

John E. Flynn

A Marzano Academy



Dear Dr. Swanson and the Westminster Public Schools Board of Education,

As we embark on the third iteration of our innovation plan at John E. Flynn a Marzano Academy, we are proud to present a renewed vision and mission, reflective of the school's significant achievements and evolving aspirations.

Over the seven years since our initial implementation, Flynn has consistently met and often exceeded its goals. A pivotal moment in the fifth year was becoming the first school in the nation to achieve the High Reliability Schools Level 5 certification under the previous administration's leadership and under Dr. Marzano's guidance. This achievement was not only a testament to the commitment to academic and operational excellence but also marked our attainment of 'performance' status on the Colorado Department of Education's School Performance Framework two years running.

John E. Flynn a Marzano Academy's new mission statement, 'To ensure that all students achieve *academic excellence*, become productive members of society, experience joy and satisfaction in life, and strive to create a world where all have access to these outcomes,' epitomizes our dedication to elevating educational standards. This mission advances us from the focus on *academic proficiency*, as emphasized in our previous mission, to a pursuit of academic excellence. The school's consistent high performance in the Colorado Department of Education School Performance Framework stands as a testament to our unwavering commitment. By aiming for the 'exceeds' status, John E. Flynn a Marzano Academy is not just raising the bar for our educational offerings but is also redefining the essence of successful learning in the contemporary educational landscape.

As Flynn embarks on the journey to become the nation's pinnacle of public education, our vision is shaped by both our significant achievements and our forward-looking aspirations. Our attainment of High Reliability Level 5, a distinction earned first among schools nationwide, signifies a major milestone in our evolution. More than a mere educational institution, Flynn stands as a model of innovative public education. Our dual role as the district's flagship institution and a laboratory school commits us to the integration of effective educational research into practical application. This strategy positions John E. Flynn a Marzano Academy as not only an active participant in educational advancement but also as a nurturing ground for progressive educational strategies and research.

As John E. Flynn a Marzano Academy embarks on this next stage, we recommit to our foundational core values, now with a renewed emphasis on reflecting the diverse demographics of our neighborhood and school district. This recommitment is integral to our identity as a laboratory school, where the effectiveness and adaptability of our initiatives are tested within a varied community setting. Upholding our traditions of inspiration, empathy, and social responsibility, we continue to foster an inclusive environment through reflective practices and initiatives like journaling and Rachel's Challenge. Our steadfast dedication to mirroring our community's diversity is more than a promise; it's a critical component of our educational mission, ensuring that what succeeds at Flynn sets a precedent for success in diverse educational environments everywhere.

This letter marks the beginning of a new chapter and a recommitment to the values and philosophy of John E. Flynn a Marzano Academy. With our revised mission and expanded vision, we are poised to redefine the benchmarks of public education not only within the district, but in our nation. Your support in this endeavor is invaluable, and we eagerly anticipate your insights and approval as we present our updated innovation plan for review.

Dr. Jimmy Chism
Principal

Lucy Pearson
Assistant Principal

A History: The Need for Innovation

THE CHANGING POLICY LANDSCAPE

In May 2013, the Colorado State Board of Education adopted new high school graduation guidelines, set for full implementation by 2021. These guidelines introduced critical mandates, including the provision of “recognition of multiple and diverse pathways to a diploma” and an “articulation through a standards-based education system” (Grad Guidelines, 2013, p. 2). Furthermore, schools are required to specify the minimum academic competencies for postsecondary and workforce readiness and the measurement methods, as well as offering students various, equally rigorous ways to demonstrate these competencies (Grad Guidelines, 2013, p. 2). This shift represents a significant potential change for public schools in Colorado, presenting an opportunity for more widespread adoption of competency-based education (CBE).

The new guidelines underscore the importance of demonstrating a comprehensive set of academic competencies to earn a high school diploma. Traditionally, schools have used the Carnegie unit, a time-based measurement, where students earn semester- or year-long course credits based on a variety of factors including assignment completion and class participation. This system, despite its long history, doesn’t always accurately reflect true mastery of subject content (Silva, White, & Toch, 2015). The limitation of this system is evident where a “D” grade, signifying up to 40% missed course material, is still considered passing (Patrick et al., n.d.; Vander Ark, 2013). The 2021 guidelines mandate that Colorado high school students demonstrate mastery in core subjects, regardless of their overall grade point average, challenging the old notion that “D’s earn degrees.”

Schools and districts are now tasked with ensuring students can demonstrate mastery across core subjects. If gaps are identified, they must be addressed. Competency-based education offers a viable alternative to the traditional model. In CBE systems, the Carnegie unit is replaced by a focus on student mastery. Competency Works defines CBE as an approach where academic progression is based on student mastery of measurable learning targets, rather than time spent in class (Competency Works, n.d.). In such a system, students must demonstrate more than just minimal competence; they must show comprehensive mastery of subject matter. As schools transition to this model, they align with the new graduation guidelines, ensuring that all graduates meet the established competencies. However, implementing this reform is a complex and multifaceted challenge.

NEW PERSPECTIVES ON OLD CHALLENGES

In a competency-based design, learners are provided with multiple ways to demonstrate mastery, extending beyond the traditional summative assessments used in most classrooms today (Patrick & Sturgis, 2015). Competency-based education advocates for individualized assessment strategies, promoting various pathways for students to exhibit their mastery (Sturgis, C., Patrick, S., & Pittenger, L., 2011). This approach includes performance-based assessments with clear rubrics and consistent scales, crucial for measuring student proficiency

on cross-curricular learning objectives – an essential component of high-quality competency-based learning (Sturgis et al., 2011). A notable example is the use of student learning portfolios, which are compilations of academic work demonstrating mastery of specific learning objectives (Patrick & Sturgis, 2011). Unlike traditional assessments tied to a single course, learning portfolios document ongoing mastery across multiple subjects and levels, traveling with the student throughout their educational journey.

The traditional model of a single, end-of-unit summative exam for an entire class is challenged in a competency-based environment. Recognizing that students learn at varying rates, competency-based education favors individualized, point-in-time testing. This method allows students to demonstrate mastery only when they are fully prepared, providing a more personalized and fair assessment approach (Sturgis et al., 2011).

Competency-based education inherently fosters a high degree of personalized learning, allowing students to progress at their own pace and trajectory (Sturgis et al., 2011). Personalization includes, but is not limited to, structures that promote student agency, such as clear, individualized learning plans based on data-driven decisions (Sturgis et al., 2011). Students actively participate in creating these plans, which not only recognize their strengths and identify gaps but also guide their next learning steps. The utilization of detailed student records in a data-rich environment enables reflection on past achievements and clear identification of future learning goals (Patrick & Sturgis, 2011). In competency-based systems, the integration of student information systems, learning management systems, and data analytics is crucial for accurately recording, tracking, and monitoring student progression towards mastery.

As we contemplate moving away from traditional school designs to meet the demands of competency-based reform, a new, responsive school model becomes necessary. In alignment with this, the District has collaborated with Marzano Academies to pinpoint high-leverage, research-based instructional practices and essential school-wide systems to achieve personalized education for every student and to cultivate student agency.

The District's consideration of a Pk-8 structure, eliminating the traditional transition between fifth and sixth grades, reflects an effort to maximize flexibility in a model where students advance at their own pace. In contemplating school design, John E. Flynn a Marzano Academy (Flynn) is pursuing reapplication for its Innovative School Status. This status will provide the necessary flexibility and freedom to continually motivate staff and students towards higher achievement.

For the effective implementation of Flynn's plan, it is evident that current District policies, the Collective Bargaining Agreement, and various state policies and regulations limit the creative flexibility essential for a robust competency-based system. Local policies, including those governing the length of the school year and day, as well as school choice, pose significant barriers. Additionally, state regulations regarding teacher qualifications currently restrict the utilization of competent individuals in the teaching process.

Continued innovation status is vital for maintaining our culture of creativity and accountability for student success. At Flynn, our history as risk-takers thriving under an innovative educational plan speaks to our commitment, and we seek the opportunity to continue this transformative work.

A New Mission and Vision

New Mission: "To ensure all students achieve academic excellence, become productive members of society, experience joy and satisfaction in life, and strive to create a world where all have access to these outcomes."

New Vision: "Embarking on the journey to be the nation's pinnacle of public education."

In the original mission, the emphasis was on academic proficiency, highlighting a foundational goal of ensuring students are capable and competent in their academic pursuits. The original vision aimed to position the school as a high-reliability and innovative institution, focusing on developing successful learners.

The new mission and vision represent a significant shift. The revised mission extends beyond the concept of proficiency to embrace academic excellence. This change is not just about meeting the standard benchmarks but exceeding them, which aligns with the school's past achievements, such as the consistent 'Performance' rating on the Colorado School Performance Framework for four years. It represents an aspiration to push the boundaries of what students can achieve academically.

Similarly, the updated vision narrows the focus from being an innovative high reliability school to setting a more ambitious goal: becoming the nation's pinnacle of public education. This vision encapsulates a broader aim of excellence, not just within the school or the district, but on a national scale. It speaks to the school's aspiration to be a leader and a model in public education, leveraging its past successes and unique achievements like the High Reliability Schools Level 5 certification as a springboard for future advancements.

OUR IDENTITY

As Flynn embraces its revitalized mission and vision, we find ourselves at a pivotal juncture in redefining our identity. While achieving the High Reliability Schools Level 5 certification first in the nation marked a significant milestone for Flynn, this accomplishment has now extended beyond our walls, inspiring a district-wide adoption of the HRS framework. This widespread embrace of the HRS principles across Westminster Public Schools, with several schools already reaching Level 5 certification, is a testament to our initial success and influence. However, it also necessitates a shift in our unique identity.

We recognize that our role as "The HRS School" is evolving. Our new direction aligns with the innovative spirit of our new mission: "To ensure all students achieve academic excellence, become productive members of society, experience joy and satisfaction in life, and strive to

create a world where all have access to these outcomes." Our vision, "Embarking on the journey to be the nation's pinnacle of public education," sets the stage for this transformation.

We are steering our focus towards being a vanguard for Competency-Based Education, reinforcing our role as a laboratory school for innovative educational practices. This renewed identity is underpinned by our ongoing, synergistic relationship with Dr. Bob Marzano and Marzano Academies. Our commitment to trialing and refining new educational initiatives continuously cements our status as a leader in educational innovation, shaping the future of public education.

In the next sections, we will delve deeper into the core elements of our evolving identity: embracing the lab school mantra, the significance of the High Reliability Teacher framework, our partnership with Marzano Academies, and the essential role of instructional coaching in actualizing these aspirations.

SUSTAINING HIGH RELIABILITY LEVEL 5 CERTIFICATION

With the attainment of the High Reliability Schools Level 5 certification, Flynn confronts the essential question of how to effectively sustain this level of achievement. Our response centers not on resting on our laurels but on a commitment to continuous improvement and educational exploration. Our strategy involves constructing a responsive system that consistently evaluates and reinforces the core practices of each HRS level. This approach is inherently collaborative and adaptive, aimed at ensuring our practices remain relevant and effective in the face of changing educational paradigms and community needs.

Integral to this process is our collaboration with Marzano Academies, which will enable us to investigate a variety of educational methodologies and best practices. This partnership will foster a district-wide culture of shared learning and growth. We will establish diverse committees, drawing on a range of expertise, to focus on the consistent application and assessment of HRS practices.

Fundamental to our approach are regular evaluations through data analysis and perception surveys, providing us with vital feedback for ongoing improvement. This strategy aligns with our role as a laboratory school, committed to iterative learning and leading by example in the pursuit of educational excellence.

As pioneers in achieving this level, we acknowledge our role in paving the way for other Level 5 schools within Westminster Public Schools. Our journey in sustaining the HRS Level 5 certification is about more than maintaining a status; it's about setting an example and charting a course for other schools aiming to achieve similar standards of excellence. In undertaking this responsibility, John E. Flynn a Marzano Academy reaffirms its dedication to being a model of enduring success and innovation in education.

HIGH RELIABILITY TEACHER

At John E. Flynn a Marzano Academy, the High Reliability Teacher (HRT) framework is more than a professional development tool; it is the embodiment of our dedication to teaching excellence and continuous teacher growth. This framework ensures that our educators are not just meeting standards, but are setting new benchmarks in educational efficacy. Teachers will be provided time during the professional development time during early release and non-student contact days in order to achieve HRT. Also, “Year 1” will start for all staff after this innovation plan is signed off on, no matter the year they are currently at Flynn.

The HRT framework operates on three levels:

Level 1 focuses on demonstrating the effectiveness of classroom strategies through student learning evidence. Teachers are expected to collect and analyze data to validate their instructional methods, ensuring that their approach positively impacts student learning.

Level 2 takes this a step further by requiring teachers to provide substantial evidence of student learning. This involves deeper engagement with student progress, emphasizing the impact of teaching methods on student achievements.

Level 3 represents the pinnacle of the HRT framework, where teachers engage in action research. This process involves comparing student results achieved through their teaching strategies against alternative methods. The aim is to continuously refine and validate teaching practices for maximum efficacy.

At John E. Flynn a Marzano Academy, teachers are expected to achieve Level 1 certification within three years and Level 3 within five years. This structured progression underlines our commitment to fostering a culture of educational excellence and high teaching efficacy. Teachers

The HRT framework distinguishes John E. Flynn a Marzano Academy by emphasizing a commitment to exceptional teaching. It aligns with our mission to provide a learning environment where both students and teachers are continually growing and striving for excellence. This approach ensures that our teachers are not only well-equipped but are also leaders in educational innovation and effectiveness.

The implementation of the HRT framework at our school is a clear indicator of our dedication to not just maintain, but constantly elevate the standards of teaching and learning. It is a testament to our belief that excellent teaching leads to outstanding student results, preparing them for future academic and life success.

EMBRACING THE LAB SCHOOL MANTRA

At John E. Flynn a Marzano Academy, our identity as a laboratory school is foundational to our educational philosophy and a crucial part of our evolving identity. This commitment extends beyond conventional academic boundaries, propelling us to the forefront of educational innovation and research.

Our ongoing collaboration with Dr. Bob Marzano and Marzano Academies is essential, driving our school's mission and vision by integrating and refining new initiatives under the Marzano Academy framework. This partnership enables us to trial and implement cutting-edge educational strategies, ensuring that we remain agile and responsive to the evolving educational landscape.

Part of our laboratory school ethos includes a structured approach to trialing and evaluating new initiatives such as cumulative review with item frames, student reflective journaling, or guided discourse. These initiatives are first implemented within specific segments of our school, such as primary, intermediate, or middle school teams, allowing for focused monitoring and a controlled evaluation environment. Our assessment method utilizes a deliberate data cycle process, combining qualitative and quantitative measures, to gauge the effectiveness of these practices.

Our collaborations extend to neighboring teacher preparatory programs, notably with Regis University. By providing practicum hours, hosting interns, and mentoring student teachers, we enrich the learning experiences of future educators and influence the broader field of teacher education. Our emphasis on competency-based education and practical implementation offers invaluable insights and hands-on experiences, preparing these future educators not only for effective classroom leadership but also for implementing competency-based education strategies within Flynn and across the Westminster Public Schools district.

By embracing the lab school mantra, we go beyond merely participating in discussions about educational reform. We actively shape the future of teaching and learning, aligned with our commitment to continuous innovation, professional development, and educational excellence. Our approach ensures that our influence extends beyond our school, contributing to the wider educational community.

CATALYZING EDUCATIONAL EXCELLENCE: INSTRUCTIONAL COACHING

The High Reliability Teacher (HRT) framework sets a high bar for teaching excellence, a goal that is especially challenging for educators new to Flynn or the HRT methodology. To support our teachers in achieving these standards, we emphasize the role of instructional coaching, a collective endeavor involving experienced teachers, administrators, and representatives from Marzano Academies. This collaborative coaching approach offers essential guidance and mentorship, helping educators navigate the complexities of the HRT framework, from employing effective instructional strategies to conducting action research and comparative analysis.

In our capacity as a laboratory school, Flynn is dedicated to implementing cutting-edge educational practices. Instructional coaching from various sources within our educational community is crucial in translating theoretical innovations into practical classroom applications. Through this communal support, we ensure that new methodologies and strategies are effectively integrated into teaching practices and their impact accurately assessed.

Given the comprehensive nature of the Marzano Academy School Level Indicators, a nuanced and collaborative approach is necessary for successful integration and assessment. The collective wisdom and experience offered through instructional coaching are vital in guiding educators in the practical application of these indicators, ensuring they are not only understood but effectively utilized in the classroom.

As the landscape of education evolves with new practices and methodologies emerging, our teachers benefit immensely from the diverse perspectives and expertise offered through instructional coaching. This model ensures that educators receive the most current educational research, strategies, and methodologies, facilitating ongoing professional growth.

The concept of instructional coaching at John E. Flynn a Marzano Academy is a fundamental element of our educational strategy. Emphasizing a community-driven approach, we draw upon the diverse expertise within our school and from our partners at Marzano Academies. This collaborative model of instructional coaching ensures a rich and varied support system, providing our educators with access to a wide array of perspectives, skills, and experiences.

This approach is instrumental in maintaining our commitment to innovative practices and professional development. By leveraging the collective knowledge and insights of our educational community, we create a dynamic environment where teachers are continually supported in their growth and development. Such an environment is vital for empowering our educators to meet the high standards of our educational model, consequently leading to improved student outcomes and contributing to the sustained success and growth of John E. Flynn a Marzano Academy.

Our Guiding Initiatives: School Level Indicators and High Reliability Schools

MARZANO ACADEMY SCHOOL LEVEL INDICATORS

In alignment with our renewed mission and vision, John E. Flynn a Marzano Academy will integrate the 16 School Level Indicators from Marzano Academies into our educational framework. These indicators, grounded in Dr. Marzano's extensive research and practice, provide a comprehensive blueprint for enhancing teaching efficacy, student engagement, and overall school management. They encompass a wide range of educational components, from curriculum design and instruction to community engagement and leadership development. Each indicator is designed to contribute to a holistic and dynamic learning environment, ensuring that our students not only achieve academic excellence but also develop the skills and attributes necessary for lifelong success. Our commitment to these indicators signifies our dedication to continuous improvement and innovation in education. John E. Flynn a Marzano Academy is dedicated to implementing the 16 School Level Indicators of the Marzano Academy, a framework that is deeply rooted in Dr. Marzano's research. These indicators are crucial in guiding our school towards academic excellence and holistic development.

The following are the Marzano Academy School Level Indicators:

1. Safe and Orderly Environment: Ensuring a safe and supportive learning atmosphere.
2. Effective Supervision: Focus on continuous improvement of teaching practices.
3. High Expectations: Setting and maintaining high academic and behavioral standards.
4. Parent and Community Involvement: Strengthening partnerships for student success.
5. Student-Centric Learning: Tailoring education to individual student needs.
6. Instructional Framework: Implementing effective teaching strategies.
7. Curriculum Framework: Ensuring a robust and comprehensive curriculum.
8. Standards-Based Reporting: Accurate assessment of student learning.
9. Student Engagement: Fostering active and meaningful learning.
10. Proficiency Scales: Clear benchmarks for student progress.
11. Formative Assessment: Ongoing evaluation of student learning.
12. Professional Development: Continuous training and development for staff.
13. Instructional Planning: Strategic and effective lesson design.
14. Academic Interventions: Support for struggling students.
15. Recognition and Reward: Celebrating academic and behavioral achievements.
16. Continuous Improvement: Ongoing evaluation and enhancement of school practices.

These indicators represent a multifaceted approach to education, focusing on all aspects of the school environment, from the safety and wellbeing of students to the effectiveness of instructional strategies. By embracing these indicators, John E. Flynn a Marzano Academy reaffirms its commitment to providing a high-quality, well-rounded education that meets the diverse needs of our students.

HIGH RELIABILITY SCHOOLS

Westminster Public Schools has embarked on a transformative journey by adopting the High Reliability Schools framework district-wide, a testament to the framework's effectiveness and adaptability. The HRS model, renowned for its structured approach to school improvement, emphasizes five levels of operation focusing on a safe and collaborative culture, effective teaching in every classroom, a guaranteed and viable curriculum, standards-referenced reporting, and competency-based education. As Flynn a Marzano Academy achieved the HRS Level 5 certification under the original framework, WPS recognized the opportunity to tailor the HRS indicators to better align with the district's unique needs and aspirations. This customization of the HRS framework, unique to our district, reflects a commitment to not only uphold the rigorous standards of HRS but also to personalize them to enhance our educational ecosystem. As a result, WPS has developed its version of the HRS levels, maintaining the core principles of the original framework while infusing them with local context and priorities. The following sections outline the adapted HRS levels for WPS, illustrating our district's dedication to continuous improvement and excellence in education.

The Marzano Academies School Level Indicators and the Marzano HRS™ framework have been and will continue to be the overarching organizers for the design and management of Flynn. Both are based on the notion of continuous improvement, via the use of *leading* and *lagging*

indicators. In order for educators to know what to work on and how to measure success at each level, school leaders need ways to assess their school's current status, gauge their progress through each school level indicator and through each level of the HRS™ framework. Leading and lagging indicators are useful tools to these ends. The distinction between leading and lagging indicators is: leading indicators show what a school should work on to achieve the goals of each School Level Indicator and the high reliability levels (indicators provide direction) and lagging indicators are the evidence a school provides to validate its achievement in both (educators provide proof), particularly in areas where there is general agreement that the school is not doing well.

Leading indicators are important conditions that are known to be associated with school improvement. That is, they help school leaders decide what to work on to achieve success, at each level. For example, at HRS Level 1, one leading indicator is “faculty and staff perceive the school environment as safe and orderly.” School leaders can use a survey to measure the extent to which faculty and staff perceive the school environment as safe and orderly. If perceptions of safety and orderliness are high, school leaders may not need to focus on that area. Conversely, if

perceptions of safety and orderliness are low, school leaders might decide to implement initiatives or programs designed to improve the safety and orderliness of the school environment. Low average scores on leading indicators might indicate that an area is not important in the school. For example, at HRS Level 1, town hall meetings and community business luncheons may or may not be important considerations for a school. Essentially, leading indicators help school leaders identify areas that are important to the school in which the school is already doing well, areas that are important to the school and need to be addressed and areas that are not important to the school. For areas that are important to the school (both those that need to be addressed and those in which the school is already doing well), lagging indicators can be designed.

Lagging indicators provide concrete evidence that a school has achieved a specific high level of performance, particularly in an area initially identified for low performance. For example, at HRS Level 1, a school where the faculty and staff do not perceive the school environment as safe and orderly (a leading indicator) might formulate the following lagging indicator to measure their progress toward a safe and orderly environment: “Few, if any, incidents occur in which rules and procedures are not followed.” To meet this lagging indicator, school leaders would have to determine how many incidents constitute a “few.” This number is called a *criterion score*; it is the score a school is aiming to achieve for the lagging indicator. School leaders then track the actual number of incidents occurring in the school and compare the number of incidents to the criterion score. If the results meet the criterion score, the school considers itself to have met that lagging indicator and the evidence can be used to validate the school’s achievement of a specific high reliability level. If the results do not meet the criterion score, the school continues or adjusts its efforts until it does meet the score.

To design lagging indicators and criterion scores, school leaders can use several different approaches. The first is a percentage approach whereby school leaders create a lagging indicator that states a certain percentage of responses or data collected will meet a specific criterion. For example, a percentage-lagging indicator for HRS Level 1 might be, “Ninety percent of survey responses will indicate agreement that the school is safe and orderly.”

A second approach involves setting a cutoff score, below which no responses or data will fall. The following is a possible cut-off lagging indicator for HRS™ Level 2, “No teachers will improve less than two levels on the scale for each of their growth goals each year.” In cases where a school has received high initial survey responses but still wants to improve, school leaders can choose to set lagging indicators for specific amounts of growth. A growth-lagging indicator for HRS™ Level 3 might say, “Survey responses regarding all students having adequate opportunity to learn will improve 10 percent.”

Finally, lagging indicators can be designed around the creation of a concrete product as evidence of high levels of performance. A concrete product-lagging indicator for HRS Level 4 might say, “Written goals are available for each student in terms of his or her performance on common assessments.” Each of the School Level Indicators as well as the five levels of focus in the HRS™ model address specific indicators that are continually monitored within Flynn, and are discussed in detail in upcoming section (See Outcomes Section)

In addition to adopting the School Level Indicators and the HRS™ framework; Flynn also uses a supporting Marzano Research educational model that includes seven highly effective *key elements*; these are the elements that support school growth.

Element One: All students receive feedback on specific educational topics within each content area (e.g., mathematics, science, English language arts) at each grade level. Traditionally academic content has been treated in a holistic manner. This manifests as students receiving feedback at the subject-matter level only. That is, students might receive an overall grade or percentage score for fifth grade mathematics, but not formative and summative feedback on the specific topics for content at each grade level.

Element Two: The curriculum includes cognitive and metacognitive skills. In addition to addressing the critical concepts in the major subject areas, Flynn will teach and reinforce cognitive and metacognitive skills. Such skills are the centerpiece for college and career readiness, as referenced in *Getting Ready for College, Careers, and the Common Core*,⁷ *Handbook of Social and Emotional Learning*,⁸ and *Teaching and Assessing 21st Century Skills*.⁹

Element Three: Students move through the content at their own pace. In a traditional school, students move on to new content in each subject area at a given grade level only when the teacher moves to the content. At Flynn students move as quickly as they can through the content as dictated by their level of background knowledge and development in the subject area.

Element Four: High engagement instruction is utilized. Academy teachers regularly employ instructional strategies that produce high-levels of student engagement. These strategies are drawn from books such as *The Highly Engaged Classroom*.¹⁰ These strategies include the frequent use of academic games that enhance vocabulary knowledge, physical movement, the presentation of unusual information, use of response rate strategies, use of humor, and use of friendly controversy. In

⁷ Conley, D. T. (2014). *Getting ready for college, careers, and the Common Core*. San Francisco: Jossey Bass.

⁸ Durlak, J. A., Domitrovich, C. E., Weissberg, R. P., & Gullotta, T. P. (Eds.) (2015). *Handbook of social and emotional learning*. New York: Guilford Press.

⁹ Marzano, R. J., & Heflebower, T. (2012). *Teaching and assessing 21st century skills*. Bloomington, IN: Marzano Research.

¹⁰ Marzano, R. J., & Pickering, D. J. (2011). *The highly engaged classroom*. Bloomington, IN: Marzano Research.

addition, Flynn also utilizes Kagan Structures, research-based student interaction practices that increase student engagement.

Element Five: A focus on inspiration and altruism is emphasized. To help students develop a sense of optimism and self-efficacy for the future, a steady diet of inspirational stories are presented to students virtually and by guest speakers. Students keep journals regarding their impressions of the information gleaned from these experiences and how that information might relate to their lives. To help develop a sense of concern for and connection to members of their local and extended communities, each year students participate in projects or design projects of their own that help improve the lives of others and/or the environment.

Element Six: Responsibility for student success is shared. While students are assigned to a specific teacher for a particular subject at a particular grade level, every teacher will be responsible for the success of every student in Flynn. This manifests as students being able to work with any teacher who is qualified in each subject area to verify a particular student's proficiency on any topic. Time during the day is set aside for students to work with peers or teachers to whom they have not been officially assigned and work on topics that are problematic for them.

Element Seven: Continuous improvement of teachers and leaders is expected. To develop a sense of collective efficacy among teachers and leaders, all staff set specific improvement goals for their instructional practices (if they are teachers) or for their leadership behaviors (if they are administrators). These goals are shared in the context of collaborative teams designed to ensure continuous improvement of the educators in the building. All teachers and administrators share their personal goals regarding instruction or leadership and seek the help of their fellow educators in the accomplishment of these goals. All teachers and leaders are encouraged to pair with "coaching buddies." Teachers and leaders periodically share their successes and difficulties in progressing toward their personal improvement goals.

Culture and Climate

One of the central tenets of a HRS™ is the hierarchical dependence of the Levels. In other words, a school cannot become highly reliable on Level 2 until Level 1 HRS™ is achieved. And although a school must be working toward high reliability on all levels at all times, the necessary starting point must be Level 1: Safe and Collaborative Culture. Level 1 addresses the factors considered

foundational to the well-being of a school. Namely, do faculty, staff, students, parents¹¹, and the community believe the school is safe, and do they maximize collaboration for the enhancement of student learning? HRS™ Level 1 has eight leading indicators:

- 1.1 The faculty and staff perceive the school environment as safe and orderly.
- 1.2 Students, parents, and community perceive the school environment as safe and orderly
- 1.3 Teachers have formal roles in the decision-making process regarding school initiatives
- 1.4 Teacher teams and collaborative groups regularly interact to address common issues regarding curriculum, assessment, instruction, and the achievement of all students
- 1.5 Teachers and staff have formal ways to provide input regarding the optimal functioning of the school
- 1.6 Students, parents, and the community have formal ways to provide input regarding the optimal functioning of the school
- 1.7 The success of the whole school, as well as individuals within the school is appropriately acknowledged
- 1.8 The school allocates human, material, technological and fiscal resources in alignment with the school's identified needs and priorities to improve student performance and organizational effectiveness (time is a resource
- 1.9 The school has programs and practices in place that help develop student efficacy and agency

According to Marzano's *Becoming a High Reliability School* the critical commitment, or the necessary foundation to achieve high reliability status on Level 1 is the creation of Professional Learning Communities (PLC). The PLC process can help identify ways to make the school safer, as well as obtain teacher input into school-wide decision-making. Flynn used the PLC structure to obtain HRS™ status on Level 1 indicators. In addition, the following School Level Indicators help guide our school's work toward achieving the larger Climate and Culture goals:

- Inspiration
- Student Agency
- Personal Projects
- Collective Responsibility

Flynn believes the school culture and relationship with its community are essential to academic achievement. Toward this end, Flynn partnered with Rachel's Challenge, a supplemental educational program which provides speakers, workshops, assemblies and enrichment materials to K-12 schools. Founded in memory of Rachel Joy Scott, the first person killed in the Columbine School Shooting, Rachel's Challenge helps schools create a climate less susceptible to harassment, bullying and violence. Its members work in socioeconomically and demographically diverse schools across North America every day, making schools safer, more connected places where bullying and violence are replaced with kindness and respect; and where learning and teaching are awakened to their fullest. Rachel's Challenge programs provide a

¹¹ For the purpose of this plan, a parent is defined as any individual legally entrusted with the care of a child or has a significant responsibility for a minor's well-being. The term encompasses parent, guardian, caregiver, and/or educational advocate.

sustainable, evidence-based framework for positive climate and culture in our schools. When fully implemented, partner schools achieve statistically significant gains in community engagement, faculty/student relationships, leadership potential, and school climate; along with reductions in bullying, alcohol, tobacco and drug use. Each year: over 1.5 million people are involved in Rachel's Challenge programs, more than 1,200 schools and businesses are reached, school bullying and violence decrease and community service and acts of kindness increase.

Rachel's Challenge exists to inspire and equip every person to create a permanent positive change not only in themselves, but in their schools, their businesses and communities. Rachel's Challenge has a comprehensive set of age-appropriate programs for K-12. The objectives of these programs are all the same; to continue Rachel's legacy of kindness and compassion and to: (a.) help schools become safer, more connected places to live and learn, (b.) stimulate real culture change by actively involving the entire community in the process, (c.) change lives by providing culturally relevant social/emotional training and (d.) increase achievement and ensure results by engaging the participants' heart, head and hands in a continuing improvement process.

Rachel's Challenge helps create a learning environment where all students feel welcomed in their classrooms and hold a desire to contribute to their community. Furthermore, creating a self-system of learning is one of Flynn's highest aspirations. This unique learning state is achieved only when a student feels both part of, and esteem within their community; and holds a desire to give back. The culminating event to the self-system of learning is the personal project; a multifaceted, year-end, assignment that serves as a culminating and intellectual experience for students. Personal projects may take a wide-variety of forms, but most are long-term, investigative projects that culminate in a final product, presentation or performance. Students may be asked to select a topic, profession or social problem that interests them andw conduct research on the subject, maintain a portfolio of results or findings, create a final product demonstrating their learning acquisition or conclusions and give an oral presentation on the project to a panel of teachers, experts and community members who collectively evaluate its quality.

In order to foster this learning environment, Flynn's staff and students have worked toward the following practices.

- School-wide implementation of Rachel's Challenge *Awaken the Learner* program
- Incorporation of *Motivating and Inspiring Students* teaching strategies into daily lesson plans to encourage social/emotional learning
- Build a culture of academic excellence and a belief that all students can learn at the highest level.
- Integrate the school code of conduct as represented by the acronym SOAR, which stands for Safety, Ownership, Attitude, and Respect
- Celebrate successes through bi-annual level-up assemblies for those students who moved up a level in any academic area and/or have positive attendance. Also, ensure Positive Behavioral Intervention Systems (PBIS) are in place to promote and reward

SOAR behavior, as well as weekly SOAR recognitions to those students most exemplifying SOAR behaviors

- Any student violations of the code of conduct will be met with district disciplinary procedures.
- Supporting the whole child: wrap around services include mental health services both from WPS as well as from Community Reach.

Flynn uses *Rachel's Challenge* as a foundational block from which every student will complete a personal project, every year. These projects provide students the opportunity to give back while deepening content skills through project-based learning that is directly tied to the school community.

Curriculum and Instruction

The creation of a safe learning environment sets the foundation for meaningful teaching and learning, especially when using a viable and guaranteed curriculum. HRS™ status Level 2 and Level 3 as outlined in the descriptive indicators below serve as the guideposts for all work done around curriculum and instruction in Flynn:

Level 2: Effective Teaching in Every Classroom

Level 2 addresses factors that relate to developing and maintaining effective instruction in every classroom. This is a central feature of effective schooling—the quality of teaching in classrooms. Level 2 has six leading indicators:

- 2.1 The school has adopted the Westminster Instructional Model, which is used to provide feedback to teachers regarding their status and growth on specific pedagogical skills
- 2.2 Support is provided to teachers to continually enhance their pedagogical skills through reflection and professional growth plans
- 2.3 Predominant instructional practices throughout the school are known and monitored
- 2.4 Teachers are provided with clear, ongoing evaluations of their pedagogical strengths and weaknesses that are based on multiple sources of data and are consistent with student achievement data
- 2.5 Teachers have the opportunities to observe and discuss effective teaching
- 2.6 Teachers are provided with clear, ongoing evaluations of their pedagogical strengths and weaknesses that are based on multiple sources of data and are consistent with student achievement data.
- 2.7 The school procures online resources and engages teachers in activities that help them develop and/or integrate online resources for score 2.0, 3.0, and 4.0 on Proficiency Scales

A Level 2 highly reliable school ensures little to no variability exists in instructional quality across classrooms. According to Marzano's *Becoming a High Reliability School* the critical commitment for Level 2 is an evaluation system that's primary objective is professional development. Toward this end, every teacher at Flynn continually works toward becoming highly effective across all 49 elements of instructional design, as laid out in Marzano's *New Art and Science of Teaching*. Supporting educators in these endeavors include extensive coaching, including videotaping of

classroom practices, guided instructional rounds, and meaningful supervision as

defined in Marzano's *Effective Supervision: Supporting the Art and Science of Teaching*. Finally, every teacher's evaluation focuses on three elements: 1) a specific and comprehensive system, 2) use of teacher development scales on the 49 elements of instructional design, and 3) a final evaluation metric that acknowledges and supports professional growth. When a school's evaluation system emphasizes teacher development, it communicates that the school expects and incentivizes continuous improvement with all school members. In addition, the following School Level Indicators help guide our school's work toward achieving the larger Curriculum and Assessment goals:

- Measurement Topics and Proficiency Scales
- Classroom Assessment
- Cognitive and Metacognitive Skills
- Blended Instruction
- Vocabulary
- Cumulative Review
- Knowledge Maps
- Instructional Model and Observational Protocols
- Planning and Preparing

To maintain HRS Level 3 and the School Level Indicators above, every teacher at Flynn is expected to continually work toward becoming a High Reliability Teacher Level 3. Every teacher will have five years from hire date to achieve High Reliability Teacher Level 3 certification, while existing teachers will have five years from adoption of this innovation plan to achieve High Reliability Teacher Level 3 certification. The *High Reliable Teacher* certification is a certification program based on Dr. Marzano's research on High Reliability Schools. The goal of the High Reliability Certification process is to provide a structure in which an individual teacher may increase their instructional effectiveness. The process is designed to culminate in certification as a High Reliability teacher at one or more of three levels. The first level focuses on the demonstration of effective use of instructional strategies. The second level focuses on using assessment to demonstrate effective instruction as it positively impacts student learning. The third level focuses on valid and rigorous feedback. A High Reliability Teacher is a teacher who has demonstrated proficiency through the production of products and artifacts in regard to instruction and assessment as it relates to improved student learning.

Although highly reliable teachers in every classroom is crucial to Flynn's success, it is equally as important that a guaranteed and viable curriculum is present as well. Toward this end, Flynn is will maintain Level 3 HRS™ as defined by the indicators listed below:

Level 3: Guaranteed and Viable Curriculum

At Level 3, school leaders ensure that a guaranteed and viable curriculum focused on enhancing student learning is in place. *Guaranteed* means that all teachers are aware of the content they are responsible for teaching and are, in fact, teaching that content (usually stated as standards). This approach ensures that every student has the opportunity to learn the grade- and subject-

appropriate content on which they will be assessed. *Viable* means that the amount of content is teachable in the time available for instruction. Essentially, a guaranteed and viable curriculum is one that can be taught in the time available and is being taught in every classroom. Level 3 has six leading indicators:

- 3.1 The school has adopted the WPS Proficiency Scales for all levels and courses taught which adhere to national, state and district standards
- 3.2 The school curriculum is focused enough that it can be adequately addressed in the time available to teachers and flexible in time available to meet student needs
- 3.3 All students have the opportunity to learn the critical content of the curriculum
- 3.4 Clear and measurable goals are established and focused on critical needs regarding improving overall student achievement and growth at the student, class and school level
- 3.5 The school engages in a continuous improvement process that produces evidence, including measurable results of improving student learning and professional practice
- 3.6 Appropriate school- and classroom-level programs and practices are in place to help students meet individual achievement goals when data indicate interventions are needed
- 3.7 The school has well-articulated domains and accompanying proficiency scales for cognitive and metacognitive skills that are systematically taught and assessed throughout the curriculum

A Level 3 highly reliable school ensures every student has access to a meaningful curriculum that is also attainable within the time constraints of an academic calendar. According to Marzano's *Becoming a High Reliability School* there are three critical commitments a school must make to achieve this. They are: 1) continually monitoring the viability of the curriculum, 2) a comprehensive vocabulary program, and 3) direct instruction in knowledge application and metacognitive skills. Each of these commitments is discussed in more detail below, as well as how Flynn uses the competency based system (CBS) of Westminster Public Schools (WPS) as the foundation from which all instruction and learning occurs.

BUILDING CONNECTIONS: THE BRIDGE BETWEEN WESTMINSTER PUBLIC SCHOOLS AND MARZANO'S HIGH RELIABILITY SCHOOLS MODEL

Flynn adopted the WPS approved curriculum in Literacy (Wonders), Math (enVisions Mathematics), Science (Progressive Science Initiative and FOSS kits), and Social Studies (Wonders). Coupling the proficiency scales with the WPS approved curricular resources helps ensure that every student at Flynn is provided access to a guaranteed and viable content. (See page 16-17 for in-depth description of proficiency scale).

In addition to the core curriculum, Flynn also implements a tiered vocabulary instructional model. The Marzano Building Basic Vocabulary program is an instructional resource, which enables teachers to introduce vocabulary in a meaningful way. Building Basic Vocabulary provides focused instruction and practice, with Dr. Robert J. Marzano's 2,845 basic vocabulary terms, and exposure to 2,889 challenge (or advanced) terms. Educators might best think of basic vocabulary as tier 1 terms and the challenge words as tier 2 terms. These 5,734 terms are organized into 420 clusters and 60 superclusters of related terms. Online and downloadable

resources allow educators to assess prior knowledge, determine where to begin instruction, introduce new terms, and reinforce learning through practice and self-assessment.

An adaptive assessment indicates which cluster each student should work on first and printable resource packets provide images, descriptions, and activities for each cluster. Online videos provide scaffolding and support, while empowering students to investigate and learn new terms independently.

CORE SUBJECT PROGRAMS, CURRICULAR RESOURCES, AND INTERVENTION SUPPORTS

The core literacy program of Flynn uses is the WPS proficiency scales in literacy. Teachers follow the WPS suggested progressions and create unit plans based on these scales, which are submitted to administration for data monitoring, as described in the overall CBS instructional system developed by WPS. The curricular resource for literacy is the *Wonders* program through McGraw-Hill. Flynn utilizes a balanced literacy approach, including modeled instruction, read aloud and whole group instruction shared and guided reading in whole and small groups, and independent reading. Instruction includes responding to literature, including engaging with two to three different text sources using evidence, comparing and contrasting literary works as well as analyzing literary devices.

Flynn also utilizes Knowledge Maps, which are a way for students to graphically organize information so that it becomes meaningful. Knowledge Maps are essentially graphic organizers; they are visual devices that help students organize information into patterns. Marzano Researchers have extensively studied the effectiveness of graphic organizers and recognize their importance in helping students understand complex information. Marzano researchers have analyzed decades of research associated with graphic organizers and developed an improved graphic organizer, known as a Marzano Knowledge Map, which is a powerful way for students to gather and analyze information.

Opportunities for expository, narrative, argumentative, and creative writing are provided to help students learn to express themselves in a reasoned fashion, as well as artistically depending on the context of the writing assignment. To help students become better writers, sentence combining, an instructional strategy and part of Writing-to-Win, is utilized. The model is used in conjunction with other Marzano instructional models as part of a complete critical thinking-instructional approach within a Personalized-Competency Based Education program. The Writing to Win model for teaching and learning challenges students to think critically and take an active role in their learning through writing. The use of “learning routines” results in higher achievement and greater engagement in school.

The core math program is, like the literacy program described above, in line with WPS proficiency scales as described in Westminster Public Schools Learning Model. Like literacy, Math is taught through unit plans based on progressions in the CBS system. The core curricular support for delivering this curriculum is enVisions Mathematics. The math instruction mirrors literacy instruction in many ways, including a balanced approach that includes modeled math in whole and small group settings, shared math in whole and small group settings, guided math in small groups and independent work. Instruction builds from concrete to pictorial in order to build students’ abstract understandings of math concepts across the varying strands.

Science is delivered utilizing the CBS instructional system developed by WPS as well as literacy and math. The core curricular resources for Science is *PSI (Progressive Science Initiative)* as well as *FOSS* kits for hands-on learning.

Social Studies is taught using the CBS instructional method developed by WPS. Teachers utilize the Social Studies content built into the *Wonders* literacy curriculum.

Students receive instruction in the visual arts as well as performing arts. Most of the arts instruction is embedded during the school day as part of the specials and electives rotation, however when possible Flynn will offer after-school programming utilizing community partnership in conjunction with other WPS schools.

Flynn employs a 1:1 student to device ratio and ensures every student has access to his or her own Chromebook in the classroom. These devices are an integral part of the CBS as they enable students to track their learning progress in real time utilizing the Empower learning management system, and provide the platform for other types of online learning, including individually targeted enrichment opportunities, with a specific focus on technology. The term coding and its use in Flynn, refers to “computer coding” or the symbolic arrangement of data or instructions in a computer program or the set of such instructions. Marzano Academy educators understand the importance of learning this skill-set at an early age with a continued emphasis as a life-long learning approach to problem solving. Coding instruction within a Marzano Academy (dependent on grade-levels served) may begin as early as preschool and be an integral part of each grade-level. Coding can also be used cross-curricular as an approach to learning and problem solving in each subject.

Many of our curricular supports have robust online components that are essential for direct instruction, small group work, and centers based on differentiated activities, all of which can be accessed through the use of a Chromebook. In addition, every classroom is equipped with an interactive TV, an updated and improved version of SmartBoards, to aid learning in both whole-group and small-group instruction. Flynn continues to maintain and replace all of its technology through the use of general building funds, as well as an annual technology fee collected from families at time of registration. Teachers also utilize classroom document cameras for direct instruction purposes.

Student Learning Outcomes

Effective instruction and a guaranteed and viable curriculum must be in place to ensure positive student learning outcomes. Part of this includes assessment practices that are clearly aligned to proficiency scales, varied to meet student needs, and accurately reported in a timely manner. At the same time, assessment data must be used to make instructional decisions, as well as to measure the efficacy of different learning environments. With these goals in mind, the following School Level Indicators are being utilized:

- Measurement Topics and Proficiency Scales
- Reporting and Grading
- Classroom Assessment
- Cognitive and Metacognitive Skills

At the same time, Flynn is working to become a Level 4 HRS™ as defined by the indicators listed below:

Level 4: Standards-Referenced Reporting (Empower Learning Management System)

Level 4 addresses how well a school’s reporting system identifies specific subject and grade-level topics as well as each student’s current status on those topics. A school that reaches level 4 high reliability status operates at a rarefied level because it reports student achievement in more detail than is possible with overall letter grades alone. Specifically, the school reports student achievement for specific topics within each subject area. Level 4 has two leading indicators:

- 4.1 Clear and measurable goals are established and are focused on critical needs regarding improving achievement of individual students within the school.
- 4.2 Data are analyzed, interpreted, and used to regularly monitor progress toward achievement goals for individual students.

According to Marzano’s *Becoming a High Reliability School* there are two critical commitments a school must make to achieve HRS™ status for Level 4. These are: 1) develop proficiency scales for the essential content, and 2) report status and growth on the report card using proficiency scales. Students must also keep track of their own academic progression through data notebooks and set personal academic goals in coordination with their teacher. Finally, parent-teacher conferences should be student-led, and focused on his or her individual academic goals.

To achieve Level 4 HRS™ Flynn utilizes academic, cognitive, and meta-cognitive proficiency scales to organize academic standards and learning outcomes. A proficiency scale is a tool that displays a collection of related learning goals from the simple to more complex. It creates a continuum that articulates levels of knowledge and skills around a specific topic. Proficiency scales ensure alignment of curriculum, instruction, assessment and feedback while serving as a framework for high-quality classroom assessment. Scales are developed with an increasing level of rigor from score 0.0 to a 4.0 with 3.0 being the required level of proficiency to progress.

In WPS, proficiency scales have been developed for Performance Levels Pre-K to 12 in Math, Literacy, Science, Social Studies, Physical Education, Health, Performing Arts, Visual Arts, World Language, Technology, Habits of Personalized Learners, STEM and Career and Technical Education. After in-depth training, teacher teams created the scales and learning progressions for each content area based on the corresponding Common Core State Standards (Math and ELA), Next Generation Science Standards (Science), Colorado Academic Standards (Social Studies, Physical Education, Health, Performing Arts, Visual Arts, World Language) and program standards

(Technology, Habits of Personalized Learners, STEM and Career and Technical Education). All scales were created using Dr. Marzano’s framework to strategically group learning standards, help define student proficiency on specific standards, and provide insights into the development of instructional plans that meet the cognitive complexity of the Colorado Academic Standards.

Cognitive System

One of the central tenets of Flynn is for students to move beyond learning content, and to work toward deliberate cognitive instruction. To achieve this Flynn built into the curriculum Cognitive and Metacognitive proficiency scales. Cognitive and metacognitive scales are types of *Marzano Proficiency Scales* used within a Personalized-Competency Based Education program. Cognitive instruction helps students set goals and objectives and helps students make connections between units; building and deepening their understanding of content. The Cognitive system helps students develop hierarchical levels of retrieval, comprehension, analysis, and knowledge utilization. *Cognitive Proficiency Scales* allow teachers and students to measure progress toward carefully crafted “goal-setting” targets.

Cognitive Skill	Description
Generating conclusions	Involves combining pieces of known information to form new ideas.

Identifying common logical errors	Involves analyzing information to determine how true it is.
Presenting and supporting claims	Involves expressing a new idea and presenting information to support it.
Navigating digital sources	Involves using electronic resources to find credible and relevant information.
Problem solving	Involves accomplishing a goal in spite of obstacles or limiting conditions.
Decision making	Involves using criteria to select among alternatives that initially appear to be equal.
Experimenting	Involves generating and testing explanations of observed phenomena.
Investigating	Involves identifying confusions or contradictions about ideas or events and suggesting ways to resolve those confusions or contradictions.
Identifying basic relationships between ideas	Involves consciously analyzing relationships between ideas to better understand complex texts.
Generating and manipulating mental images	Involves creating images in one's mind to facilitate deep processing and memory of information.

Metacognitive System

The Metacognitive system is responsible for monitoring, evaluating, and regulating goals and plans. It includes specifying goals, process monitoring, monitoring clarity, and monitoring accuracy. Metacognitive Proficiency Scales allow teachers and students to measure their progress toward “process-monitoring” targets. In addition to helping students design cognitive and metacognitive goals, teachers can also focus their efforts by developing appropriate Cognitive and Metacognitive Scales. For example, a teacher may want students to increase their efforts towards monitoring their goals. The student can use a Metacognitive Proficiency Scale to measure his or her progress.

(Example learning goal): Students will be able to monitor their progress towards learning to write computer codes:

Metacognitive Skills

- Setting personal goals, making and executing plans, and monitoring progress.
- Fostering a growth mindset.
- Staying focused when answers and solutions are not immediately apparent.
- Resisting impulsivity.
- Pushing the limits of your knowledge and skills.
- Generating and trusting your own standards of excellence.
- Seeking accuracy.
- Seeking clarity.
- Seeking cohesion and coherence.
- Recognizing incremental steps.

Example of Metacognitive Proficiency Scale

- 4.0 Students use formative assessments to check their progress every day.
- 3.0 Students use formative assessments to check their progress every other day.
- 2.0 Students use formative assessments to check their progress once a week.
- 1.0 Students wait for the teacher to monitor their progress.

Self-System

Teachers within the Marzano Academy create classroom learning environments which foster individual, student academic and cognitive growth. Teachers who help students develop these structures provide students with guidelines in cognitive strategies, even with metacognitive skills. Teachers are often pleasantly surprised to discover that a learner has accomplished a task that they considered to be far too difficult. These situations occur because at the root of all learning is the self-system. This system is composed of the attitudes, beliefs and feelings that determine an individual's motivation to complete a task. The factors that contribute to motivation are: *importance, efficacy, and emotions.*

Knowledge Domain

The knowledge domain contains all the information and skills that we learn from formal education and from our participation in a community. Traditionally, the focus of most teaching and learning has been in the knowledge domain. Learners were assumed to need a significant amount of knowledge before they could think seriously about a subject. Unfortunately, in conventional classrooms, teaching rarely moved beyond the accumulation of knowledge, leaving learners with a mental file cabinet full of facts, most of which were quickly forgotten after a final test. Knowledge is a critical factor in thinking. Without sufficient information about the subject being learned, the other systems have very little to work with and are unable to engineer the learning process successfully. This research defines three categories of knowledge: *information,*

mental procedures, and *physical procedures*. Simply put, information is the “what” of knowledge and procedure are the “how-to”.

The Three Systems and Knowledge Domain

Self-System			
Beliefs About the Importance of Knowledge	Beliefs About Efficacy	Emotions Associated with Knowledge	
Metacognitive System			
Specifying Learning Goals	Monitoring the Execution of Knowledge	Monitoring Clarity	Monitoring Accuracy
Cognitive System			
Knowledge Retrieval	Comprehension	Analysis	Knowledge Utilization
Recall Execution	Synthesis Representation	Matching Classifying Error Analysis Generalizing Specifying	Decision Making Problem Solving Experimental Inquiry Investigation
Knowledge Domain			
Information	Mental Procedures	Physical Procedures	

Goals, scales, and tracking progress are strategies that can be used to provide feedback and improve performance towards any target.

The use of proficiency scales creates the foundation necessary for a competency-based report card. Flynn uses *Empower Learning* system as the student recording and reporting tool, as well as the school’s learning management system (LMS). Empower is a competency based reporting system specifically designed for personalized competency-based education. Each proficiency scale is embedded into the platform, making for easy tracking of student academic

progression, including identifying gaps of knowledge and projecting learning trajectories for student goal-setting.

The ultimate goal of a school achieving HRS™ status on Levels 1-4 is to create an environment conducive to becoming a competency-based system; one that ensures student mastery of all content. The end goal of Flynn is to guarantee academic success for all students, regardless of background or previous experience through a competency-based system. With this in mind, Flynn will work toward becoming a Level 5 HRS™ as defined by the indicators listed below:

Level 5: Competency-Based Education (Schedules, Pacing, Anytime/Anywhere Learning)

Level 5 addresses the extent to which a school matriculates students based on their demonstrated competence rather than on the amount of time they have spent learning. In other words, students only move to the next level when they have demonstrated competency at the previous level. HRS™ Level 5 status represents the most rarefied level of high reliability designation; once a school has achieved this level, it will have implemented competency-based education (also called standards-based education). Level 5 has three leading indicators:

- 5.1 Students move on to the next level of the curriculum for any subject area only after they have demonstrated competence at the previous level.
- 5.2 The school schedule is designed to accommodate students' moving at a pace appropriate to their situation and needs.
- 5.3 Students who have demonstrated competency levels greater than those articulated in the system are afforded immediate opportunities to begin work on advanced content and/or career paths of interest.

According to Marzano's *Becoming a High Reliability School* the single critical commitment a school must make to achieve HRS™ status for Level 5 is the removal of time requirements (seat time and traditional terms) to move through academic levels of knowledge. The Westminster Public Schools' Competency Based System allows students to learn at a customized pace. CBS presents knowledge and skills as a series of blocks that build upon each other. Students show that they have mastered one block—a proficiency scale—before moving onto the next. Within each content area, there is a collection of scales that make up a performance level, and that students must systematically progress through. Learning is individual to the student and happens at a customized pace. To support the student, progress is monitored through Empower, where individual competencies are tracked on a 4-point scale, with 3.0 score being the required level of proficiency to progress. The model allows for:

- Learners to progress purposefully at their own pace with teacher guidance based on demonstrating proficiency or better on the proficiency scales.
- Learning to be personalized through goal setting, choice and voice with appropriate instruction.

- Multiple opportunities over time are provided to demonstrate and verify competency of proficiency scales (standards).
- Support and scaffolding for any struggling learner is provided through the Blended Services Model to meet the area of need. There is no retention.

The cornerstone of Flynn is the WPS Competency Based System. CBS provides a framework for personalized learning by instructing students' at their performance level, and by allowing flexibility for individualized pacing. Also, by using student ability in specific subjects to academically group students, instead of the traditional age-based practices, CBS decreases the need for differentiated instruction and accelerates students through proficiency scales and to deeper levels of understanding.

ASSESSMENT DESIGN

Personalized Learning

The Westminster Public Schools, Competency Based System, allows students to learn at a customized pace. The model presents knowledge and skills as a series of blocks that build upon each other. Students show that they have mastered one block, called a proficiency scale or learning target, before moving onto the next. Within each content area, there is a collection of proficiency scales that make up a performance level. Students must complete all of the proficiency scales within a performance level before moving to the next level. Learning is individual to the student and happens at a customized pace. To support the student, progress is monitored through the Empower Learning Management System that tracks individual competencies on a scale of 0.0-4.0, with 3.0 being the required level of proficiency to progress. The model allows for:

- Learners progress purposefully at their own pace with teacher guidance based on demonstrating proficiency or better of proficiency scales.
- Learning to be personalized through goal setting, choice and voice with appropriate instruction.
- Multiple opportunities over time are provided to demonstrate and verify competency of proficiency scales.
- Support and scaffolding for any struggling learner is provided through the Blended Services Model to meet the area of need. There is no retention.

Learning is measured through a detailed Competency Based reporting tool. Student assessment will reflect three criteria; all reflective of course and level specific learning:

- Product Criteria: What students need to know and be able to do at each level (i.e., standards-based content knowledge).
- Process Criteria: How students are doing related to their efforts and behavior (i.e., how students are developing their 21st century skills and as global citizens).
- Progress Criteria: How students will measure their own progress (i.e., goal setting and rubrics monitored in data notebooks).

Students are required to use rubrics to measure their own progress toward meeting assignment goals. Benchmarks for adequate achievement are established and communicated regularly to Flynn’s families. School improvement goals are directly linked to measurable data from school wide rubrics and assessment results, which will be analyzed by Marzano Academies to determine teacher effectiveness as well as the effectiveness of the instructional practices. Student progress is measured by:

- Student achievement on state assessments
- Performance assessments in all areas
- Curriculum embedded performance tasks
- Team collaboration/leadership/social emotional skills
- Participation in extracurricular activities/competitions
- Scantron assessments
- Community engagement
- Student presentation

In addition, Flynn utilizes six-week data cycles to measure student proficiency and growth on units of study. Flynn also utilizes tri-annual local assessments to help drive instruction.

School Calendar and Schedule

LENGTH OF SCHOOL DAY

- The school day begins at 8:00 AM for all students and runs until 3:30 PM. Pre-school will run from 8:30AM to 3:00PM.
- Extended day opportunities run from 3:30 PM to 4:30 PM based on availability, student interest and possible collaborations with outside groups.
- The school day contains a 45-minute Focused Instructional Time (FIT) block, where instruction stops and all students engage in personalized, targeted learning opportunities. The addition of the FIT Block extended the school day from 420 minutes to 450 minutes.
- This provided Flynn approximately 77,850 contact minutes with students. This compares to Colorado STEM Academy and WAIS, two local innovation schools with an extended school day. Likewise, exceeding the school day in traditional elementary schools typically who have approximately 73,500 instructional minutes.
- Flynn added 10 school days based on the additional 30 minutes of instruction, or 2 school weeks, above the traditional elementary school, also in-line with Colorado STEM Academy and WAIS.
- During the first year of implementation, the school surveyed parents and community to determine the level of support for an early release model (weekly, bi-weekly, and monthly).

LENGTH OF CALENDAR YEAR

Students have the same length of calendar as WPS schools, approximately 173 school contact days. No changes were made to breaks or holidays.

In the first year of Flynn, the teacher year consisted of a 195-day school calendar, or hourly equivalent, which extended ten days longer than the WPS teacher year of 185 days. In the second year and beyond, Flynn reserves the right, but may not utilize a 190-day school calendar. A waiver was submitted to allow the school the flexibility needed to increase the school year. These additional days consisted of a variety of structures, including full-day professional development in-service days, summer data camps, and early release school days.

SCHOOL CONTRACT

Flynn has a student parent contract that asks for commitments around behavior, attendance, and academic excellence. This contract is provided at the end of this document (Appendix B) and should be referenced for further detail on parent, student and school commitments. Students are required to wear approved school uniforms.

APPLICATION PROCESS

Flynn utilizes a comprehensive application that scores students across a distribution of attendance, behavioral and academic data points. ***This process is designed to ensure that***

students with great potential are not overlooked because they may be behind, have special needs or are learning English as a second language. We realize, reliance solely on test scores may have a segregating effect on student enrollment and believe this can be mitigated through interviews, essays, and teacher observation/recommendations. For the full process and application process see (Appendix B).

Special Populations

CULTURALLY AND LINGUISTICALLY DIVERSE LEARNERS

Flynn is committed to working with all students, irrespective of labels. Culturally and Linguistically Diverse Learners are supported through the implementation of the Sheltered Instruction approach using *On Our Way to English* curriculum. Students are guided to construct meaning by scaffolding the instruction starting at the instructional level of each student. Flynn's CLDE Program, which provides that all ELLs, including ELLs with disabilities, who have not opted out or met valid and reliable exit criteria receives English Language Development taught by a CLD Specialist for at least one daily 45-minute period.

Additionally, where practicable, Flynn provides an additional daily period of English Language Development to Newcomers and other ELLs with English language proficiency levels of 1 and 2.

Consistent with its CLDE Program and to ensure meaningful access to the core curriculum, where practicable, Flynn schedules all ELLs in classes with Sheltered Content Instruction (language arts, math, science, and social studies) where instruction is primarily in English, and teachers use sheltered content techniques (such as, grouping ELLs by English language proficiency level, adapted materials and texts, visual displays, cooperative learning and group work, primary language support, and clarification) to make lessons understandable.

The students have the opportunity to demonstrate understanding of concepts and skills through different assessments such as:

- Hands on activities
- Group tasks or projects
- Performance-based assessments
- Instruction by a highly-qualified CLDE

Flynn ensures that ELL students and their parents or guardians are aware of school activities and other opportunities at the school in a language they understand.

SPECIAL EDUCATION

Recognizing that the plan to create an Innovation School does not impact or diminish Flynn's responsibility to comply with state or federal laws, Flynn complies with the Individuals with Disabilities Act (IDEA) regulations, the Colorado Exceptional Students'

Educational Act (ECEA), and the Colorado Rules for the Administration of the Exceptional Students' Education Act. Flynn employs an instructional model that ensures all students, including students with learning challenges, have their learning needs met.

- Special Education teachers use a co-teaching and push-in blended service model. Lessons are differentiated to ensure the success of all students in the class. Data is disaggregated and monitored to ensure that all students are successful. Special education teachers participate in personalized job-embedded professional learning to support the development of all skills across content areas.

SUPPORT SERVICES MODEL

- There is a school-wide system of support for students' social-emotional and behavioral development. The use of the Positive Behavior Intervention Support (PBIS) and the District's classroom management code of conduct provides materials and curriculum to sustain this school-wide design.
- Students who continue to experience academic difficulty or miss assignments are required to meet with parents and administration to develop a plan for academic success using our student contract.

In addition to direct program instruction required by law, Flynn has a team of interventionists comprising special education (SPED) specialists and culturally and linguistically diverse (CLD) specialists. Using the WPS Blended Services instructional model, students are grouped by academic need not by any particular label a student might have. Through the use of this flexible grouping model all interventionist staff work in concert in order to provide targeted services to any student who is in need. This approach is an integrated response to remove the isolated intervention strategies that is typical in most K-8 settings.

HOMELESS, FOSTER, AND UNACCOMPANIED YOUTH

The school follows all federal guidelines for enrollment and educational service delivery as they pertain to homeless, foster, and unaccompanied youth.

- Enrollment is denied due to lack of records (birth certificates, immunization, transcripts, and other required documents).
- For students enrolled at Flynn who have a change in residency due to a transition into an aforementioned category, continuity of instruction/education is supported through transportation if the student/family wishes to remain at Flynn.
- Homeless and foster students are given priority in preschool enrollment.
- Fees are waived for these students in compliance with federal/state law.
- These students have equal access to all programs, including afterschool programming, with Flynn removing all barriers to participation including financial.

- Throughout the plan, the use of the term “parent” also included guardian and/or educational advocate.

Recruitment and Hiring

Colorado is facing a teacher shortage. Recent reports estimate Colorado has approximately 5,000 educator openings a year, with supply not keeping up with demand. The effect of decreasing enrollments in teacher preparation programs compounded by attrition, Colorado loses about 16 percent of new teacher within their first five years, means schools must look at alternatives to the traditional methods of recruitment and hiring¹². We can no longer rely on the traditional system of higher education to provide us with teachers. Non-traditional candidates, school-based teacher preparation programs where teacher candidates can learn from veteran teachers and hiring for potential or talent rather than experience will ensure we place the best individual(s) in front of our students. In the new order, schools will need creativity and flexibility in addressing the talent shortage.

In our recruiting and hiring process, Flynn is seeking waivers from teacher licensure requirements and some flexibility in removing new hires that are not the right fit for the school. Academy leadership, teachers, and support staff are hired on an at-will basis. This allows us to:

- Recruit non-traditional candidates,
- Pursue alternative certifications,
- Create alternative pay structures—performance pay plans, bonuses, and/or other incentives and rewards.
- Enhance the workplace environment by ensuring that teachers who want to work in our model are surrounded by like-minded individuals and those who do not support the model are afforded the opportunity to look for alternative employment.

The Aurora Institute has identified teacher competencies for an effective teacher in a “blended learning” model, an approach that aligns closely with our Competency Based System.¹³ Organized around four broad domains, the Framework provides guidance to Flynn in designing selection criteria for potential candidates. The four domains are:

- **Mindsets:** Core beliefs that guide an individual’s thinking, behaviors, and actions, and that align with the goals of education change and mission. Practitioners need to understand, adopt, and commit to mindsets that help them shift towards new forms of teaching and learning.
- **Qualities:** Those personal characteristics and patterns of behavior that help academic staff make the transition to new ways of teaching and learning: qualities like grit, flexibility, and transparency.

¹² Colorado’s Teacher Shortages: Attracting and Retaining Excellent Educators, *Colorado Department of Higher Education*

¹³ Inacol Blended Learning Teacher Competency Framework

- **Adaptive Skills:** Skills such as collaboration and problem solving that help practitioners tackle new tasks or develop solutions in situations that require organizational learning and innovation.
- **Technical Skills:** Domain specific “know how” and expertise.

Professional Development

Teachers are supported through a robust system of highly trained leadership and robust professional development services. Flynn works with Marzano Research to create a specific, teacher professional development plan. In order to ensure a successful program, teachers must participate in the following professional development:

- Participate in Marzano professional development workshops.
- Ongoing professional development in the Westminster Instructional Model, tiered vocabulary instruction, Knowledge Maps™, Sentence Stems, Coding, Kagan Structures, Problem-Based Learning (PBL), *CLD*, CBS, any other Academy topics and instructional delivery.
- Coaching services provided as part of the High Reliability Teacher certification process
- New Teacher Institute (NTI) for new teachers as designed by the WPS Learning Services team and implemented before the school year.
- Ongoing trainings necessary for the completion of New Teacher Institute during the school year.

ENCOURAGED PROFESSIONAL DEVELOPMENT

Although not mandatory, teachers are encouraged to engage in staff development in the following areas:

- Teaching in poverty
- Classroom management
- Differentiated instruction
- Specific contents (PE, Art, Music, et al)

Sample Teacher Training Program

Type of Training	Attendance	Description
High Reliability Teacher Coaching	Mandatory	Coaching services provided to all teachers participating in the High Reliability Teacher certification process

Ongoing CLD training	Mandatory	In monthly meetings after school, the staff will explore and learn to use CLD instructional techniques for English language learners.
Ongoing personalized training	Encouraged	As needed, teachers will continue to grow professionally by investigating best practices in all content areas and sharing their learning's with staff.

Evaluation and Retention

Coaching is critical to helping teachers advance in their pedagogical skills. For example, once a teacher has identified his or her skill level on the developmental scale, it is straightforward to coach teachers to the next level. All academy teachers are assigned a coach to help develop a general understanding of the pedagogy and identify his or her errors or omissions in the use of the strategy.

4 Innovating	The coach helps the teacher adapt strategies or create new strategies that meet the needs of students for whom the typical use of the strategy does not work.
3 Applying	The coach helps the teacher understand the desired effect on students for the strategy and helps the teacher develop strategies to monitor whether the strategy is having the desired effect in the classroom.
2 Developing	The coach helps the teacher eliminate errors in the use of the strategy.
1 Beginning	The coach helps the teacher understand or develop the steps in the strategy. The coach facilitates the teacher's initial trials of the strategy.
0 Not Using	The coach explains why the strategy is important and provides a general sense of the strategy.

Input from the coach, observation by the principal, and input from Marzano Academies on teacher professional growth are all elements in the teacher evaluation process.

Due to the high cost, in terms of time, talent and treasure, and providing professional development to staff in this innovation model, Flynn strives to minimize staff turnover. Access to individualized coaching and direct support from Dr. Robert Marzano helps identify

struggling teachers early and allows for additional support and intervention to support professional growth and lead to individual success.

Compensation

Teachers are provided with additional compensation for additional time. In addition, if a teacher attains highly reliable teacher status, s/he will have the opportunity to receive compensation from Marzano Research for mentoring future highly reliable teacher candidates.

Stakeholder Engagement

Building on the history and success of the Parent Teacher Association (PTA) of John E. Flynn Elementary, Flynn has continued to support and grow this partnership. The PTA conducts several fundraisers each year, as well as organizes several school social events including Moms and Muffins, Dads and Doughnuts, a holiday bake sale, and a Spring Dance.

Flynn also has continued its close relationship with the WPS Board of Education (BOE) through our Board Liaison. This rotating position helps Flynn share information about our building with the BOE and is a conduit for support, if necessary.

PARENT LEADERSHIP DEVELOPMENT

Flynn believes great schools work beyond just the classroom walls. This is most exemplified by a robust parent community (parent, guardian, caregiver and educational advocate). However, parent participation needs to move beyond simply helping students with homework at night. Successful schools find ways to bring parents into the school, include them in decision-making processes (when appropriate), and help build their capacity to support their child's education. Flynn implemented a number of initiatives and activities that provide parents (and caregivers) a menu of opportunities to choose from, linked to school improvement goals and that promote student growth and school success.

- **Parenting:** Programs that assist families with parenting skills, family support, understanding child development, and setting home conditions to support learning.
 - Parent Academy for Student Success (PASS)
 - Through the PTO, a parent-staff compact has been developed.
- **Communicating:** Create two-way communication channels between school and home that are effective and reliable.
 - Parents have online access to classroom assignments, resources, and are able to track student progress through online access to grades and projects through Empower.
 - Flynn provides regular communication with parents about student progress and performance.
- **Volunteering:** Involve families as volunteers who support students throughout the school through meaningful work and flexible scheduling.

- Parents have opportunities for involvement through participation in after-school events and activities such as Family Literacy Nights, Fitness Nights, and PTA events.
- **Learning at Home:** Involve families with their children in academic learning at home, including homework, goal setting, and other curriculum-related activities.
 - As homework assignments become increasingly more difficult, parents are expected to monitor assignment completion using rubrics provided by the school/teacher.
- **Decision Making:** Including families as participants in school decisions and governance.
 - Building Accountability Advisory Committee (BAAC)
 - Parents serve on school committees and organizations
- **Collaborating with the Community:** Create a culture of change by involving the community in the school to create more connected places to live and learn.
 - Rachel’s Challenge

STUDENT Council

Students participate in Flynn student council governance team. Each middle school class has one two representatives who make recommendations to the governance team on behalf of the student body, for curriculum-related activities, projects (including the personal project), field trips and events that support their learning.

PARTNERS

- Marzano Academies
- Marzano Resources
- Rachel’s Challenge
- Colorado 14er Initiative
- Cognia
- Denver Museum of Nature and Science

CONNECTING STUDENT TO COLORADO

At John E. Flynn a Marzano Academy, we collaborate with Colorado organizations like the Butterfly Pavilion and the Colorado 14er Initiative to extend learning beyond traditional classroom walls. These partnerships offer our students immersive experiences through field trips, interactive workshops, and dynamic after-school programs. Engaging directly with Colorado’s diverse environments and communities, students gain hands-on experience in ecology, conservation, and local culture. In addition, initiatives with Newton Running and Girls on the Run bring physical activity and personal development into our holistic educational approach, promoting wellness and teamwork. This blend of academic learning with real-world application not only deepens students' understanding but also nurtures their growth as responsible, informed citizens.

School Leadership and Governance Structure

In the structure of school leadership and governance at John E. Flynn a Marzano Academy, key roles include the Principal, Assistant Principal, and Lead Interventionist. Each role is critical to implementing the school's vision and managing various initiatives.

1. **Principal:** The Principal is the chief administrator, responsible for overall school management, setting the strategic direction, and ensuring the successful implementation of educational programs.
2. **Assistant Principal:** Works closely with the Principal, assisting in administrative duties, restorative practices, and overseeing specific school operations.
3. **Lead Interventionist:** Given the school's blended intervention model and robust data cycles, a Lead Interventionist will act in a peer leadership role similar to an Instructional Coach. While remaining in their full-time role as an interventionist (specializing in areas like Special Education, Title Programs, or Culturally and Linguistically Diverse Education), this individual will coordinate and oversee intervention strategies, ensuring effective implementation and progress monitoring. This position will be utilized as needed by the school principal.

This structure supports the dynamic and innovative environment of Flynn, enabling the school to effectively integrate new teaching practices and maintain its status as a pioneering laboratory school.

Westminster Public Schools: District and School	Marzano Academies
<ul style="list-style-type: none"> ● Hiring, retention, and dismissal of staff ● Hiring, retention, and dismissal of administration 	<ul style="list-style-type: none"> ● School instructional and leadership evaluation ● Student and teacher instructional resources

<ul style="list-style-type: none"> ● Management and Maintenance of physical plant ● Budget ● Core content (ELA, math, science, social studies) materials and activities that can be tagged to the proficiency scales. ● Student safety and discipline 	<ul style="list-style-type: none"> ● Curriculum, assessment, Marzano Tier 1 Vocabulary Program ● Professional development services ● Whole school on-site and virtual professional development workshops ● Individual professional development plans for each staff member ● School leadership development services ● Monitoring of continuous improvement
---	--

Decisions are divided into three major areas, command, consultative and collaborative decisions, each decided by the appropriate person(s) or committees.

Command decisions: The principal makes these decisions, which involve student safety, staffing, personnel, evaluation, hiring, dismissing and budgetary decisions.

Consultative decisions: Student discipline is a consultative decision made by the principal, assistant principal and mental health interventionists on a case-by-case basis.

Instructional action plans, such as those found in the Unified Improvement Plan, are decided upon through a consultative process involving the Building Leadership Team and Marzano Academies. The BLT is composed of the Principal, AP, and teachers from primary, intermediate, specials, and interventions and meet bi-monthly.

Collaborative decisions: Decisions that impact culture and climate in the building such as revamping the code of conduct, hosting an after school event, facilitating a club, or instituting a new positive behavioral support system are decisions made collaboratively by all stakeholders affected by the initiative. In these settings the principal, assistant principal, BLT member, teacher, student, parents etc. are all *equal* stakeholders in the process and decisions are made collaboratively.

Community input: Specifically parents but any interested members are solicited through the BAAC for items such as discretionary budgetary items, school accountability, and discussion of shared goals as they relate to culture, climate, and student achievement.

Monitoring and Implementing the Innovation Plan: The innovation plan is implemented and monitored by the BLT and staff from Marzano Academies. Both the UIP and Innovation plan are integrated so that there is one document that drives the philosophical and operational direction of the building.

SCHOOL LEADERSHIP ACCOUNTABILITY SUPERVISION

As the execution of the mission and vision is the most essential function of building leadership, a supervisory and support structure for the school principal must be in place.

Flynn's principal receives support through bi-monthly visits and walkthroughs by his or her direct district level supervisor and staff from Flynn. The district level supervisor assists with issues as they arise and ensures that the principal is keeping up with district level expectations, deadlines and mandates.

Budget

Flynn's principal ensures that the necessary resources, including time, money, personnel, and materials, are allocated to accomplish the school's goals. This requires flexibility and site- based latitude to cut back on or dropping initiatives not aligned to the academic goals. It is also clear from Dr. Marzano's forty years of research analysis that meaningful financial commitments must be dedicated to professional development.

In the budget environment, WPS provides schools with staffing based on a student to teacher ratio and a per pupil amount for supplies and materials. The funding model for Flynn is outlined below provides the school direct access to, and oversight of, funding:

Flynn will use **zero-based budgeting** when developing the budget. This process should be collaborative between administration, staff, and the school's Building Accountability Advisory Committee (BAAC).

During the budget development, administration is encouraged to develop the most cost-effective plan while keeping their overall objectives in mind. To support this, flexibility is provided by allowing the shifting of resources within instructional allocations from one category to another.

HOW FLYNN IS FUNDED

	Projected	Projected	Copier	Computer	K-12	K-12 At-Risk	Total
	Students	At-Risk	Allocation	Subscription	Instructional	Instructional	Instructional
			Budget	Budget	Allocation	Allocation	Allocation
			@ \$5	@ \$10	@ \$80	@ \$50	
Flynn	315	249	1,575	3,150	31,500	17,430	48,930
Total Middle/K-8 Schools	315	249	1,575	3,150	31,500	17,430	48,930

Non-Instructional Allocation	Instructional Building Allotment Substitutes	Total Allocation	Total Allocation
@ \$40	@ \$30	@ 100%	@ 90%
15,750	9,450	74,130	66,717 Flynn
15,750	9,450	74,130	66,717 Total Middle/K-8 Schools

Instructional funds

The State defines instruction as “the activities dealing directly with the teaching of pupils or the interaction between teacher and pupils.” This definition limits the expenditures that can be classified as instructional to those that relate to the direct teaching of pupils or the interaction between teachers and pupils. **At least 70% of the budget should be allocated to instructional expenditures.**

SCHOOL LEADERSHIP ACCOUNTABILITY SUPERVISION

The non-instructional allocation is used to budget for all school supplies and materials not directly related to providing direct instruction to students. This would include office supplies and materials, staff development, and additional hours for overtime or non-budgeted help.

The District holds back 10% of Flynn’s school allocation until the actual student count in October.

Licensed/Administrative Staffing	
Position	FTE
Administration	2
K-8 Classroom and Specials Teachers	17
Prek Teachers	2
Total Licensed/Administrative Staffing	22

ESP (Non-Certified) Staffing	
Position	FTE
Non-Instructional (i.e., Secretary/Custodians)	5
Instructional (i.e., librarian, building aides)	3
Total ESP Staffing	8

ADDITIONAL RESOURCES OUTSIDE OF THE SCHOOL ALLOCATION

The District will continue to pay the full-cost of utilities, general maintenance to the building, food service, and provide general human resource functions such as payroll, business functions, benefits administration and substitutes.

The District will provide Flynn with special instructional service personnel: special education, Culturally Linguistically Different (ESL), Early learning staff, counseling support, pre-school and Title I support. These allocations will be based on student needs and will fluctuate year-to-year.

The District will continue to pay the full-cost of utilities, general maintenance to the building, food service, and provide general human resource functions such as payroll, business functions, and benefits administration.

Using the total school allocation, Flynn will annually review its needs—both instructionally and non-instructionally—and develop the budget accordingly. The proposed 2024-2025 budget reflects Flynn’s needs. Waivers requested through the Innovation Plan will allow the school flexibility and fluidity in increasing/decreasing the number of staff needed in any given year, allow for site-based collaboration on extended calendar day/extended school day

compensation, and ultimately leads to greater autonomy in the budgeting process.

Facilities and General Operations

In the 2015-2016 school year, the school went through extensive renovations and upgrades. Work included the addition of air-conditioning, new lighting, a new office and secured entry to enhance safety, updated technology infrastructure (wiring, cabling, internet access points), and new flooring and paint. These upgrades provide the school flexibility in:

- Designing an extended day/extended year calendar (with air-conditioning summer heat is no longer an issue).
- Enhancing teaching and learning through the expansion of technology (the school now has a strong technology backbone infrastructure).
- Use of space for program expansion (the redesign anticipated future growth and incorporated flexible learning spaces throughout the building).

Accountability and Supervision

Accountability is more than a promise of change. The district, in committing significant financial and human resources into Flynn expects high-yielding results. Just like our teachers have three-week data cycles, principals too meet regularly with supervisors. The focus of these meetings is continuous improvement, and to address any challenges faced by the principal, staff, and/or students.

In meeting with the principal, the evaluator:

- Discusses balancing achievement with improvement
 - How do we balance the need for achievement with incremental improvement?
 - How much growth is expected and achievable?
- Communicates specific demands
 - What are the principal's goals and how is s/he achieving them?
 - How is the principal holding staff accountable?
- Focuses on student learning
 - How does the principal communicate to staff, students, and families the value s/he places on student achievement?
 - How often, and in what ways, does the principal monitor learning?
- Ensures frequency of observation, evaluation, and feedback
 - The evaluator meets with the principal on three week data cycle

District Systems

The purpose of Colorado's Innovation Schools Act is to improve educational performance through greater school autonomy in staffing, scheduling, programming and resource allocation.

As we reflected on State Statutes, WPS Board of Education Policies, and articles in the WPS/WEA Master Agreement that may present challenges to our success. Listed below are the proposed innovations, waivers requested, and a rationale for why the waivers are requested.

WAIVERS REQUESTED

See Appendix A for a detailed description of Replacement Policies/Practices

STATE POLICIES – COLORADO REVISED STATUTES

TIME AND TEACHING/WORKING CONDITIONS

C.R.S. 22-32-109(1)(n)(I) – Local Board Duties Concerning School Calendar

Waiver from this statute allows Flynn to use its own method for determining a school calendar.

C.R.S. 22-32-109(1)(n)(II)(A) – Determine Teacher-Pupil Contact Hours

Waiver from this statute allows Flynn to use its own method for setting teacher-pupil contact hours.

C.R.S. 22-32-109(1)(n)(II)(B) – Adopt District Calendar

Waiver from this statute allows Flynn to use its own method for determining a school calendar.

C.R.S. 22-32-109(1)(t) – Educational Program and Selection of Textbooks

Waiver from this statute allows Flynn to determine its own educational programs and have direct oversight and decision-making on textbook selection.

C.R.S. 22-32-110(1)(k) – In Service Training

Waiver from this statute allows Flynn to determine its own needs for in-service training and professional growth.

C.R.S. 22-32-118 – Summer Schools, Continuation, Evening and Community Education Programs

Waiver from this statute allows Flynn to use its own method for determining a summer school schedule/school calendar.

COMPENSATION

C.R.S. 22-32-109(1)(f) – Local Board Duties Concerning Selection of Personnel and Pay

Waiver from this statute allows Flynn to use its own method for selecting and paying teachers.

C.R.S. 22-63-401 – Teachers Subject to Adopted Salary Schedule

Waiver from this statute allows Flynn to develop its own compensation system.

C.R.S. 22-63-402 – License and Letter of Authorization Required in Order to Pay Teachers

Waiver from this statute allows Flynn to adopt its own policy for fair compensation of instructional staff.

C.R.S. 22-63-403 – Payment of Salaries

Waiver from this statute allows Flynn to adopt its own policy for fair compensation of instructional staff upon dismissal.

EMPLOYMENT AND EVALUATION

C.R.S. 22-63-201 – Employment – License Required – Exception.

Waiver from this statute allows Flynn to verify to the District the qualifications of teachers for the purpose of complying with federal law.

C.R.S. 22-63-202 Contracts in Writing, Duration, and Damage Provision

Waiver from this statute allows Flynn to issue its own employment offer letters.

C.R.S. 22-63-203 Renewal and Nonrenewal of Employment Contract

Waiver from this statute allows Flynn to use its own method for determining the conditions for continued employment or termination of licensed staff.

C.R.S. 22-63-206 – Transfer of Teachers

Waiver from this statute allows Flynn not to have the District transfer teachers into the school.

C.R.S. 22-63-301 – Grounds for Dismissal

Waiver from this statute allows Flynn to set its own policy for dismissal.

C.R.S. 22-63-302 – Procedure for Dismissal

Waiver from this statute allows Flynn to develop its own procedure for dismissal.

C.R.S. 22-9-106 – Local Board Duties Concerning Performance Evaluations for Licensed Personnel

Waiver from this statute allows Flynn to use its own method for evaluating licensed personnel.

C.R.S. 22-32-110(1)(h) – Local Board Powers Concerning Employment Termination of School Personnel

Waiver from this statute allows Flynn to use its own method for terminating school personnel.

C.R.S. 22-63-202: Contracts in Writing, Duration, Damage, Provision, Human Resource Management

Waiver from this statute allows Flynn to use its own contracts, hiring procedures, termination procedures, and withdraw from mutual consent procedures. All contracts will be in writing and with the school not the district. Academy teachers hired following the adoption of the school's innovation plan shall be on annual contracts, which expire at the end of each contract year. All Academy employees, including teachers, will be at-will employees. Flynn has the right to refuse transfers of teachers from the district.

WESTMINSTER PUBLIC SCHOOLS BOARD POLICIES

TIME AND TEACHING/WORKING CONDITIONS

Policy GCHC – Professional Staff Induction

Waiver from this policy allows Flynn to opt out of District-mandated induction procedures. Flynn will not opt out of Culturally Linguistically Diverse (CLD) mandated training.

Policy GCI – Professional Staff Development Opportunities

Waiver from this policy allows Flynn to opt out of District-mandated professional development.

Policy IC/ICA – School Year/School Calendar/School Day

Waiver from this policy allows Flynn to opt out of the District calendar and District recommendations for length of school day.

Policy GDJ – ESP Payment Schedule, Work Week, and Work Day

Waiver from this policy allows Flynn to set payment schedule, workweek, and workday for Educational Support Professionals.

Policy IHA-R – Educational Program

Waiver from this policy allows Flynn to incorporate individual and career academic plans into our problem-based learning model.

Policy IHBB – Gifted and Talented Education

Waiver from this policy allows Flynn to follow state procedures to determine placement of gifted students, advanced learning plans, and professional development.

Policy IJJ-A and IJJ-B – Textbook selection/ Adoption Form and Procedure

Waiver from this policy allows Flynn to select appropriate educational materials to enhance our focus on Marzano Academies curriculum, instructional resources, and personal project learning model.

EMPLOYMENT AND EVALUATION

Policies GCE/GCF – Professional Staff Recruiting/Hiring

Waiver from this policy allows Flynn to develop its own procedures for recruiting, hiring, and appointing candidates to open positions.

Policy GCF - Professional Staff Assignments and Transfers

Waiver from this policy allows Flynn to opt out of voluntary and involuntary transfers.

Policy GCJ – Staffing New Schools

Waiver from this policy allows Flynn to select teaching staff directly.

Policy GDE/GDF – ESP Recruiting, Posting, and Hiring

Waiver from this policy allows Flynn to select non-teaching staff directly and meet or exceed the requirements for the selection process utilized by the District.

MISCELLANEOUS

Policy DFG – Income from Vocational/ Technical School Shop Sales and Services

Waiver from this policy allows Flynn to raise finances through an entrepreneurial program with students.

Policy JQ – Student Fees, Fines, and Charges

Waiver from this policy allows Flynn to adopt our own procedures for student fees, fines, and charges.

Policy GCJ – Staffing New Schools

Waiver from this policy allows Flynn the flexibility in creating and implementing a hiring process that meets building specific needs.

WESTMINSTER PUBLIC SCHOOLS COLLECTIVE BARGAINING AGREEMENT

LICENSED AGREEMENT WAIVERS

Article	Summary of Article(s)	Replacement Policy or Practice
Recognition and Representation		
L3 – Recognition L4 – General Provisions L5 – Conducting Negotiations L6 – Grievance Procedure L9 – Right to Representation L32 – Association Rights L33 – Dues Deduction L36 – Instructional Advisory Committee L37 – Term of Agreement/ Interim Negotiations	Westminster Education Association (WEA) is exclusive representative of and negotiating agent for licensed staff, to include: Master Agreement and Salary Negotiations, Grievances, Representation.	The Westminster Public Schools Human Resources Department will assume the role and duties currently provided by WEA.
Teaching Conditions		
L7 – Transfers L8 – Teaching Conditions L10 – Teacher Exchange L11 – Job Sharing L12 – Teacher Evaluation L13 – Reduction in Force L14 – Teaching Assignments L25 – Professional Relationships	These articles outline the length of school year, planning and professional development days, planning periods, transfer rights, evaluation, seniority, job assignment, and participation on building committees, teacher input in planning in-service, and protection from censorship.	The principal, in consultation with Marzano Academies and the school leadership team will mutually agree upon the length of school year/day, the amount of planning time allocated to staff, the design and content of professional development. The District will not make direct placement of teachers to Flynn, or direct placement within Flynn. The principal will have flexibility in placing employees in teaching

L26 – Professional Responsibilities L31 – Academic Freedom		positions, including the consideration of a teacher’s endorsement area when making decisions.
Administrative Vacancies		
L15 – Administrative Vacancies	This article requires all administrative and supervisory vacancies be posted in all district buildings. All interested teachers may submit an application for said positions.	Given the significant investments in time, treasure, and talent at Flynn, administrative vacancies will first be opened to qualified internal candidates. If internal candidates cannot fill the position, the position will then be opened to a wider audience.
Personnel Files		
L16 – Personnel Files	This article outlines what will and will not be placed in a teachers personnel file.	Teachers will continue to have access to their file for review, be provided an opportunity to contest any document placed in the file, and provide written replies to such material as they challenge. This process will be handled by the Department of Human Resources.
Teacher Facilities		
L17 – Teacher Facilities	Recognizes the importance of the facility and the building’s environment to the teaching and learning process.	Staff will have input into building use and environment.
Class Size		
L20 – Class Size	Teachers have the right to contest class size to principal and/or his/her supervisor.	Teachers will be able to bring class size concerns to the principal.
Curriculum & Instruction		
L18 – Curriculum		

L19 – Instructional Materials	These articles speak to teacher participation in planning, reviewing, and adopting curricular and instructional materials.	Marzano Academies provides all instructional materials. Marzano Academies, the principal, and building leadership team will continually monitor the viability of the curriculum and make needed adjustments as determined at the building level.
Medical Examination		
L21 – Medical Examination	Requires new teachers to obtain pre-employment health checks. District retains right, at its expense, to require additional health checks during employment.	Teachers will still be required to obtain pre-employment health checks. Additionally, if Flynn deems additional health checks necessary, it can require the teacher obtain the examination at the school/District’s expense.
Leave		
L22 – Cumulative Leave L23 – Sick Bank Leave L24 – Other Leaves L29 – Personal Injury Leave	These articles outline the type, and amount of, leave provided to employees.	The District will continue to offer these benefits to the staff at Flynn to at least commensurate with other district employees.
Insurance		
L27 – Liability Insurance Coverage L28 – Personal Property L35 – Insurance	These articles outline the liability, health and medical benefits, and supplemental insurance available to employees.	The District will continue to offer these benefits to the staff at Flynn to at least commensurate with other district employees.
Protection From Assaults		
L30 – Protection From Assaults	This article outlines steps taken in the event a teacher is accused of an assault, is a victim of an assault, or has	Teachers accused of an assault will still be required to immediately report the circumstances thereof to the principal and follow the

	property damaged during an assault.	District’s procedures in these cases. Teachers who are victims of assault will file a complaint with the principal for investigation—teachers maintain the expectation of a violence free workplace.
Compensation		
L34 – Compensation	This article, in concert with Appendices A, B-1, B-2, and C to the Agreement, outlines the compensation and compensation formulas.	Teachers will be compensated, at a minimum, in accordance with the salary schedule annually adopted by the District and as modified by Flynn or the District to account for performance of Flynn.

ESP AGREEMENT WAIVERS

Article	Summary of Article(s)	Replacement Policy or Practice
Recognition and Representation		
E2 - Retained Rights E3 – Recognition E4 – General Provisions E5 – Conducting Negotiations E6 – Conflict Resolution E15 – Association Rights E16 – Dues Deduction E20 – Classified Advisory Committee E21 – Term of Agreement/ Interim Negotiations	Westminster Education Association (WEA) is exclusive representative of and negotiating agent for ESP staff, to include: Master Agreement and Salary Negotiations, Grievances, Representation	The Westminster Public Schools Human Resources Department will assume the role and duties currently provided by WEA.
Working Conditions		

<p>E7 – Transfers E8 – Disciplinary Actions E9 – Reduction in Force E19 – Working Conditions</p>	<p>These articles outline the workday/work week, assignment, supervision, transfer rights, evaluation, seniority, job assignment, reduction in force, participation on building committees, ESP input in planning in-service, and discipline.</p>	<p>The principal, in consultation with Marzano Academies and the school leadership team will mutually agree upon the length of school day/week, the design and content of professional development, job assignments. Flynn in consultation with the Westminster Public Schools Human Resources Department will define rules for transfers, discipline, and reduction in force. Flynn will reserve the right to opt out of transfer of ESP between schools, on a case-by- case basis.</p>
<p>Personnel Files</p>		
<p>E10 – Personnel Files</p>	<p>This article outlines what will and will not be placed in an ESP’s personnel file.</p>	<p>ESP staff will continue to have access to their file for review, be provided an opportunity to contest any document placed in the file, and provide written replies to such material as they challenge. This process will be handled by the Department of Human Resources.</p>
<p>Leave</p>		
<p>E12 – Personal Injury Leave E13 – Bereavement Leave</p>	<p>These articles outline the type, and amount of, leave provided to employees.</p>	<p>The District will continue to offer these benefits to the staff at Flynn to at least commensurate with other district employees.</p>
<p>Insurance</p>		
<p>E11 – Liability Insurance Coverage</p>	<p>These articles outline the liability, health and medical</p>	<p>The District will continue to offer these benefits to the staff</p>

E14 – Personal Property E18 – Insurance	benefits, and supplemental insurance available to employees.	at Flynn to at least commensurate with other district employees.
Compensation		
E17 – Compensation	This article, in concert with Appendices A and B to the Agreement, outlines the compensation and compensation formulas.	ESP staff will be compensated, at a minimum, in accordance with the salary schedule annually adopted by the District and as modified by Flynn or the District to account for performance of Flynn.

SUMMARY OF RATIONALE FOR WAIVERS REQUESTED—STATE, LOCAL, & NEGOTIATED

Rationale for Innovation	
Employment and Evaluation	To strategically exit low performing staff and retain effective staff with qualities and credentials in alignment with the innovation plan, Flynn requires the authority to establish its own termination and dismissal policies and procedures.
Compensation	To strategically recruit, hire, and retain staff with qualities and credentials in alignment with the innovation plan, Flynn requires the authority to select staff and set rates of pay. In order to do this, Flynn requires the authority and flexibility to determine compensation schedules and set rates of pay at or above existing schedules.
Time and Teaching	To effectively implement the innovation plan Flynn requires increased flexibility around scheduling, the use of time, including but not limited to student learning time and teacher planning time thus the school requires waivers to determine its own school year and school day calendar. To implement the program as outlined in the innovation plan, one that is sufficiently rigorous and engaging to meet the needs of students, Flynn requires the authority and flexibility to determine its own educational program and curricular materials.

Appendix A

STATE POLICIES – COLORADO REVISED STATUTES

To enhance the ability of John E. Flynn a Marzano Academy (Flynn) to innovate, the school is requesting the following Colorado Revised Statutes be waived.

Description	Action	Statute to be Waived	Replacement Policy or Practice
<p>Teacher Employment, Compensation and Dismissal Act of 1990 Employment required-exception.</p>	<p>Flynn will make hiring decisions for non-core content teachers based on its own criteria.</p>	<p>C.R.S. 22-63-201</p>	<p>Flynn will verify to the District the qualifications of teachers for the purpose of complying with federal and state law. In order to comply with ESSA requirements, all core content instructional staff employed at Flynn will have a valid teaching license and meet subject matter competency requirements for the teaching subject. The school may employ non-licensed teachers for supplemental and enrichment instruction, but will require these teachers to hold a college degree and demonstrate subject-matter competency by either holding an internationally-recognized certification to teach in the subject area in which they are hired to teach or</p>

			having received a passing score on a State Board of Education approved content exam in the subject area in which they are hired to teach.
Local Boards of Education—Duties Local Board duties concerning selection of personnel and pay.	Delegate authority to Flynn to select staff and set rates of pay.	C.R.S. 22-32-209(1)(f)	Flynn will select teaching staff directly and set rates of pay based on school policy for any additional hours.
Schedule and Calendar	Delegate authority to Flynn to establish its own calendar.	C.R.S. 22-32-109(1)(n)(I)	Flynn will exceed statutory minimums for calendar, hours of teacher pupil contact and schedule, subject to District oversight. Flynn will have authority to establish its own calendar, including professional development days, or days off that may differ from the district.
Actual hours of teacher-pupil instruction and contact		C.R.S. 22-32-109(n)(II)(A)	
School Calendar		C.R.S. 22-32-109(n)(II)(B)	

DISTRICT POLICIES – BOARD OF EDUCATION POLICIES

To enhance the ability of John E. Flynn a Marzano Academy (Flynn) to innovate, the school requests the following WPS Board of Education Policies be waived.

Description	Action	Board of Education Policy to be Waived	Replacement Policy or Practice
Professional Staff Assignments and	Exempts Flynn from involuntary or	GCF	Flynn will not participate in transfer

<p>Transfers Administrative staff recommends licensed personnel for transfer to Superintendent.</p>	<p>voluntary transfer of licensed personnel.</p>		<p>of licensed personnel, but reserves the right to hire licensed personnel that, in the principal’s discretion, fits the needs of the students and vision of the school.</p>
<p>Professional and ESP Staff Recruiting/Hiring The District handles hiring, recruiting, background checks and appointment of position to be filled at schools and other District facilities.</p>	<p>Delegates to Flynn the ability to recruit for, hire and appoint candidates for positions; Flynn will be responsible for complying with statutory due process expectations when applicable.</p>	<p>GCE/GCF</p>	<p>Flynn has authority to pursue recruiting, hiring, and appointment of suitable candidates on its own; will seek the support of Human Resources when handling recruiting, hiring, and appointment of candidates.</p>
<p>Professional Staff Induction Induction program is conducted jointly by the central administration and individual schools.</p>	<p>Waives the provision that teachers new to the District and employed at Flynn will have to participate in District mandated induction activities.</p>	<p>GCHC</p>	<p>Flynn will largely utilize District induction procedures, which comply with state law, but adopt additional standards so they are aligned with instructional programs at Flynn, as well as the teacher profile.</p>
<p>Professional Staff Development Opportunities The District shall mandate and provide for professional growth opportunities.</p>	<p>Delegates to Flynn the ability to supplement or replace District required professional development activities.</p>	<p>GCI</p>	<p>Flynn will utilize District professional development opportunities where it aligns with the adopted standards and the instructional programs at Flynn, as well</p>

			as the teacher profile. Additional professional development will be offered in conjunction with Flynn goals.
<p>ESP Recruiting, Posting, and Hiring The District is responsible for recruiting, posting, and hiring of ESP.</p>	<p>Waives the provision that the District recruits, posts positions, and hires ESP.</p>	GDE/GDF	<p>Flynn will select non-teaching staff directly and meet or exceed the requirements for the selection process utilized by the District.</p>
<p>School Year/School Calendar/School Day The Superintendent supervises the development and implementation of the District calendar.</p>	<p>Waives the provision to follow the District calendar and District recommendations for staff development.</p>	IC/ICA	<p>Flynn will develop its own annual calendar and set length of school day, and thus meet or exceed the minimum standards of the District and state.</p>

Appendix B

Application Process at John E. Flynn a Marzano Academy

Make an Informed Decision

Thank you for your interest in John E. Flynn a Marzano Academy. While Flynn is for students of **all backgrounds, education, and ability levels**, students and families at Flynn will be expected to engage in academic activities not found in other District schools. Our program is fun and engaging but very rigorous. Students are expected to actively engage in our personal/social curriculum, participate in after-school programming when applicable, and complete an annual personnel project. To ensure that students succeed in this program, we feel it is necessary for both parents/guardians and students to understand the commitments required to be successful.

Submit an Application

The following material will be needed from parents/guardians in order to process the application.

- John E. Flynn a Marzano Academy Application
- Assessment Records
- Attendance/Behavioral Records
- Parent/Student Contract

Once the application is completed you will be contacted if further testing or other material is needed, as well as with instructions as to how to register your student through our on-line system.

Is your child currently enrolled in another school district?

Yes No

If yes, which district?

Grade Applying to:

PK K 1st 2nd 3rd 4th 5th 6th 7th 8th

Do you have a sibling currently attending John E. Flynn a Marzano Academy?

Yes No

Sibling's Last Name:

Sibling's First Name:

MI:

Grade:

Parent/Guardian Last Name:

Parent/Guardian First Name:

Phone:

Parent/Guardian Signature:

Date:



JOHN E. FLYNN A MARZANO ACADEMY ASSESSMENT RECORDS

Westminster Public Schools Internal Applicants – Office Use ONLY

SUBJECT	PROFICIENCY LEVEL
Literacy	
Math	

SCANTRON SCORES

SUBJECT	SCORE
---------	-------

Literacy – Reading	
Literacy – Writing	
Math	
DIEBELS COMPOSITE SCORE	
Blue:	Green: Yellow: Red:

Out of District Applicants – Please Complete This Section

SUBJECT	GRADE
Language Arts – Reading	
Language Arts – Writing	
Math	

NAME OF DISTRICT APPROVED STANDARDIZED ACHIEVEMENT TEST:

SUBJECT	SCORE
Literacy – Reading	
Literacy – Writing	
Math	

DIEBELS COMPOSITE SCORE

Blue: _____ **Green:** _____ **Yellow:** _____ **Red:** _____



**JOHN E. FLYNN A MARZANO ACADEMY
STUDENT INTEREST SURVEY/Writing SAMPLE**

Name: _____ **Date:** _____

1. If I could do one thing all day it would be:

2. If I had one wish it would be:

3. One thing I am really good at is:

4. School would be better if:

5. I do my best thinking when:

6. This is what one of my teachers did last year that I liked the most:

7. This is what one of my teachers did last year that I liked the least:

8. I have a special talent for:

9. I would be interested in an after-school club or activity in the area of:

10. My favorite thing to do outside is:

11. When I graduate, I want to:

12. Something else that I want you to know about me is:

Student Signature: _____ Date: _____

Parent and Staff Compact

Welcome to John E. Flynn a Marzano Academy. As we embark on your child's journey at Flynn, this compact symbolizes our shared dedication to ensuring that all students achieve academic excellence, contribute positively to society, and lead fulfilling lives.

Our Commitment to You and Your Student

Quality, Innovative Education: We are committed to providing an education that not only meets but exceeds academic standards, fostering innovation and a love for learning.

Safety Assurance: Ensuring the safety of your student at school, on the grounds, and during all school-related activities is a top priority.

Respect and Dignity: We will consistently treat you and your student with the utmost respect and dignity.

Clear Communication: Expect transparent, regular, and meaningful communication regarding your child's progress and school updates.

Family and Student Commitment

Active Engagement: Participate in our school community, whether through PTO, volunteering, or other school events. Your involvement is key to enriching our school's culture and aligns with our vision of academic and societal excellence.

Consistent Attendance and Punctuality: Regular and timely attendance is crucial for academic success. We support each other to maintain these standards.

Collaborative Communication: Engage in discussions with teachers and staff as needed. We offer flexible communication methods to ensure effective dialogue.

Support for School Programs: Encourage and support your child's involvement in extended-day programs and other school initiatives, fostering a comprehensive educational experience.

Adherence to School Policies: Uphold the student code of conduct and uniform policy, reinforcing our commitment to discipline and community values.

Signing this compact signifies our joint commitment to your child's educational success at John E. Flynn a Marzano Academy. Together, we embark on a path toward academic excellence and positive community collaboration.

Parent/Guardian Name: _____ Date: _____

Student Name: _____ Date: _____

Appendix C

John E. Flynn a Marzano Academy Master Schedule

	8:00 AM	8:05 AM	8:10 AM	8:15 AM	8:20 AM	8:25 AM	8:30 AM	8:35 AM	8:40 AM	8:45 AM	8:50 AM	8:55 AM	9:00 AM	9:05 AM	9:10 AM	9:15 AM	9:20 AM	9:25 AM	9:30 AM	9:35 AM	9:40 AM	9:45 AM	9:50 AM	9:55 AM	10:00 AM	10:05 AM	10:10 AM	10:15 AM	10:20 AM	10:25 AM	10:30 AM	10:35 AM	10:40 AM	10:45 AM	10:50 AM	10:55 AM	11:00 AM	11:05 AM	11:10 AM	11:15 AM	11:20 AM	11:25 AM	11:30 AM	11:35 AM	11:40 AM	11:45 AM	11:50 AM	11:55 AM	12:00 PM	12:05 PM	12:10 PM	12:15 PM	12:20 PM	12:25 PM	12:30 PM	12:35 PM	12:40 PM	12:45 PM	12:50 PM	12:55 PM	1:00 PM	1:05 PM	1:10 PM	1:15 PM	1:20 PM	1:25 PM	1:30 PM	1:35 PM	1:40 PM	1:45 PM	1:50 PM	1:55 PM	2:00 PM	2:05 PM	2:10 PM	2:15 PM	2:20 PM	2:25 PM	2:30 PM	2:35 PM	2:40 PM	2:45 PM	2:50 PM	2:55 PM	3:00 PM	3:05 PM	3:10 PM	3:15 PM	3:20 PM	3:25 PM	3:30 PM
Breakfast & Attendance	Preschool- AM												Preschool- PM																																																																														
	Preschool- AM												Preschool- PM																																																																														
	Literacy 8:15-10:05												Literacy 10:15-11:10						Recess 11:10-11:25			Lunch 11:25-11:45			Math 11:45-1:15						Specials 1:15-2:15			FIT Block 2:15-3:15																																																									
	Literacy 8:15-10:05												Literacy 10:15-11:10						Recess 11:10-11:25			Lunch 11:25-11:45			Math 11:45-1:15						Specials 1:15-2:15			FIT Block 2:15-3:15																																																									
	Literacy 8:15-10:05												FIT Block 10:15-11:15						Literacy 11:15-11:30			Lunch 11:30-11:50			Recess 11:50-12:05			Math 12:05-2:15						Specials 2:15-3:15																																																									
	Literacy 8:15-10:05												FIT Block 10:15-11:15						Literacy 11:15-11:30			Lunch 11:30-11:50			Recess 11:50-12:05			Math 12:05-2:15						Specials 2:15-3:15																																																									
	Literacy 8:15-10:05												FIT Block 10:15-11:15						Literacy 11:15-11:30			Lunch 11:30-11:50			Recess 11:50-12:05			Math 12:05-2:15						Specials 2:15-3:15																																																									
	Literacy 8:15-10:15												Specials 10:15-11:15						Literacy 11:15-11:40			Math 11:40-12:00			Recess 12:00-12:15			Lunch 12:15-12:35			Math 12:35-1:15			FIT Block 1:15-2:15			Math 2:25-3:30																																																						
	Literacy 8:15-10:15												Specials 10:15-11:15						Literacy 11:15-11:40			Math 11:40-12:00			Recess 12:00-12:15			Lunch 12:15-12:35			Math 12:35-1:15			FIT Block 1:15-2:15			Math 2:25-3:30																																																						
	Literacy 8:15-10:15												Specials 10:15-11:15						Literacy 11:15-11:40			Math 11:40-12:00			Recess 12:00-12:15			Lunch 12:15-12:35			Math 12:35-1:15			FIT Block 1:15-2:15			Math 2:25-3:30																																																						
	Specials 8:15-9:15						FIT Block 9:15-10:15						Literacy 10:15-11:45						Lunch 11:45-12:05			Recess 12:05-12:20			Math 12:20-1:50						Science/Social Studies 2:00-3:30																																																												
	Specials 8:15-9:15						FIT Block 9:15-10:15						Literacy 10:15-11:45						Lunch 11:45-12:05			Recess 12:05-12:20			Math 12:20-1:50						Science/Social Studies 2:00-3:30																																																												
	Specials 8:15-9:15						FIT Block 9:15-10:15						Literacy 10:15-11:45						Recess 11:45-12:00			Lunch 12:00-12:20			Math 12:20-1:50						Science/Social Studies 2:00-3:30																																																												
	FIT Block 8:15-9:15						Specials 9:15-10:15						Block #1 Math 10:15-11:45						Recess 11:45-12:00			Lunch 12:00-12:20			Block #2 Math 12:20-1:50						Block #3 Math 2:00-3:30																																																												
	FIT Block 8:15-9:15						Specials 9:15-10:15						Block #1 Literacy 10:15-11:45						Recess 11:45-12:00			Lunch 12:00-12:20			Block #2 Literacy 12:20-1:50						Block #3 Literacy 2:00-3:30																																																												
	FIT Block 8:15-9:15						Specials 9:15-10:15						Block #1 Science 10:15-11:45						Recess 11:45-12:00			Lunch 12:00-12:20			Block #2 Science 12:20-1:50						Block #3 Science 2:00-3:30																																																												

WESTMINSTER PUBLIC SCHOOLS 2024-2025 SCHOOL YEAR INNOVATION CALENDAR

July 2024						
Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

August 2024						
Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

September 2024						
Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

October 2024						
Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

November 2024						
Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

December 2024						
Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

January 2025						
Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

February 2025						
Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	

March 2025						
Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

April 2025						
Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

May 2025						
Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

June 2025						
Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					
31						

FIRST DAY OF CLASS	August 13
New Teacher Institute/Orientation	July 30-August 5
Non-Student Contact	August 6-12
Labor Day	September 2
Non-Student Contact Day	September 9
Non-Student Contact Day	October 7
Fall Break	October 31-Nov. 1
Veterans Day	November 11
Teacher Exchange Day	November 25
Thanksgiving Break	November 26-29
Winter Break	December 23 – January 3
Non-Student Contact Day	January 6
Martin Luther King Day	January 20
Presidents' Day	February 17
Spring Break	March 24-28
Non-Student Contact Day	May 5
LAST DAY OF CLASS	May 23
Memorial Day	May 26
Non-Student Contact Day	May 27

GRADING TERMS HIGH SCHOOL	
Semester 1 (85 Days)	Ends December 20
Semester 2 (89 Days)	Ends May 23

- F/L First/Last Day of School for Students
- TE Teacher Exchange Day (No School)
- ER Early Release Day
- NT New Teacher Institute/Orientation
- NS Non-Student Contact Day (No School)
(Teacher Work/Planning Day or Professional Development – Students OFF)
- H Holiday (No School)



Approved by the Board of Education on 3/12/2024

Appendix E

2023-2024 Calendar of Required Westminster Public Schools Assessments

Assessment	Calendar	Results Available	Federal, State, District Requirements	Test Duration	Used For...	Notes/Comments
TS Gold (Gr K)	Completed no later than Oct. 14th	Immediately	State: C.R.S. 22-7-1004(2)(a) and C.R.S. 22-7-1014(2)(a)	Varies	School Readiness Plan	This is for all students who are kindergarten age per Infinite Campus.
DIBELS 8th Edition (Gr K-3 – all students) (Gr 4-5 – READ Act Cohort)	Fall: Aug. 21 – Sept. 1, 2023 Winter: Dec. 1 – 15, 2023 Spring: April 30 – May 14, 2024	Immediately	State: C.R.S. 22-7-1205(1)(a) and C.R.S. 22-7-1209(1)(b)	K – 9 minutes 1 st – 7 minutes 2 nd – 4 minutes 3 rd –5 th – 6 minutes	READ Act reporting Determination of Significant Reading Deficiency, Evidence for Instructional Level placement Teacher evaluation – Senate Bill 191	Testing is based on traditional grade level. The "Composite" score must be reported on the READ Act Report to the CDE. Pathway 2 & 3 students will use the same test window with appropriate alternate approved assessment.
Renaissance STAR 360 Math (Gr 1-10), Reading (Gr 3-10) <i>Optional – Early Literacy (Gr K-2 for MA/RE)</i> <i>Optional – Math & Reading (Gr 11-12)</i>	Fall: Aug. 15 – Sept. 1, 2023 Winter: Dec. 1 – 15, 2023 Spring: April 30 – May 17, 2024	Immediately	District	3 hours	Evidence for Instructional Level placement Comparison to external measure Teacher evaluation – Senate Bill 191	The Renaissance norm window is Aug.1 – Nov. 30, Dec. 1 – March 31, April 1 – July 31.
WIDA Screener CO English Language Screener (Gr K-12)	Within 30 days of start of the school year or two weeks from the date of enrollment.	Immediately	Federal: ESEA 1111(b)(3)(C)(x)	1 hour	Determining initial ELL designation	All new students must be tested within 30 days of enrollment. All new enrollments during the year must be tested within 2 weeks.
Panorama (Climate and SEL Survey) (Gr 3-12 – all students) (All staff and parents)	Fall: Student/Staff Sept. 25 – Oct. 13, 2023 Spring: Student/Staff April 29 – May 17, 2024 Parent —Complete at Fall conferences or during Student/Staff windows	10 days after completion.	District	20 min to 1 hour	SEL competencies perceptual feedback. Environment perceptual data. Replaces ACYI survey and doubles as an HRS survey.	MOY survey administration is optional Student & Staff Jan. 29 – Feb. 16, 2024 Parent —Complete at conferences or during Student/Staff windows
WIDA ACCESS/ACCESS Alternate CO English Language Proficiency (Gr K-12 NEP and LEP students)	January 8 – February 9, 2024	April 2023	Federal: ESEA 1111(b)(3)(C)(x) State: C.R.S. 22-24-105	K – 45 minutes 1 st – 12 th – 2.5 hours Alternate – 1.2 hours	Determining ELL status School Performance Framework	All NEP & LEP Students. ACCESS 2.0 is administered online. Kindergarten and Alternate ACCESS for ELLs will continue to be paper-based for the near future. Alternate ACCESS is for students who are eligible to take DLM.
DLM Alternate for CMAS ELA & Math (Gr 3-11)	April 8 – April 26, 2024	July 2023	Federal: ESEA 1111(b)(3)(C)(ix) State: C.R.S. 22-7-1006.3(3)(c)	Varies	SpEd services	Testing is based on traditional grade level. Testing is completely online.
CMAS ELA (Gr 3-8) Math (Gr 3-8)	April 8 – April 26, 2024	July 2023	Federal: ESEA 1111(b)(2)(C)(vii) State: C.R.S. 22-7-1006.3(1)(a)	3 rd –5 th 7.75 hours 6 th –8 th –8.75 hours	Achievement of state standards School Performance Frameworks Evidence for Instructional Level placement	Testing is based on traditional grade level. Testing is completely online. If the expanded window is approved by CDE, a school choosing to test the week prior to spring break should administer only ELA.
CMAS & CoAlt Science (Gr 5, 8, 11) Social Studies (Gr 4, 7)	April 8 – April 26, 2024	July 2023	Federal: ESEA 1111 (b)(3)(C)(v) State: C.R.S. 22-7-1006.3(1)(a) CoAlt: Federal: ESEA 1111(b)(3)(C)(ix) State: C.R.S. 22-7-1006.3(3)(c)	Science: 5 th /8 th –4 hours and 11 th –2.5 hours	Achievement of state standards School Performance Frameworks Evidence for Instructional Level placement	Testing is based on traditional grade level. Testing is completely online. About 1/3 of schools will be selected to administer the Social Studies test each year. <u>2024 Testing Schools (TBD)</u> :
PSAT 8/9 (Gr 8)	October 25, 2023	December 2022	District	2 hours 45 minutes	Inform ICAP	All 8th-graders will take the PSAT in preparation for the PSAT and SAT.

This calendar is subject to change based on need - Last Updated by Learning Services: 08/07/23

Appendix F

GLOSSARY OF TERMS

Abstract Representation: In math, abstract representation is when mathematics is represented by equation or algorithm.

Assessment: In education, this term refers to the measurement, usually by test or task, of a student's ability in a particular content or learning target.

Assessment, Diagnostic: A diagnostic assessment usually given at the beginning of a unit of study or school year, designed to ascertain what a student can already know and do as pertaining to a unit of study.

Assessment, Formative: Formative assessments are measurements of students' mastery of learning targets, usually administered midway in a unit of study or a school year.

Assessment, Summative: A summative assessment is an assessment taken at the end of a unit of study or school year to measure student achievement and/or growth.

Achievement: A student's ability level in a given subject as compared with his or her peers across the state and/or nation.

Appreciation Financial: An investment and retirement group partnered with Westminster Public Schools.

BAAC: Building Accountability Advisory Committee: A group consisting of parents and staff members of a school, tasked with holding the school accountable for its financial management and student performance.

Balanced Literacy: An instructional model that breaks up literacy instruction into whole group, small group and individual tasks and assignments.

Balanced Math: An instructional model that breaks up math instruction into whole group, small group and individual tasks and assignments.

Blended Services: Unique to Westminster Public Schools, "Blended Services" is an approach to instructing SPED, CLD and Title I students in a collaborative fashion based on their skill set in academic subjects.

BLT: Building Leadership Team: The team at John E. Flynn a Marzano Academy that acts as a consultative governing body. This body is composed of teachers, administrators and ESP staff.

CBS: Competency Based System: As defined by Westminster Public Schools, a Competency Based System is a systemic and systematic approach to education that emphasizes grouping students by ability levels; expecting that students show competency in any particular area prior to them moving to the next level; encouraging student ownership over their work, and ending the practices of social promotion.

CDE: Colorado Department of Education.

CLD: Culturally and Linguistically Diverse is a label given to students whose first language is one other than English.

CMAS: The Colorado Measures of Academic Success are the tests given by the PARCC consortium as part of the state wide accreditation process.

Community Reach: A local mental health group that partners with Westminster Public Schools.

Concrete Representation: In math, concrete representation is math in the three dimensional physical world, or “real world” math. Examples of concrete representations might be coins or other objects.

Curriculum: Curriculum is a resource that helps teachers guide students to mastery of academic standards.

Curricular Resource: Usually a purchased program that helps a teacher deliver curriculum and gives instructional methods or best practices in doing so.

Data Driven Dialogue/Analysis: A collaborative effort that examines data for major trends and helps inform future actions by an organization or team. In education, this generally refers to looking at multiple points of student assessment data (sometimes referred to as triangulating) in order to help shape goals and action steps for educators.

DIBELS: DIBELS, or Dynamic Indicators of Basic Early Literacy Skills, is an assessment given by both in Colorado and nationally to measure reading fluency in students grades K-5 in the beginning, middle and end of year.

Differentiated Instruction: An instructional term that refers to designing instruction and curriculum to meet the needs of students across varying ability levels, learning styles, and student preferences of learning.

Electives: In middle and secondary education, this term refers to specialized contents that may or may not be mandatory for matriculation or graduation. Examples might be visual arts, band, gym or secondary language.

EngageNY: A curricular resource in mathematics.

ESSA: Every Student Succeeds Act, is legislation signed under President Barack Obama that is a continuation of NCLB. ESSA maintains student accountability measures but helps reduce burdens caused by some of the prescriptive requirements of NCLB.

Extracurricular: Usually referring to activities or events that occur outside the normal teaching hours or calendar year.

FRL: Free and Reduced Lunch refers to culinary services given to students impacted by poverty. By citing “Free and Reduced Lunch” numbers, a school can give a depiction of how its community is impacted by poverty.

FOSS Kits: A science curricular resource utilized by Westminster Public Schools.

FTE: Full Time Employee. This refers to a position being added to a school and represents a financial consideration to the district and tax payers.

Gap Filling: In education, this refers to the action of taking any deficiencies a student may have in any subject area in any previous years and re-teaching those skills. Thus a level 3 student may have certain skills in math from level 2 that he/she has not completed, or “gaps.” The level 3 teacher would then re-teach the student those skills to assure mastery, or “gap fill.”

GPA: In education this term means “grade point average” or the average grade a student has across multiple subjects. In a competency based system this term means the traditional system equivalent to a student’s performance levels across all subject areas.

Grandfather: In this context, grandfathering means to allow students that have already been attending the old John E. Flynn Elementary to remain in the school and overtime, phase in new students on an application only basis.

Growth: A student’s progress from year to year in a given subject as compared with his or her peers across a state and/or nation.

Guided Instruction: As opposed to whole group instruction, guided instruction is instruction in a small group setting where the teacher guides students to master a very narrow skill.

Highly Qualified: A term used for teaching credentials that indicate that a teacher has had what the state deems as adequate study in the content area they plan to teach in.

Improvement: An accreditation rating by the Colorado Department of Education. A rating of Improvement means that a school is making adequate progress in their achievement and growth data.

Instruction: Instruction is the method in which teachers guide students, using curriculum, to achieve academic standards.

Integrated: This term refers to interventions in education. As opposed to “siloed,” “integrated” suggests that different departments are working collaboratively in order to educate students.

Intervention: In an educational setting this refers to specialized instruction for students that may not be achieving at the appropriate level. Intervention is usually described as having three tiers: Tier I generally refers to regular classroom instruction all students receive. Tier II generally refers to more small group instruction either in or outside of the classroom. Tier III usually refers to very small group or one on one instruction outside of the classroom.

Kinesthetic Instruction: Instruction that utilizes physical movement in order to help the learner master targets.

Learning target: A specific skill and/or knowledge in a specific level and content area.

Literacy: This term refers to a content area that encapsulates reading and writing. At earlier ages, student learn to read, form letters and eventually sentences. At later levels student read to learn ideas in texts and writing in paragraph form.

Master Schedule: In education this refers to a total building schedule of all classes and activities for a given school year.

Magnet School: A term usually used to describe public schools with specialized programs designed to attract students from outside its traditional boundaries.

Modules: In an educational context, this term usually refers to units of study for teachers participating in Professional Development.

No Child Left Behind: A national piece of educational legislation signed under President George W Bush in 2002 that greatly increased school accountability and close the achievement gap between poor and minority students and their more advantaged peers.

Numeracy: This term refers to early mathematics such as counting and simple addition.

PARCC: PARCC, or The Partnership for Assessments of Readiness for College and Careers, are the makers of standardized tests that the State of Colorado administer on a yearly basis to measure students’ abilities in math, literacy, science and social studies. Although there are multiple tests, they are colloquially called ‘PARCC’ by educators.

Performance: An accreditation rating by the Colorado Department of Education. A rating of “Performance” means that schools possess strong academic achievement and growth.

Performance, Performance Framework: Like School Performance Frameworks, this term refers to a mathematical calculation the Colorado Department of Education administers to decide the accreditation rating of a district.

Performance Framework, School: Like District Performance Frameworks, this term refers to a mathematical calculation the Colorado Department of Education administers to decide the accreditation rating of a school.

Pictorial Representation: In math, pictorial representation is the representation of math in picture form. An example of this may be a student drawing a pie in order to show work in fractions.

PMI: Progressive Math Initiative is a math curricular resource utilized by Westminster Public Schools.

PPOR: Per Pupil Operating Revenue: the amount of money that a school receives for each student to run their program. The pupil count is conducted in October.

Priority Improvement: An accreditation rating by the Colorado Department of Education. A rating of “Priority Improvement” means that school have not made adequate progress on standardized assessments and have five years to make significant gains on their performance data on the PARCC assessment or they may face sanctions.

Professional Development: Ongoing training for teachers, usually occurring outside normal teaching hours or calendar year.

Proficiency Scales: A series of learning targets, or skills and knowledge, that build on each other to create mastery.

Progressions: In education, this refers to the logical sequence in which a compilation of learning targets, called scales, are taught to students.

PSI: Progressive Science Initiative is a science curricular resource utilized by Westminster Public Schools.

PTA: Parent Teacher Association

Push-in: This refers to a Tier II intervention technique. It means that a specialist teacher will teach in a classroom alongside a regular education teacher with a small group.

Pull-out: This refers to a Tier II or III intervention technique.

Race to the Top: A competitive grant created to spur and reward innovation and reforms in state and local district K-12 education. The grant incentivizes districts to implement performance-based evaluations of teachers and principals, adopting common standards and adopting policies that do not prohibit the expansion of high-quality charter schools. This was announced by the Obama administration in 2009.

Rubric: A document used to outline criteria necessary for the completion of a task.

SB-191: Colorado legislation that seeks to rate teachers' efficacy and places new rules over teacher employment status (see Standard 6 below). This Colorado legislation is in compliance with Race to the Top grant requirements.

Scantron: A multiple choice test in math and literacy that Westminster Public Schools use a way to assess k-10 student's abilities at the beginning, middle and end of year.

Standards: Academic Standards are a set of specific knowledge and skills that students must have in each grade level. Standards are how curriculum is developed and delivered.

Siloed: Referring to interventions in education, the term "siloed" usually has a negative connotation, suggesting that departments are working in isolation of one another and either duplicating instruction or in some cases, working in opposition to one another.

Standard 6: Referring to SB-191, teacher efficacy is measured by five standards. The first five standards refer to observable and artifact driven observations by the teacher evaluator. Standard 6 refers to school and individual data.

Systematic: This term refers to a step-by-step procedure and is usually a gradually unfolding process.

Systemic: Refers to processes engrained across an entire system.

Specials: In elementary education this term generally refers to specialized content outside the core contents of math, science, social studies and literacy. These contents are usually physical education, gym and music, but may include such subjects as secondary language, health, or other subject areas.

Teaching Gold: A preschool and primary level curriculum in literacy and numeracy.

Turnaround: An accreditation rating from the Colorado Department of Education. A rating of "Turnaround" means that the school is far below expectations in growth and achievement. A school with this rating has five years to improve their rating or face sanctions.

Walkthroughs: In education a Walkthrough generally refers to an administrator(s) or teacher(s) tasked with touring multiple classrooms in order to observe specific behaviors, evidences, and/or

criterion. This data is then tabulated to look for trends. 'Walkthrough' and 'Learning walk' are often used synonymously.

aWEA: Westminster Education Association. The teacher's union in Westminster Public Schools.

Wixie: A digital curricular resource that allows teachers and students to create e-books with sound and graphics.

Wonders: A Literacy Curricular resource utilized by Westminster Public Schools.

WPS: Westminster Public Schools. Once called Adams County School District 50, WPS is the largest district in the state of Colorado to implement a competency based design of instruction. WPS is located just north of Denver, in the city of Westminster.

Write...From the Beginning: Abbreviated as WFTB, this is a curricular resource for writing utilized in WPS.

UIP: Unified Improvement Plan: The Unified Improvement Plan is a document that all public schools complete in as part of their accreditation process with the Colorado Department of Education. Within this plan are specific instructional and student achievement goals and action plans.



The High Reliability Teacher

The goal of the High Reliability Teacher certification process is to provide a structure in which individual teachers can increase their instructional effectiveness to the highest possible levels. The process is designed to culminate in certification as a High Reliability Teacher at one or more of three levels, though there is no guarantee of certification for any teacher who engages in the process. Teachers have one full year to become certified in one or more levels.

HRT Level 1: Demonstration of Effective Use of Instructional Strategies

1. Provide evidence of an explicit model of instruction (for example, *The New Art and Science of Teaching*) and its use in the classroom.

The teacher submits a document that articulates a specific model of instruction that he or she is using as the basis of self-improvement. If *The New Art and Science of Teaching* is being used, the teacher need only reference the title and the source the teacher is using to study the model (i.e., the *Marzano Online Compendium of Instructional Strategies* or the book *The New Art and Science of Teaching*). The teacher also provides a description of how the model is used to guide unit planning, lesson planning, feedback to students, and reporting students' status and growth.

2. Submit a self-assessment and growth goals regarding the explicit model of instruction.

For each element in the model of instruction being used, the teacher submits a self-rating using the scale in Appendix A. From this self-assessment, the teacher selects at least three strategies for which growth goals are identified. The teacher then keeps anecdotal records of progress on those three or more growth goals using the formats depicted in Appendix B.

3. Submit video evidence for each of the ten major areas of student outcomes described in *The New Art and Science of Teaching*. This will require at least three video segments with narration explaining the types of strategies and student outcomes that are being demonstrated.

The ten major areas of student outcomes are described in Appendix C. The teacher submits video evidence of each of these outcomes in class. The videos must be accompanied by a narration by the teacher explaining how specific actions of students depicted in the video exemplify one or more of the ten major areas of student outcomes. Videos may also include interviews with specific students that exemplify the desired mental states.

4. Administer student surveys that gauge students' mental states and processes relative to specific strategies (see Marzano Compendium).

For each of the three or more strategies for which a teacher has set growth goals, pretest and posttest surveys are submitted regarding students' perceptions of teacher of the effects of the strategy prior to the teacher focusing on improving the strategy (i.e. the pretest) and after the teacher believes he or she has improved in the strategy (i.e., the posttest). Student perception scores on the posttest must be substantially higher on the posttest.

5. Develop and implement at least one project in the classroom that is designed to enhance students' self-actualization and/or connection to something greater than self (see *Motivating and Inspiring Students*, Marzano, Scott, Boogren, & Newcomb, 2017).

The teacher submits a written description of a project that was designed to enhance students' sense of self-actualization or connection to some altruistic purpose. Student testimonial evidence in written and/or video form must be included to document the effects of the project.

HRT Level 2: Demonstration of Student Learning

6. Provide evidence that measurement topics and proficiency scales are in place and being used.

The teacher submits a listing of the measurement topics that are addressed throughout the year, along with the proficiency scales for each measurement topic.

7. Provide evidence that assessments are aligned to those proficiency scales.

For a minimum of three proficiency scales, the teacher submits at least one assessment that addresses levels 2.0, 3.0, and 4.0 of the proficiency scale. The teacher also provides examples of other specific assessments or measurement techniques that are aligned to the proficiency scale as a whole or specific levels of the proficiency scale.

8. For at least one measurement topic, trade and score pretests and post-tests.

For a specific unit of instruction or related set of lessons, the teacher submits: the proficiency scale for the specific measurement topic being addressed, the pretest and posttest based on the proficiency scale, and documentation that the pretest and posttest were scored by someone other than the teacher seeking certification.

9. Demonstrate the overall growth of the class (with the expectation that the vast majority of student have grown).

The teacher submits an analysis of the pretest and posttest data that computes average growth for the class and provides an analysis and discussion of the results for the class in light of generally held expectations for that class or past performance for the class.

10. Report the growth of each student and explain why learning did or did not occur.

The teacher submits an analysis of the pretest and posttest data at the individual student level (keeping the identity of each student anonymous). For those students who have not demonstrated adequate growth, the teacher provides an analysis of possible root causes.

11. Report intervention plans for students who did not demonstrate adequate growth.

For those students who did not demonstrate adequate growth the teacher describes an intervention plan and the results of the implementation of that plan.

HRT Level 3: Demonstration of Valid and Rigorous Feedback

12. For at least one measurement topic, keep track of assessment reliability using the online assessment reliability tool.

For at least one measurement topic the teacher keeps track of student scores using the free Excel growth calculator. The teacher submits the input spreadsheet reporting individual student's score and the output spreadsheet reporting predicted scores and reliabilities.

13. Describe and explain the level of reliability exhibited by assessments.

For the data reported in 12 (above) the teacher submits an analysis of the reliability of the various growth measures provided in the Excel calculator.

14. Demonstrate that student results based on proficiency scale scores correlate to those on a state test or some other external test.

The teacher provides scores on some type of assessment other than his or her classroom assessments that students in the class have demonstrated adequate growth and/or performance on specific topics addressed in class.

Marzano Research will review all of the products and artifacts described here to make a decision on high reliability status for each level. Levels of high reliability status will be awarded in sequential order, but teachers can submit evidence for more than one level simultaneously and may become certified at multiple levels based on that evidence.

Appendix A: Rubric for Self-Analysis Regarding Specific Instructional Strategies

4 Innovating	I adapt strategies and behaviors associated with this element for unique student needs and situations.
3 Applying	I use the strategies and behaviors associated with this element correctly and with fluency, and I monitor the extent to which the techniques keep students engaged.
2 Developing	I use the strategies and behaviors associated with this element correctly and with fluency, but I do not monitor the effect on students.
1 Beginning	I use the strategies and behaviors associated with this element incorrectly or with parts missing.
0 Not Using	I am unaware of strategies and behaviors associated with this element.

Appendix B: Anecdotal Evidence for Growth in Instructional Strategies.

9/12	I used a free-flowing web to introduce the writing process. It was not very effective at first because I explained how the web works instead of showing students how to use it. The class seemed to like the exercise, though, so I would like to keep trying to use the webs.
9/21	Today we used free-flowing webs to brainstorm ideas for an essay. Once my students had selected a topic for their essay, they mapped out main ideas and details using another web. It worked well, but the circles tended to get disorganized.
10/5	Today I tried asking students to use free-flowing webs to compare two things, and it worked really well. They drew the two things they were comparing in two big circles on the left and right of a page and wrote descriptors and facts in smaller circles around them. Then they connected the big circles to all the descriptors and facts that applied to them. There were some really interesting webs that helped the kids see connections they hadn't realized before.
10/14	Today the counselor came in to do a career lesson, and I asked her to use a free-flowing web as a part of her lesson, because the kids were already familiar with it. They really caught on to the idea of putting themselves in the center circle and then filling in their life goals in the surrounding circles. Some of them even made circles to show what they would have to do to achieve their goals.
10/20	Now that my students are comfortable with free-flowing webs, we've started using them to show relationships, and a few of my students even adapted the web for use with pictures. Almost like a storyboard, they planned out narrative pieces by drawing different events from their stories, and then found connections between the events and characters by drawing lines.

Teacher Progress Chart

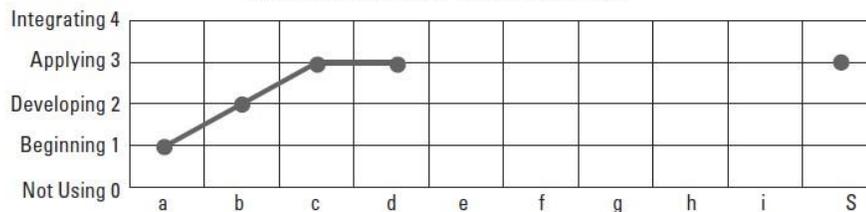
Name: Marty Bloomberg

Instructional strategy: Using a class vote

My initial score: 1 My goal is to be at 3 by April 15.

Specific things I am going to do to improve: Use the class vote strategy three times, videotape each use of the strategy, and analyze the video. Use a class survey to collect data about student perceptions of the class vote.

Instructional Strategy: Using a Class Vote



a. Jan. 16

b. Feb. 3

c. Mar. 12

d. Apr. 9

e. _____

f. _____

g. _____

h. _____

i. _____

Summative Score: 3

	Teacher Actions	Student Mental States and Processes
FEEDBACK	Providing and Communicating Clear Learning Goals	1. Students understand the progression of knowledge they are expected to master and where they are along that progression.
	Assessment	2. Students understand how test scores and grades relate to their status on the progression of knowledge they are expected to master.
CONTENT	Direct Instruction Lessons	3. When new content is being presented, students understand which parts are important and how the parts fit together.
	Practicing and Deepening Lessons	4. After new content has been presented, students deepen their understanding and develop fluency in skills and processes.
	Knowledge Application Lessons	5. After new content has been presented, students generate and defend claims through knowledge application tasks.
	Strategies That Appear in All Types of Lessons	6. Students continually integrate new knowledge with old knowledge and revise their understanding accordingly.
CONTEXT	Engagement	7. Students are paying attention, energized, intrigued, and inspired.
	Rules and Procedures	8. Students understand and follow rules and procedures.
	Relationships	9. Students feel welcome, accepted, and valued.
	Communicating High Expectations	10. Typically reluctant students feel valued and do not hesitate to interact with the teacher or their peers.

Appendix C: Ten Major Categories of Mental States and Processes