has led to a more holistic educational approach through the sharing of information and ideas.

The changes that have occurred based on the innovation plan would not be possible without the teachers and administrators that do the hard work in the building. The turnover rate in teachers is down at Minnequa due to a consistent, workable innovation plan being in place. What is being done is showing some tangible results and I encourage strong consideration being given to the plan remaining in place so that the academic achievement not be compromised.

Respectfully yours,

A handwritten signature in black ink, appearing to read "Victor Reyes", with a long horizontal stroke extending to the right.

Victor Reyes
P.O. Box 8866, Pueblo, Colorado
(719)557-1215

Irving is a great place for the development of scholars. We offer a wide variety of programs that extend the traditional learning experience such as AVID, choir, student council, and after school tutoring. During a normal week, students can expect to receive extended learning opportunities while staff members further develop their professional knowledge through the observation feedback cycle. Technology is an important piece of our school culture and students have their own Chromebook to use while attending school. The use of technology also lends itself to blended learning opportunities that ensure scholars get the targeted instruction necessary in order for growth.

-Karle Gradisar, 1st Grade Teacher

Irving is the best school in Pueblo! First of all, Irving has an amazing Innovation Room where kids can code their own games and animations. My favorite was when I coded a cat dancing around raining tacos. It was hilarious! Also, the teachers at Irving are incredibly nice. I remember when I was stuck on an assignment and my teacher worked with me until I finished. Additionally, kids can join clubs like Choir, Art Club, Student Council and No Bully. I was in Student Council this year and we started a recycling program. It was so much fun making creative videos to get kids excited to recycle at Irving. Come to find out, I am a really good actor! Student Council started a garden for bees and butterflies at the front of the building. The garden is going to be beautiful! Clearly, Irving is an amazing school and is the perfect place for any kid.

-Manuel Moreno- Godina, 4th Grade

Irving is truly a school of innovation. Students and teachers have opportunities that are not available at other schools. The trainings and experiences I have had at Irving have made me a creative, empathetic and skilled teacher. During this 2018-2019 school year, students could attend “flex time” each day where they could find their passion through involvement with various clubs such as Student Council, Art Club, Choir and No Bully. I was given the opportunity to sponsor Student Council and it reignited my love for teaching. As sponsor, I was encouraged to think outside of the box to develop leaders with a mission. Deriving from my passion for the environment, I worked with Student Council to change Irving’s culture to one that cares for our planet. The students started a recycling program and encouraged the reduction of waste. They even acted in videos to promote the change and became Irving celebrities. It has been an incredible experience watching our Student Council members become confident leaders. I know I would never be given this amazing opportunity at another elementary school to work so regularly with Student Council. Irving has become my home and I am lucky to be proponent of change.

-Stacey Marquez, Observation Feedback Coach/RTI Coordinator/Student Council Sponsor

Roncalli Academy

June 6, 2019

Mark Slack
ELA Teacher
Roncalli STEM Academy
4202 CO-78
Pueblo, CO 81005

To Whom it May Concern:

Being part of the faculty in an Innovation Zone school continues to be a source of joy for me. Every day I enter a building which teems with excitement, energy, and passion. But more importantly, we serve our students in unique and creative ways thanks to the flexibility we're granted as part of the iZone. It is a privilege to be an Innovation Zone school and an honor to serve our kids in ways we might not otherwise be able to serve them.

At Roncalli STEM Academy, we have taken great care in creating a master schedule which allows *all* of our kids to participate in our award-winning PLTW courses. In the upcoming school year we will also be adding dozens of new elective courses that will allow our students to explore areas of personal and academic interest unlike anything we've been able to do before. Further, because of our extended school day we have the good fortune to honor the interests and passion of all kids rather than an exceptional few.

As an iZone school we also have a great deal of flexibility in determining how and where faculty and staff are placed in order to best serve our students' needs. Staffing now includes highly-qualified individuals with unique talents to teach courses in yoga, creative writing, and bike shop. We are able to provide a rigorous, holistic, and relevant education by allowing our students to explore real-world issues and demonstrate practical, hands-on concepts while simultaneously addressing the social-emotional needs of each individual student. Being part of the iZone means teaching the whole-child in a safe, inclusive, and nurturing environment staffed by highly-qualified teachers and support staff.

Each year our family of students and staff grows stronger as we continue learning and growing together in ways only the innovation pathway allows. We understand the responsibility of greater

individual school autonomy and managerial flexibility in order to implement diverse approaches to learning. It is truly a blessing and honor to be able to offer our students varied educational programming with a budgeting process flexible enough to support our students in many incredible ways.

Regards,



Mark Slack

Appendix G: Original District Signed Board Resolution

Appendix H: Updated Board Resolution

Pueblo School District No. 60

RESOLUTION

(Extending the Innovation Zone Plan for Seven Schools)

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 high-quality education that assures each student the knowledge, skills, and dispositions to lead a life of purpose and impact; and

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

WHEREAS, the Innovation Schools Act of 2008, C.R.S. §§ 22-32.5-101 - 111 (2018) (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, on May 4, 2016, the Board received an Innovation Zone Plan to include the School District's three current innovation middle schools: Risley International Academy of Innovation, Roncalli STEM Academy, and Pueblo Academy of Arts, as well as three additional elementary schools: Benjamin Franklin Elementary, Irving Elementary, and Minnequa Elementary; and

WHEREAS, on September 15, 2016, the Plan as submitted to the Commissioner of Education was approved by the Colorado State Board of Education in accordance with the Act; and

WHEREAS, on June 8, 2017, the Board approved the inclusion of Bessemer Academy as part of the Innovation Zone for the School District that was subsequently also approved by the State Board on September 13, 2017; and

WHEREAS, the Board finds that all seven of these schools continue to share common interests as more fully set forth in the Innovation Zone Plan including, but not limited to, a common set of core values; an educational focus, programming, and school culture that supports every student, core practices that have consistently been shown to be effective, such as data driven instruction; a common interim formative assessment system; common calendars; a formative teacher coaching model; student culture expectations; performance management routines and cycles; use of student self-efficacy strategies; parent, student, and teacher commitment; and collaborative decision making; and

WHEREAS, the Board considered the Innovation Zone Plan, the relevant statutes and district policies and regulations, the comments of district staff, school representatives, and district stakeholders and its action in approving the Innovation Zone Plan on May 4, 2016; and

WHEREAS, the Board has reviewed the level of performance of each district school included in the Innovation School Zone and finds that each school is achieving or making adequate progress toward achieving the academic performance results identified in the Innovation Zone

Plan at least at a sufficient rate that does not require removing any school from the Innovation Zone or revoking any school's innovation status; and

WHEREAS, the Board concludes that the Innovation Zone Plan continues to meet 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 60, as follows:

1. That the Board of Education hereby extends and confirms the Innovation Zone Plan that was previously approved and is currently in place for the six seven schools, which Plan is hereby incorporated into this Resolution, along with any attachments and testimony provided thereto, and the Act.
2. That, on at least an annual basis, the Board of Education shall continue to review the level of performance of each of the seven schools in the Innovation Zone and shall make a determination whether each school is achieving or making adequate progress toward achieving the academic performance results and other goals identified in the Innovation Zone Plan.
3. That the accountability committee of each school within the Innovation Zone and the accountability committee of the School District will be responsible for ongoing review of the elements of the Innovation Zone Plan, including any waivers from the School District's curricular policies.

Adopted this 25th of June, 2019.

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

By: 
Barbara Clementi, Board President

ATTEST:

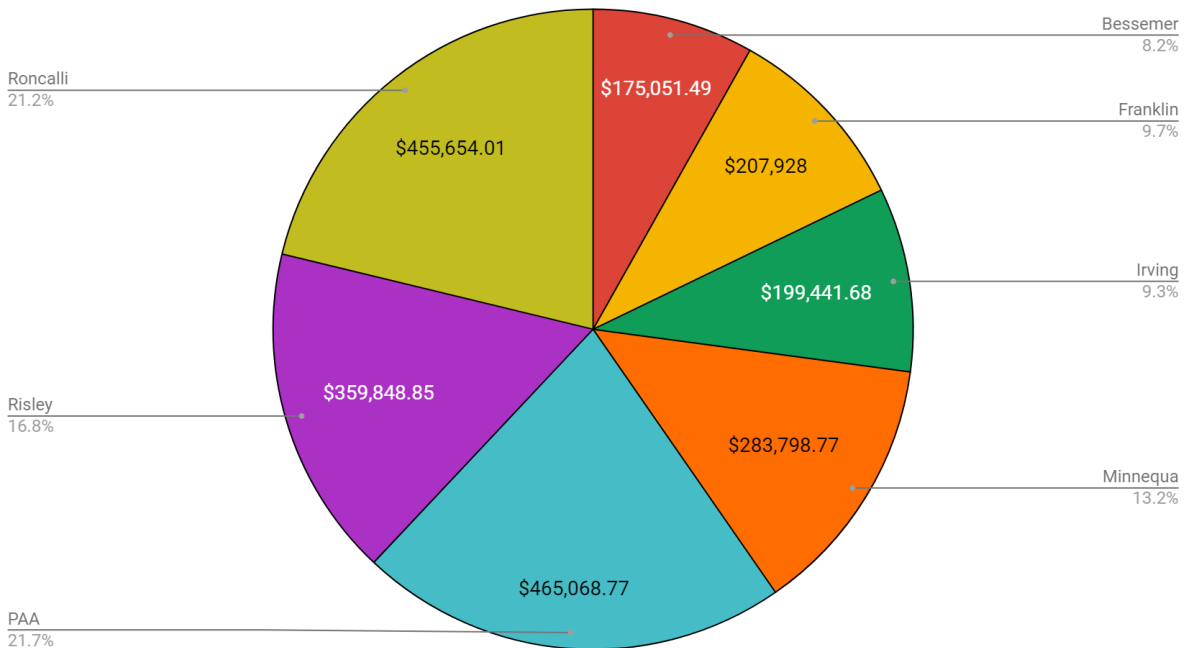
By: 
Geri Patrone, Board Secretary
4851-2834-7354, v. 1

Appendix I: Estimated 2019-2020 Budget Overview

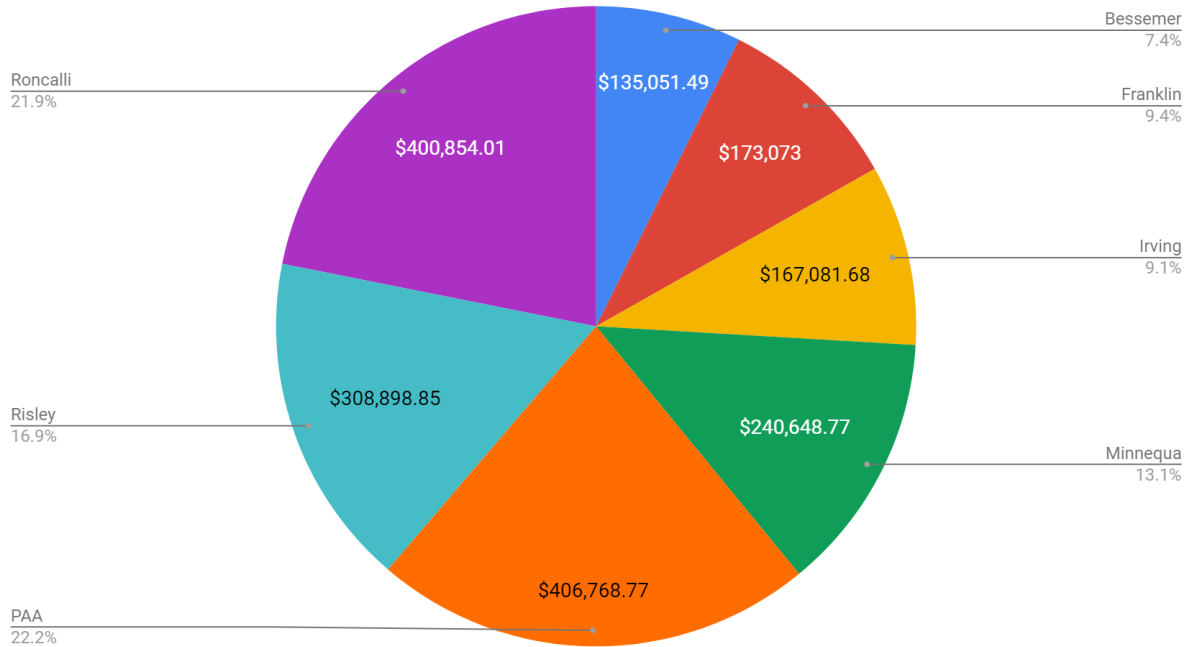
Schools that were originally identified with Innovation Status (Pueblo Academy of Arts, Risley International Academy of Innovation, and Roncalli STEM) received grants and support that funded their innovation work during the initial years of their programming. Starting in 2016 with the formation of the Innovation Zone to include additional schools, the majority of Innovation costs were funded out of the District General Fund. Additional funding to support the work of management partnerships has been obtained through the CDE EASI grant. Schools have also allocated resources from General and Title I funding to support their innovation programming.

Given the reduction in student enrollment and the challenges faced by the district with regard to adequate state funding, the Innovation Zone has sought to reduce overall costs during the last two years. By joining with the district to pursue a 4 day calendar in 2018-2019, the zone reduced the cost of additional days/ hours. This resulted in a significant reduction to salary costs, particularly at the middle school level. For the coming year, the number of additional staff allocated to the innovation zone has also been reduced, resulting in a reduced cost to the district. Additionally, the innovation zone has reduced the overall cost of the Sign-on, Stay-on bonus that is paid via Title II funds.

Innovation Zone Costs by School



Costs by School- Innovation Fund (0094)



Estimated 2019-2020 Innovation Budgets by School

School	Cost Area	Description	Estimated 2020 Cost	2020 Funding Source
Bessemer	HR/ Personnel	Additional Assistant Principal	\$104,621.40	Innovation (0094)
Bessemer	HR/ Personnel	Additionally funded staff	\$0	Innovation (0094)
Bessemer	HR/ Personnel	Administrator Stipends	\$5,740	Innovation (0094)
Bessemer	HR/ Personnel	Innovation Days (5@.75 per diem)	\$24,690.09	Innovation (0094)
Bessemer	HR/ Personnel	Pay for Performance	\$0	Not submitted
Bessemer	Instructional Program	Achievement Network	\$33,000	Title I Building (4010)
Bessemer	HR/ Personnel	Sign on Stay on (fall)	\$0.00	
Bessemer	HR/ Personnel	Sign on Stay on (spring)	\$7,000.00	Title II District

School	Cost Area	Description	Estimated 2020 Cost	2020 Funding Source
Franklin	HR/ Personnel	Additional Assistant Principal	\$103,771	Innovation (0094)
Franklin	HR/ Personnel	Additionally funded staff	\$0.00	Innovation (0094)

Franklin	HR/ Personnel	Administrator Stipends	\$5,740	Innovation (0094)
Franklin	Instructional Program	AVID Dues & Newsletter	\$3,500	Innovation (0094)
Franklin	HR/ Personnel	Innovation Days (5@.75 per diem)	\$33,062	Innovation (0094)
Franklin	HR/ Personnel	Pay for Performance	\$27,000	Innovation (0094)
Franklin	Instructional Program	Achievement Network	\$17,500	Title I Building (4010)
Franklin	Instructional Program	iReady	\$3,600	Title I Building (4010)
Franklin	Instructional Program	IXL	\$2,205	Title I Building (4010)
Franklin	HR/ Personnel	Sign on Stay on (fall)	\$0.00	
Franklin	HR/ Personnel	Sign on Stay on (spring)	\$11,550.00	Title II District

School	Cost Area	Description	Estimated 2020 Cost	2020 Funding Source
Irving	HR/ Personnel	Additional Assistant Principal	\$104,621.40	Innovation (0094)
Irving	HR/ Personnel	Additionally funded staff	\$0.00	Innovation (0094)
Irving	HR/ Personnel	Administrator Stipends	\$5,740	Innovation (0094)
Irving	Instructional Program	AVID Dues & Newsletter	\$3,500	Innovation (0094)
Irving	HR/ Personnel	Innovation Days (5@.75 per diem)	\$24,220.28	Innovation (0094)
Irving	HR/ Personnel	Pay for Performance	\$29,000.00	Innovation (0094)
Irving	Instructional Program	Achievement Network	\$17,500.00	Title I Building (4010)
Irving	Instructional Program	iReady	\$4,710.00	Title I Building (4010)
Irving	HR/ Personnel	Sign on Stay on (fall)	\$0.00	
Irving	HR/ Personnel	Sign on Stay on (spring)	\$10,150.00	Title II District

School	Cost Area	Description	Estimated 2020 Cost	2020 Funding Source
Minnequa	HR/ Personnel	Additional Assistant Principal* Benefits	\$103,771.20	Innovation (0094)
Minnequa	HR/ Personnel	Additionally funded staff	\$99,744.30	Innovation (0094)
Minnequa	HR/ Personnel	Administrator Stipends	\$5,740	Innovation (0094)

Minnequa	Instructional Program	AVID Dues & Newsletter	\$3,500	Innovation (0094)
Minnequa	HR/ Personnel	Innovation Days (5@.75 per diem)	\$27,893.27	Innovation (0094)
Minnequa	HR/ Personnel	Pay for Performance	\$0.00	Not Submitted
Minnequa	Instructional Program	Achievement Network	\$33,000	Title I Building (4010)
Minnequa	HR/ Personnel	Sign on Stay on (fall)	\$0.00	
Minnequa	HR/ Personnel	Sign on Stay on (spring)	\$10,150.00	Title II District

School	Cost Area	Description	Estimated 2020 Cost	2020 Funding Source
PAA	HR/ Personnel	Additional Assistant Principal(s)	\$107,173.30	Innovation (0094)
PAA	HR/ Personnel	Additionally funded staff	\$125,975.85	Innovation (0094)
PAA	HR/ Personnel	Administrator Stipends	\$10,000	Innovation (0094)
PAA	HR/ Personnel	Innovation Days (10@.75 per diem)	\$115,619.62	Innovation (0094)
PAA	HR/ Personnel	Pay for Performance	\$48,000	Innovation (0094)
PAA	Instructional Program	Achievement Network Costs	\$17,500	Title I Building (4010)
PAA	Instructional Program	Arts Integration Supplies	\$0.00	
PAA	HR/ Personnel	Sign on Stay on (fall)	\$0.00	Title II District
PAA	HR/ Personnel	Sign on Stay on (spring)	\$40,800	Title II District

School	Cost Area	Description	Estimated 2020 Cost	2020 Funding Source
Rlsley	HR/ Personnel	Additional Assistant Principal(s)	\$105,470.30	Innovation (0094)
Rlsley	HR/ Personnel	Additionally funded staff	\$107,309.80	Innovation (0094)
Rlsley	HR/ Personnel	Administrator Stipends	\$10,000	Innovation (0094)
Rlsley	Instructional Program	AVID	\$3,500	Innovation (0094)
Rlsley	HR/ Personnel	Innovation Days (10@.75 per diem)	\$82,618.75	Innovation (0094)
Rlsley	Instructional Program	International Baccalaureate	\$0.00	
Rlsley	HR/ Personnel	Sign on Stay on (fall)	\$0.00	
Rlsley	HR/ Personnel	Sign on Stay on (spring)	\$33,450	Title II District

Rlsley	HR/ Personnel	Pay for Performance	\$0.00	Not submitted
Rlsley	Instructional Program	Achievement Network Costs	\$17,500	Title I Building (4010)

School	Cost Area	Description	Estimated 2020 Cost	2020 Funding Source
Roncalli	HR/ Personnel	Additional AP including benefits	\$103,771.00	Innovation (0094)
Roncalli	HR/ Personnel	Additional Funded Staff	\$167,813.10	Innovation (0094)
Roncalli	HR/ Personnel	Administrator Stipends	\$10,000	Innovation (0094)
Roncalli	HR/ Personnel	Innovation Days (10@.75 per diem)	\$84,269.91	Innovation (0094)
Roncalli	HR/ Personnel	Pay for Performance	\$35,000	Innovation (0094)
Roncalli	Instructional Program	Achievement Network Costs	\$17,000	Title I Building (4010)
Roncalli	HR/ Personnel	Sign on Stay on (fall)	\$0.00	
Roncalli	HR/ Personnel	Sign on Stay on (spring)	\$37,300	Title II District

2019-2020 Estimated Costs by Area

Innovation Zone Cost Areas	Bessemer	Franklin	Irving	Minnequa	PAA	Risley	Roncalli	Total
Additional Assistant Principal	\$104,621.40	\$103,771.00	\$104,621.40	\$103,771.20	\$107,173.30	\$105,470.30	\$103,771.00	\$733,199.60
Additionally funded staff	\$0.00	\$0.00	\$0.00	\$99,744.30	\$125,975.85	\$107,309.80	\$167,813.10	\$500,843.05
Administrator Stipends	\$5,740.00	\$5,740.00	\$5,740.00	\$5,740.00	\$10,000.00	\$10,000.00	\$10,000.00	\$52,960.00
Innovation Days (5@.75 per diem)	\$24,690.09	\$33,062	\$24,220.28	\$27,893.27	\$0.00	\$0.00	\$0.00	\$109,865.64
Innovation Days (10@.75 per diem)	\$0.00	\$0.00	\$0.00	\$0.00	\$115,619.62	\$82,618.75	\$84,269.91	\$282,508.28
Pay for Performance	\$0.00	\$27,000	\$28,000.00	\$0.00	\$48,000	\$0.00	\$35,000	\$138,000.00
Achievement Network	\$33,000.00	\$17,500	\$17,500	\$33,000	\$17,500	\$17,500	\$17,500	\$153,500.00
Sign on Stay on (spring)	\$7,000.00	\$11,550.00	\$10,150.00	\$10,150.00	\$40,800	\$33,450	\$37,300	\$150,400.00
AVID Dues & Newsletter	\$0.00	\$3,500	\$3,500	\$3,500	\$0.00	\$3,500	\$0.00	\$14,000.00
iReady	\$7,210	\$3,600	\$4,710.00	\$10,100.00	\$0.00	\$0.00	\$0.00	\$25,620
IXL	\$2,205	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$2,205

Total	\$184,466.49	\$205,723.00	\$198,441.68	\$293,898.77	\$465,068.77	\$359,848.85	\$455,654.01	\$2,163,101.57
--------------	--------------	--------------	--------------	--------------	--------------	--------------	--------------	----------------

Pay for performance costs are only paid based on identified criteria at each school.

Appendix J: References

The following resources have supported the development of this plan and will continue to be used as resources to implement the innovations listed in this Innovation Zone Plan

- 2Revolutions: The Future of Learning: <http://www.2revolutions.net/future-of-learning>
- Achievement Network (ANet): <http://www.achievementnetwork.org/>
- AVID: <http://www.avid.org/>
- Bambrick-Santoya, Paul. Driven by Data: A Practical Guide to Improve Instruction. San Francisco: Jossey-Bass, 2010.
- Bambrick-Santoya, Paul. Leverage Leadership: A Practical Guide to Building Exceptional Schools.. San Francisco: Jossey-Bass, 2012.
- Dweck, Carol S. Mindset: The New Psychology of Success. New York: Ballantine Books, 2006.
- Lemov, Doug. Teach Like a Champion: 49 Techniques that Put Students on the Path to College (K-12). San Francisco: Jossey-Bass, 2010.
- PBIS: <http://www.pbis.org/>
- Relay Graduate School of Education: <http://www.relay.edu/>
- 2016 Pueblo City Schools Innovation Zone Plan
- 2017 Pueblo City Schools Bessemer Innovation Plan