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March 22, 2017

Ms. Angelika Schroeder
Chairwoman, Colorado Board of Education
Colorado Department of Education
201 E. Colfax Avenue
Denver, CO 80203

Dear Chairwoman Schroeder and Colorado Board of Education,

On behalf of Aurora Public Schools (APS), please accept our request for approval of a 2-pronged approach to improving our flagship high school Aurora Central. We have attached two Pathways proposals which will be used as levers to drastically improve academic performance and student achievement at Aurora Central High School (Central). Central is currently in Year 5 on the state's Accountability Clock and thus our proposals fulfill the requirements of SB163 regarding underperforming schools.

We understand the urgency that exists and are committed to using every resource available with a strategic and creative approach towards ensuring appropriate growth within the school. Due to the significance of this, we intend to implement two separate pathways that meet state requirements: A) Innovation School Status and B) Management by a Private Entity.

The two attached Pathways proposals outline the Innovation Plan for Aurora Central as a member of the district's ACTION Zone, the district's first Innovation Zone comprised of five geographically and demographically similar schools who have been granted Innovation status by the State Board of Education in the spring of 2016.

The second part of our proposal outlines our proposed partnership with Mass Insight Education, a successful organization with whom APS has partnered with over the past two years with regard to the creation and development of the ACTION Zone, our schools' Innovation plans, and the turnaround of our lowest performing schools.

The following pages go into detail with regard to each pathway proposal including attachments that support each pathway. Thank you for your thoughtful consideration of our request. We look forward to presenting our dual pathway proposal to you on April 12.

On behalf of the students, staff and broader community of Aurora Central High School and Aurora Public Schools, we thank you for your time and this opportunity.

Sincerely,

D. Rico Munn
Superintendent

Lamont W. Browne, Ed.D
Executive Director, Office of Autonomous Schools

Aurora Central High School Pathways Proposal

Innovation School Implementation with Management Partner Support

Submitted March 22, 2017



Table of Contents

Introduction and Context	3
Mission and Vision	3
Aurora Central High School Innovation Pathway	8
Innovation Plan Summary	8
Implementation Progress, Challenges, and Planned Interventions.....	13
<i>Academic Systems</i>	14
<i>Culture of Performance</i>	16
<i>Talent Management</i>	22
Management Partner Pathway	26
Need for Management Partner.....	26
Selection of Partner.....	27
Scope of Work, Activities, and Deliverables.....	29
Partner Support for Planned Interventions	31
<i>Academic Systems</i>	32
<i>Culture of Performance</i>	33
<i>Talent Management</i>	34
Appendix	
A. ACHS Innovation Plan	
B. 9th Grade School Level Summary Report	
C. All Grades School Level Summary Report	
D. 9th Grade On-Track Report	
E. All Grades On-Track Report	
F. Home Visits Data	
G. ACTION Zone Application	
H. Mass Insight Education Scope of Work	

Introduction and Context

Mission and Vision

Aurora Public Schools (APS) has a vision to be a school district where “Every student shapes a successful future.” To this end, the district has implemented a new strategic plan (APS 2020) and a reform framework (CORE) that belies our mission and our purpose: “In partnership with our community, we accelerate learning for all students to develop the knowledge, skills and character necessary to shape successful futures.” This plan is designed to foster disruptive innovation and move the strategic levers of readiness, talent and flexibility. The Colorado Innovation Schools Act provides districts and schools with the ability to pull these levers in service of such disruptive innovation.

Origin of the ACTION Zone

APS has launched a set of reform initiatives that seek to empower the diverse Aurora communities—communities of families and students, staff and stakeholders—to drive the reform efforts in APS forward. These efforts, collectively known as the Communities Organized to Reach Excellence, or CORE framework, are an outgrowth of the strategic planning process initiated in 2013.

While the CORE framework consists of multiple strategies, this application is the culmination of a year’s worth of work to bring one initiative from that strategic work to fruition: the APS International Leadership ACTION Zone.

In March of 2015, APS announced the development of the Aurora Community-Based Transformation, Innovation and Opportunity Network (ACTION) Zone concept. The intent is for APS to develop up to three ACTION Zones. All ACTION Zones will be comprised of three to five schools that have attained state Innovation status and share similar interests. The five schools approved to be members of the first International Leadership ACTION Zone are: Boston K-8, Aurora Central High School (Central), Crawford Elementary, Paris Elementary and Aurora West College Preparatory Academy.

The five schools in this International Leadership ACTION Zone have adopted a common theme: International Leadership. APS leadership, community stakeholders and leaders, and school families, students, and staff all believe that this instructional theme will engage students and the community create an opportunity to galvanize community support, bring additional resources to the school, and better capitalize on the assets of the students and families within the Zone.

International Leadership ACTION Zone Recommendations

The Colorado Department of Education (CDE) recommended that Aurora’s Innovation Zone application develop specific innovations, performance targets, and a series of “non-negotiables” that each school should be required to implement. The non-negotiables for each school are articulated in the theory of action, as are student achievement and school improvement goals. These non-negotiables, as they relate to Central, are explained in greater detail throughout this document and in the accompanying Central Innovation plan (Appendix A).

Aurora Central High School Recommendations

Central has an accreditation status as a school entering year 5 of the state accountability clock. The International Leadership ACTION Zone design incorporates CDE recommendations—both those of CDE itself and the State Review Panel—in the Zone design. Both CDE and the State Review Panel recommended the Innovation pathway for Central, and CDE further recommended including Central in the District’s International Leadership ACTION Zone. CDE also stipulated three specific “non-negotiables” for Central: the recruitment of a strong turnaround leader, the involvement of the district in rigorous performance management activities, and the granting of sufficient autonomies to the school to quickly enact reforms that will result in lasting improvements.

Performance Management

APS, in response to this requirement, has shifted resources to create an “Office of Autonomous Schools (OAS)” within the Division of Accountability and Research. This office has leadership and management responsibilities over the International Leadership ACTION Zone. Initially, three positions have been added to ensure the Zone schools can fulfill their obligations under both the approved Innovation plan and the mandates of the turnaround clock. These positions include an Executive Director, with the authority to evaluate school leaders and lead performance management sessions, as well as a position dedicated to the development of data collection and reporting systems for the Innovation zone schools. Additionally, a Director of Innovation supports schools in making the appropriate course corrections to maintain a positive trajectory towards meeting zone targets. This office is described in more detail in the section titled “District Infrastructure,” on page 7.

Appropriate Autonomies

To effectively implement innovations and new business processes, ACTION Zone schools require autonomies and flexibilities around people, time, money, and programs. All schools in

the ACTION Zone applied for waivers pertaining to school staffing, budgeting, curriculum, and the calendar. A summary of waivers and autonomies specific to Central's Innovation plan are summarized later in this proposal on page 13. OAS will collaborate with other key APS stakeholders and the management partner to support the implementation of waiver replacement policies and new business processes for Central and for the ACTION Zone.

The International Leadership ACTION Zone Theory of Action

In order to serve our students and families, we have agreed on the following theory of action:

*If we develop a climate and culture of international leadership for every student,
and*

*If we focus on meeting the needs of all learners through rigorous, standards-
based data driven instruction, and*

If we develop our staff capacity through a comprehensive talent strategy, and

If we form and use strong family and community partnerships, and

If we are supported by responsive support systems, then

*Our students will graduate with a plan, a set of skills to implement that plan, and
a credential that will open doors and our International Leadership ACTION Zone
schools will exit priority improvement status within three years.*

The "if" statements in the theory of action also constitute the series of non-negotiables to which each ACTION Zone school must adhere.

The overarching goals for the ACTION Zone schools are student achievement goals as described in the theory of action, but each school also has additional initiatives and will develop implementation plans. The overall ACTION Zone goal is for each school within the Zone to exit priority status within three years and achieve performance status within five years,

Each school's plan details the necessary people, time, money, and program freedoms necessary for the school to reinvent themselves to ensure adequate turnaround and student success. The International Leadership ACTION Zone, over the course of the initial three year roll out, focuses on four areas to achieve their collective goal:

- Create a climate and culture of international leadership for every student
- Focus on student-centered, data-driven instruction
- Develop a comprehensive talent strategy so that all faculty and staff can succeed
- Develop strong family and community partnerships to support students and schools

The ACTION Zone schools are supported and supervised by OAS, which is the hub of a network of responsive support systems for schools, families, and partners to leverage in pursuit of these ambitious goals. This office uses tools including, but not limited to, performance management, coaching, and redesigning systems and processes to guide the implementation of plans, ensuring that schools achieve outcomes, and addressing the myriad challenges associated with any such complex change.

District Infrastructure to Manage the International Leadership ACTION Zone

In order to implement the International Leadership ACTION Zone effectively so that both the student achievement and school improvement goals are accomplished, APS has developed an Office of Autonomous Schools. This office, which has oversight over both charter schools and the ACTION Zone schools, is located under the Division of the Superintendent, and provides the appropriate autonomies and support with guidance from direct leadership.

Independence from other divisions reinforces the autonomous nature of the International Leadership ACTION Zone. By placing it with the charter schools, there is more freedom to reinvent the systems and processes necessary to support these schools in alignment with their innovation plans. This approach allows the district two clear advantages:

The lines of authority between this office and the schools are clear. By situating the schools within the same office as charter schools, district and school personnel are more easily able to interact with these schools in accordance with the “charter-like” freedoms inherent in the Innovation plans. As roles and responsibilities between district supports are defined and refined over time, they can be created anew, free from precedent that may not be in the best interests of implementing the school plan.

The ability to monitor, manage, and report on progress is easier when business processes are built with performance management in mind. These processes allow for more efficient and effective design and delivery of the performance management structures necessary to report on progress to the State Board, the CDE, and Aurora community stakeholders while also providing schools with the data necessary to course-correct as challenges occur.

The roles and responsibilities of the office are as follows:

- **Executive Director, Autonomous Schools**-The Executive Director is charged with the overall supervision and development of the office, and ultimately with the achievement of the International Leadership ACTION Zone goals.
- **Director of Innovation and Strategy.** The Director is responsible for developing expertise in the theme of International Leadership and in coaching the school leaders as

they continue to develop their own skills in the International Leadership ACTION Zone pillars.

- **Innovation Performance Manager**-The Manager is responsible for developing and managing the business and performance management processes necessary for the International Leadership ACTION Zone to both (a) manage the complex relationships necessary to support autonomous schools and (b) analyze and report on progress in the Zone to facilitate transparency while also providing the information necessary for schools to guide their continuous improvement.

Table 1 provides greater detail on these positions.

Table 1: Office of Autonomous Schools Positions

Executive Director: 50% Charter, 50% ACTION Zone	Director	Manager
Supervise and evaluate all district Charters and State Innovation schools (13 schools) Establish systems and processes for supporting all state-level innovation schools. 50% (20% Action Zone, 30% charter)	Support plan Development and review for all ACTION Zone schools. (20%)	Coordinate development, writing, and revision of plans (20%)
Supervise and evaluate the effectiveness of ACTION Zone school leaders and Office Staff (10%)	Support plan Implementation and developing district in-house expertise in International Leadership (30%), (2&3)	Design, develop, implement, and monitor all performance evaluation in the ACTION Zone(s) (25%)
Assume responsibility for the management of all grants and develop funding streams to support ACTION Zone maintenance/ expansion (10%)	Serve as leadership coach (15%) for all schools around the 4 ACTION Zone pillars Talent strategy, instruction, partnerships, district systems, and International Leadership	Codify trends across Innovation Zone schools to inform school leaders of PD, curricular, finance, human resource, and operations needs in schools to satisfy Innovation Plans (25%)
Oversee the implementation of all ACTION Zone pillars. (Action Zone 1: Talent strategy, instruction, partnerships, district systems, and Culture of International Leadership (15%)	Supervise Manager, contracted supports for plan implementation. Cultivate and create systems for school leaders to manage partners (15%)	Design, develop, and implement partnership management systems and processes for the ACTION Zone schools on behalf of school communities (25%)
Work collaboratively with Board, District, City, School, and Community Leaders to ensure success of the ACTION Zone(10%)	Build and manage relationships with schools/APS Teams (15%)	Work collaboratively with district/school staff to resolve issues impeding success
Charter duties: 35%; Action Zone duties: 75%) Other duties as assigned: 5%	Other duties as assigned (5%)	Other duties as assigned (5%)

Aurora Central High School Innovation Pathway

Innovation Plan Summary

The following summaries of challenges and needs, innovations and flexibilities, and desired outcomes are pulled from Central's approved Innovation plan (Appendix A). This background will help frame the progress update in the next section.

Challenges and Needs

Located in one of the most impoverished neighborhoods in Aurora, Colorado, the majority of Central's' students come from culturally-diverse families who struggle with language and socio-economic challenges. Students at Central represent 15 different countries and speak 12 different languages. As a result, English Language Learners (ELLs) make up 70% of the entire student body. With over 95% of the student body representing a traditional minority subgroup, stakeholder support maintains a heightened focus on ensuring that the school can provide culturally responsive instruction in a way that respects and values the ethnically-diverse community it serves.

The school is nearing the end of the CDE's Accountability Clock with persistent underperformance that has Central subject to State interventions - unless Central chooses a pathway that proposes dramatic operational and academic changes. Challenges experienced with the State's 1003g Tiered Intervention Grant (TIG) and other improvement efforts indicate that Central will not be able to affect dramatic student achievement improvement with minor supplemental changes. Instead, Central must revise core activities, staffing models, and learning environment structures that could be negatively contributing to the lack of student achievement. This realization drives Central' efforts to pursue Innovation Status with the CDE. Innovation Status provides Central with an unprecedented opportunity to redesign core components and structures, while at the same time obtaining flexibilities from District and State policies that allow the school to take a more targeted and differentiated approach to educating Central students.

Data-driven assessments clearly represent the heightened attention that Central has within the District and State.

- Less than half of Central seniors graduate each year. (The current graduation rate (46.2%) remains consistently lower than District and State averages).
- Chronic absenteeism is a significant problem for nearly two-thirds of all students.
- Nearly two-thirds of the student population is not proficient in reading.

- Ninety percent of the Central student population is not proficient in math.

Through a comprehensive data and trend analysis during improvement planning, Central identified priority performance challenges and their root causes to inform the selected Innovation models.

Academic Achievement

The 9th and 10th grade achievement scores, for all disaggregated groups, are persistently below state expectations in reading, math, and writing. Percentage of students reaching proficiency is consistently below state and district averages, resulting in a total SPF rating of “Does Not Meet.”

School leadership identified Unresponsive and Ineffective Data Driven Instruction as the root cause for low academic achievement. We lack adequate professional development and training for our staff to teach literacy and numeracy across all content areas, and professional development around differentiation through the lens of culturally responsive teaching and beliefs that all students can learn. This results in ineffective communication of high expectations for all students and predictable learning environments characterized by acceptable student behavior, efficient use of time, and appropriate intervention strategies.

Academic Growth

MGP for all disaggregated groups in Reading, Writing and Math is not making adequate growth over a three year period. The total MGP in the areas of reading, math, and writing are below state average. In particular, reading MGP has significantly declined from 57 to 49 from 2011 to 2014. In addition, the MGP of students in minority, FRL, ELL, IEP subgroups declined over the past year in the area of reading and writing.

School leadership identified Unresponsive and Ineffective Systems and Structures for Collaboration as the root cause for low academic growth. We lack instruction that has been aligned to Common Core Standards and informed by data results, student academic needs, and cohesive planning and pacing in core content area as Professional Learning Communities (PLC) have not been specifically identified and do implement recognized best-practices.

Academic Growth Gaps

All subgroups have not demonstrated Median adequate growth for the past three years. Overall math growth data for all subgroups is below the state average. In particular, ELL

students rank in the 46th percentile and behind other subgroups. Overall growth data for IEP and ELL has decreased in Math over a three year period.

School leadership identified Unresponsive and Ineffective Teaching and Learning Practices as the root cause related to growth gaps. We lack appropriate methods to assess what each student has learned, including formal and informal assessments, and use results to plan further instruction which supports fidelity to the instructional model that continues to reduce academic growth gaps.

Postsecondary & Workforce Readiness

Students that have been labeled at-risk are not being successful in the comprehensive setting, due to the number of transitions, gaps in their education, suspension/expulsion history, and truancy issues. The school’s attendance rate has remained constant and flat. The school has not met state expectation in the graduation rate, and dropout rate. The graduation rate is 38% points below state expectations. The school is below state expectations in ACT Composite.

School leadership identified Unresponsive and Ineffective Student Support System - Multi-tiered Systems of Support (MTSS) as the root cause of poor postsecondary and workforce readiness. We do not adequately respond to Low performing students that miss an inordinate amount of school due to several factors, including but not limited to: lack of engaging instruction, low academic resiliency and increasing responsibilities out of school. This results in a lack aligned postsecondary workforce readiness systems to progress monitor 9-12 grade students off-track in order to decrease the dropout rate and increase the graduation rate.

Innovations and Flexibilities

Central pursued specific innovations to effectively drive improvement and results in their identified areas of need. Table 2 provides a summary of the need, rationale and design of the approved Innovation Plan to impact the 1.) Culture and Climate, 2.) Student Pathway and Postsecondary Readiness, 3.) Family and Community Partnerships, 4) Instructional Model, and 5) Human Capital.

Table 2: Summary of Innovation Plan Need, Rationale, and Design

Need	Rationale	Design
Formal structures to strengthen student-adult	-Supports continued positive work on behavior	-House Model -Advisory

relationships	<ul style="list-style-type: none"> -Increases student attendance and engagement -Builds trust and community 	<ul style="list-style-type: none"> -New Student Onboarding -Parent and Student Academic Counseling Program
Systems and structures to monitor student performance, needs, and identify supports for at-risk students	<ul style="list-style-type: none"> -Proactive and targeted approach to prevent drop-out and chronic absenteeism trends -Proactive and targeted approach to provide academic and non-academic supports 	<ul style="list-style-type: none"> -House Model -Advisory -Parent and Student Academic Counseling Program -Competency-based Instruction -Enrichment -Staff Collaboration and Data Drive Instruction Cycles
Family and community partnerships for student success	<ul style="list-style-type: none"> -Increases parent trust in school -Increases family awareness of importance of school attendance -Builds parent capacity to support student education and future goals -Leverages family assets to support student and school needs -Partners with parents to address student academic and non-academic needs 	<ul style="list-style-type: none"> -New Student Onboarding -Parent and Student Academic Counseling Program -Student Attendance Strategy -Family Outreach Program -Home Visit Model -Cultural Fair -Parent Volunteer Program
Systems to support students in developing long-term goals and preparation for post-secondary options	<ul style="list-style-type: none"> -Proactively engage students in their future plans, help them develop plans post high school, and keep them on track to graduate 	<ul style="list-style-type: none"> -Advisory -Parent and Student Academic Counseling Program -Student Pathways and Future Planning
A rigorous and personalized educational model to decrease growth gaps and increase student proficiency and achievement	<ul style="list-style-type: none"> -Proactively engage students with differentiated learning opportunities and instruction anchored around a culture of international leadership -Ensure every student demonstrates proficiency in a standard before moving forward -Provide meaningful and flexible acceleration and recuperation opportunities -Increase opportunities to support ELLs, students with interrupted schooling, and under credited students 	<ul style="list-style-type: none"> -Competency-based Instruction -Personalized Learning -Enrichment -Credit Recovery

Data-Driven Instruction	-Frequent and ongoing student assessment to ensure best practice data-driven instruction -Students advance only when they master competencies -Increased opportunities for staff to identify students in need of supports	-Staff Collaboration and Data Driven Instruction Cycles -Competency-Based Instruction
Staff recruitment and retention strategies	-Attract and retain talent to ensure student have access to the highest quality instruction -Encourage staff leadership	-School-specific recruitment and hiring processes -Differentiated career ladder compensation structure and hard-to-staff incentives
Increased supports for teachers	-Provide frequent feedback and coaching to ensure teachers receive the support they need to be effective educators -Engaging and actionable professional development tailored to individual staff needs -Increase opportunities for teachers to collaborate and plan for best practice instruction	-8 informal observations -Differentiated PD -Staff Collaboration and Data Driven Instruction Cycles

To implement the innovations detailed in the Innovation application and ultimately improve student outcomes, Central has requested waivers from District policies, State regulations, and articles of the AEA Master Agreement to gain flexibilities and autonomies in the following areas:

- Recruitment and Hiring
- Staff Transfers
- Staff Licensure
- Compensation
- Performance Evaluation
- Dismissal
- Calendar and Schedules
- Teacher Duty Day/Work Day
- Curriculum and Instructional materials
- Grading and Assessment Systems, GPA

- Retention, Promotion, and Acceleration of Students
- Graduation Requirements

Desired Outcomes

To enact the International Leadership goal of developing globally-competent students, Central leadership supports the development of high expectations for students. The outcomes of this Plan will ensure that all Central graduates demonstrate mastery in the skills and knowledge necessary to thrive in our global economy. This means that all Central students must demonstrate repeated proficiency in the competencies (knowledge and skills) essential for college and career readiness. As noted above, these competencies will be derived from and aligned with the Colorado Academic Standards (CAS), thus ensuring Central students know and can apply expected grade and content area standards. Additionally, in alignment with international focus of this plan, students will also demonstrate proficiency in four global competencies.

Central aims to impact their CDE School Performance Framework (SPF) rating positively year to year. Table 3 below outlines the annual targets with a big goal of exiting priority improvement status by Year 3.”

Table 3: School Performance Targets (Innovation Year 1-4)

	Expected Overall SPF % Rating and Performance Status
Year 1	49.4% Improvement Status
Year 2	55.9% Improvement Status
Year 3	60% Performance Status
Year 4	64.0% Performance Status
Year 5	68.0% Performance Status

The aforementioned challenges and needs, as well as a data and root analysis, informed the creation of Central’s Innovation model. The final Innovation application was approved by the CDE in 2016 (Appendix A).

Implementation Progress, Challenges, and Planned Interventions

With almost three-quarters of the first year of implementation passed, we have a sense of what

areas of the plan were successful, which areas remain a concern, and what appropriate shifts should be made to ensure high quality instructional, leadership, and service delivery to our students and our community. One of our key learning and ongoing lessons is that the Innovation Plan is a framework to support the appropriate interventions that are key to successful turnaround and not a recipe. It is incumbent upon us to continually assess our reality at various points throughout each school year and adjust our approach accordingly. To effectively support the needs of our students, teachers and leaders, we will continue to make mid-course adjustments to ensure we are fully responsive to these changing needs and reality.

Academic Systems

Competency-Based Instruction and Personalized-Learning

Progress to Date

In order to achieve the goal of developing globally competent students, Central has developed a competency-based instructional program that is built upon college readiness competencies (derived from the Colorado Academic Standards and WIDA standards) and four global competencies for international leadership, which is the theme of the ACTION Zone. To implement this new competency-based international leadership curriculum, Central has used the ACTION Zone partnership with the Asia Society and their membership in the International Studies Schools Network (ISSN) to pilot this new curriculum through 9th grade enrichment. A personalized competency-based model allows students to demonstrate mastery of competencies and skillsets, regardless of the time or pace of learning.

In order to meet the needs of every student, teachers have developed their own formative assessments in alignment with CAS and are using PLC cycles to re-teach and assist students with mastery. This is further supported by the Zone through the Assessment and Data-Driven Instruction (DDI) working group, where school leaders are working to develop a common interim assessment based on CAS. Additionally, Central is using MAP data to measure growth and allowing students multiple chances to demonstrate proficiency through competency-based learning. While APS is currently making changes to graduation requirements, Central is going above and beyond the requirements by also offering opportunities for college credit through the various student pathways (business, fine arts, health sciences). Successes to date include:

- 100% of 9th graders receive personalized learning through daily enrichment time
- 9th grade has the highest on-track rates in the school (71% as compared to 57% across all grade levels).

- The house model supports teachers' ability to monitor on-track rates to follow-up with kids who need support and increase the number of students on track. As a result, teachers are able to offer students the opportunity to regain credit and/or improve their grades by demonstrating proficiency with a given competency, even after most of the class has moved on.
- Teachers have developed a 4 point proficiency scale that is used for grading and to build meaningful assessments
- Proficiency scale has allowed teachers and students to track a student's progress towards measurable proficiency and for coaches and teachers to give intentional feedback based on progress

Additionally, the school increased their total instructional time for the 2016-2017 school year by 1405 minutes in order to create longer core content area blocks for math, science, social studies, and English language arts. The extended day has also given teachers extra professional development (PD) and planning time prior to district PD days to further plan and develop meaningful lessons. Successes to date include:

- PD is differentiated based on teacher needs and feedback
- Weekly grade-level and content-area PLCs to allow teachers to further personalize instruction to meet the needs of every student
- Teachers received ongoing training for instructional improvement and have received 45.5 hours of PD around ISSN and global competencies
- School developed a PLC handbook
- Staff have received 489 total observations to date

Challenges

While the development and incorporation of 9th grade enrichment into the master schedule has helped to personalize instruction, Central has still faced some challenges. While the current enrichment blocks are beginning to address a wider range of acceleration and remediation needs, Central continues to recognize a need to expand these supports to ensure that all students receive personalized, self-paced interventions (for both acceleration or remediation) in the core content areas.

Additionally, Central has recognized the need to further embed resources and supports for multilingual learners in all content areas school-wide.

Central has explored anchors for personalized instruction, including individual learning time, 1:1 tutoring/support, and small group instruction. It is critical that the school

continues to develop and expand these approaches moving into the next school year to ensure that the number of on-track students continues to increase and to ensure that achievement gaps between subpopulations are reduced.

Planned Interventions for Success

Central will continue expanding the school's competency model to the 10th grade. To support this, the school has developed a school-based working group to lead implementation in the 2017-2018 school year. This group will also research and develop resources to better support multilingual learners and ensure that all students receive personalized and self-paced interventions to meet their individual needs. Additionally, Central has realized the need for cross-Zone collaboration and is actively participating in the Curriculum, Assessment, and Data-Driven Instruction working group to promote better student achievement, economies of scale, and Zone alignment. Furthermore, as the competency model expands, Central will pursue strategies to vertically align competencies to allow for accelerated credit acquisition.

Central will continue to construct meaningful PD for all teachers by taking their feedback and developing sessions that meet the needs of each teacher, as well as continuing their exploration of potential Zone-wide PD surrounding ISSN to further the collaborative efforts of the Zone. PD sessions will involve creating competencies for each standard, as well as coming to a building-wide consensus of what competency looks like based on the demands of each standard. In addition, Central will continue focusing on identifying the specific competencies each student is falling behind in and developing personalized methods to assist students in recovering that competency.

Culture of Performance

Culture and Climate

Progress to Date

In order to address the challenges of the lack of formal structures and lack of engaging, personalized learning experiences, Central developed the House model to structure the school into smaller communities where each group of students would have access to, and consistent interaction with, an assigned staff team that is equipped to address student academic and non-academic needs. For the 2016-2017 school year, the house model was piloted at the 9th grade level with heterogeneous groupings, with the exception of sheltered and IEP students, who have continued to receive supports to meet their specific needs. More specific successes are listed below:

- To prepare for this model and in order to successfully strengthen student-adult relationships, Central provided training to staff on restorative justice, positive behavior interventions and supports (PBIS) and relationship building. Throughout the year, continued staff professional development addressed MTSS and common house planning time, as well as cross-content PLCs.
- Cross-content house PLCs in 9th grade meet weekly to analyze student attendance data and tardiness trends of specific students, which has resulted in consistent feedback, improvement of the house model and increased 9th grade attendance.
- As mentioned earlier in this document, 9th grade has the highest average daily attendance (Appendices B and C: 82.8% as compared to 78.9% across all grade levels)
- 9th grade has the highest on-track rates in the school (Appendices D and E: 71% as compared to 57% across all grade levels).

In order to address the school-wide challenge of low attendance, Central assembled a school attendance implementation work group that has developed a deeper understanding of their school-wide attendance data and barriers. This work group is responsible for contacting chronic absentees, discussing attendance, communicating with students' families, and creating an attendance success contract within Infinite Campus. In addition to the house model results, attendance successes to date include:

- Implementation of stronger attendance expectations for students involved in extracurricular activities. Central has already seen resulting positive trends in attendance and decreasing number of tardies.
- Call log with 9054 documented calls to parents regarding absences

To ensure supportive transitions for new students, Central has enhanced the current student registration process to provide personalized onboarding supports for all new students. New student onboarding is both student and counselor led, with supports from the APS Welcome Center. The school plans to continue and expand supports for new students and families. Student transitions successes to date include:

- A shift in new student onboarding from Monday, Wednesday, and Friday to the day after the new student arrives in order to better accommodate unpredictable changes in new student enrollment.
- Additional support of a student partner for ELL students
- Students lead tours for newcomers to Central. These students are selected based

on leadership skills or desire to develop leadership skills, as well as language skills (i.e. one student speaks 5 languages which makes leading tours for newcomers in those languages simpler).

Challenges

Although the House model has helped Central make progress with attendance, they recognize the need for further improvements to ensure that students are present and prepared to learn. Attendance continues to remain a significant priority. For the 16-17 school year, Central has mainly focused their attendance efforts on Tier 2 students, as the sheer size of the school has created challenges with having sufficient manpower available to address all attendance issues. The school has also identified the need to provide additional professional development and planning time to further synthesize the house and school-wide attendance strategy.

Additionally, Central faces the challenges of strategically placing students within the house model and ensuring that sheltered and Individualized Education Program (IEP) students are fully integrated into the house model. Central recognizes that ensuring students receive the full supports they need is critical to their success.

Planned Interventions for Success

Now that the school has had a chance to pilot their house model, Central is more prepared to fully integrate additional students to expand the model and increase positive outcomes for students. For the 2017-2018 school year, Central will roll out the house model to the 10th grade. As they move forward with house implementation, Central will identify strategies to include sheltered and IEP students into the full house model, while continuing to ensure they receive the supports they need to succeed.

While Central is currently addressing attendance challenges with Tier 2 students, they recognize the importance of expanding these efforts, and will continue to develop the attendance working group to include intervention strategies for Tier 3 students. To complement this effort, Central will implement the HEROS student behavior management system school-wide for positive behavior incentives to promote a positive culture of attendance and performance for all students. The school is also considering stricter dress codes in support of climate and culture improvements.

Central will restructure how administrators are organized to better support each class of students as they progress towards graduation. A team of administrators (including a school principal or assistant principal, a teacher on special assignment, and a

counselor) will be assigned to each grade-level class to support attendance policies and expectations, course requirements and completion, and the development of strong and consistent student-adult relationships. The same team will follow the same group of students through their entire high school career, as this approach has been successful in other ISSN schools and will help Central achieve a culture of high expectations.

Student Pathways and Postsecondary Readiness

Progress to Date

The advisory period at Central offers protected space and time to strengthen community and culture and develop student leadership. In addition, the advisory model serves as a proactive and targeted approach to provide academic and non-academic supports, as well as to engage students in their future plans. In the 2016-2017 school year, a 45-minute pilot advisory period was implemented for all grade levels and students have had the ability to differentiate and drive the instruction in their advisory to meet the needs at their current grade level. Teacher teams at Central created and refined all advisory curriculum based on surveys of student interests and have incorporated the SAGE (Student choice, Authentic work, Global significance, and Exhibition) framework and global competencies. Advisory is helping ensure that students intentionally plan for their futures, receive instruction in 21st century and international leadership skills, and receive the support required to succeed.

Through advisory, students have not only built strong and positive relationships with staff members, but have also gained exposure to various postsecondary options and the requirements for each path starting in 9th and 10th grade. Following exposure, students have the information necessary to select a pathway (business, health sciences, or fine arts) to further their career exploration experience. Students in all grade-levels can take introductory pathway classes and have been able to receive elective credit for their selected pathway experience as well as for any work experiences that meet given parameters. Successes to date include:

- Through advisory, students have been supported in the development of their Individual Career and Academic Plans (ICAP), and are working towards completing a post-secondary readiness plan in alignment with their ICAP.
- Dramatic decrease in the number of referrals (Appendix C: 310 versus 640 during the 15-16 school year) and suspensions (Appendix C: 216 versus 342 during the 15-16 school year)
- Students in the fine arts pathway have earned college credit

- Two seniors in the health sciences pathway have earned scholarships to the prestigious University of Colorado Denver and Anschutz Medical Campus Bachelor of Arts/Bachelor of Science and Doctor of Medicine Program.

Challenges

As Central has worked to implement advisory, they have struggled to intentionally develop student and teacher investment in advisory. The lack of adequate advisory planning time has contributed to this challenge and has led to a disconnect between advisory expectations and implementation. Staff require additional support in designing advisory content and leading meaningful advisory blocks that directly address student's socio-emotional and postsecondary readiness needs.

Planned Interventions for Success

Central will implement an end of year student survey to inform advisory improvements and better align programming with student needs and desires. The continued successful implementation of advisory also depends on increasing the time and support for staff to develop content. To this end, Central is planning to change the scheduling to host advisory two days per week. This change will allow staff have more time to plan meaningful advisory curriculum and design more targeted advisory periods to maximize results for students. Central will provide additional professional development to support staff with implementing the highest quality advisory for student at Central. Additionally, Central will further identify internship, job-shadowing, and community career related experiences to continue the success of student pathways and future planning efforts. By taking these steps, Central is confident that staff and student engagement in advisory will increase, which will result in longer-term increases in graduation rates and postsecondary success.

Family and Community Engagement

Progress to Date

Central has recognized the importance of family and community engagement and pursued numerous family outreach initiatives to address root causes of poor school culture, low student engagement, and the need to develop strong relationships with families and community members. In support of increasing engagement, Central has made efforts to decrease barriers to family and community involvement, including parent/family outreach through home visits, parent and student academic counseling, parent volunteers, and the culture fair. Success to date include:

- This year, to support the development of strong school-family relationships, Central provided training to staff and piloted home visits with about 40 teachers across all grade levels. Some teachers engaged in home visits in lieu of traditional parent teacher conferences to increase flexibility for families and to meet parents where they feel most comfortable.
- In the first year of Zone implementation, Central has conducted and logged 177 home visits (as of March 1, 2017), as compared to 34 home visits prior to Zone implementation (Appendix F).
- The school implemented a new counseling model to better support parent and student academic needs. Counselors began the school year by checking in with seniors before their first day to verify schedules, credits, and other start of school needs. These check-ins are also happening more frequently throughout the school year for ongoing academic counseling.
- Counselors are monitoring student progress and are working towards ensuring that only students that are on track to graduate have an off period
- Students from the school's broadcast journalism class created an introductory video, which is posted on the school website, to share their Central pride with future students and the school community. They plan to further develop the video moving forward as an ongoing strategy to engage students and families and convey school expectations for success.
- Central has begun the process of identifying potential parent volunteers and volunteer opportunities to implement a parent volunteer program next school year.
- In October 2016, Central hosted the fall festival as their culture fair to bring different members of the school community together to celebrate diversity, provide an opportunity for intercultural dialogue, and enhance global awareness through food, fun, and games. Over 300 family and community members from Central and their feeder schools attended.
- Due to community support and the popularity of Central's turnaround work, Central was the 2016 recipient of significant grant money supported in part by Central alumni that led to the founding and creation of Central's College and Career Center as well as an electric billboard that allows the school to communicate daily with the broader Aurora community.

To support all family and community partnership endeavors, Central partnered with Communities in Schools (CIS) in Fall 2016 to plan for a full CIS launch in January 2017. CIS currently focuses on case management and collaboration with external organizations to facilitate the connection of Central's students and families to

community resources in addition to working closely with Central's family liaison to support community events and interactions.

Challenges

As Central worked to finalize their partnership with CIS in support of family and community engagement, they remained in the planning and pilot stages of rolling out their outreach initiatives this year. Without full partnership support in place, the school lacked the capacity to train all staff on strategies for successful home visits and to develop and implement robust school-wide models for new types of family outreach. Central still needs to further develop staff comfort-levels and capacity with new and innovative structures for family outreach, specifically focusing on building a greater understanding of and commitment to a strong home visit program.

Planned Interventions for Success

Central is confident that by leveraging their new partnership with CIS, they can more strategically address their implementation challenges to ensure that student, family, and community partnerships are strengthened and successful. In the 2017-2018 school year, Central will expand training and support for the continued implementation of home visits to help more staff become comfortable with the new strategies to build relationships with students and families. In support of this, Central will explore and adopt best-practice protocols and models for the most effective home visits and family outreach results.

Central believes that by continuing to meet implementation goals for family and community initiatives, the school will increase the number of positive school-family interactions. In turn, this will help increase parent trust in the school, awareness of academic expectations, and parent and community capacity to support students' academic success.

Talent Management

Progress to Date

As mentioned earlier in this document, CDE provided feedback to strengthen Central's Innovation plan application. We agree with CDE's assertion that an aggressive approach to ensuring quick improvement of instruction is critical to Central's turnaround. One of the most critical factors is having a full staff of highly effective teachers. One of Central's successes this school year has been the ability to recruit and hire a staff with just one vacancy at the beginning of the year, the lowest number in many years. In

addition to recruitment and hiring, Central has prioritized teacher support and PD to rapidly improve instruction. Successes to date include:

- Implementation of annual contracts for all staff to ensure students have access to the most effective teachers
- Increase in the number of instructional coaches available to support teachers from 1.5 FTE in 15-16 to 5.5 FTE in 16-17. This allowed for greater regularity and frequency of Informal observation and coaching of teachers: 528 completed as of March 13, on pace for 730 versus 546 all of last year, a projected increase of 33% over 2016.
- Replacement of formal observation structures with a minimum of 8 informal observations for all teachers. Nearly all teachers have already been observed 8 times.
- Increased depth and breadth teacher-centered PD
- Quality of PD for instructional leaders
 - 100% of Instructional leaders have participated in 16 hours of professional development on instructional coaching and Data-driven instruction facilitated by OAS
- New Teacher Support - Implementation of monthly meetings to support their onboarding and troubleshoot pending concerns
- Development of consistent interview process to ensure transparency, fairness, and validity of comparison data

The data points listed above speak to progress Central has made regarding talent management. However, our goals are much bigger and much more aggressive. We believe that success of the ACTION Zone, as well as the turnaround success of Central, is predicated not just on a strong plan for innovation and support from our management partner, but also on the extent to which we recruit, hire, develop, and retain outstanding personnel. To maximizing our efforts regarding talent management, we have convened a Zone-wide working group specifically focused on creating a comprehensive talent management strategy to support Central and the ACTION Zone schools.

The Talent Management working group has met bi-weekly since January, comprised of the following members representing all ACTION Zone schools: four principals, three instructional coaches, three HR directors, the district's Director of Educator Development, three members of OAS, and led by the OAS Executive Director. This working group is dedicated to developing Zone-wide recruitment and hiring processes

and protocols to ensure that the Zone (schools with the greatest needs) efficiently and effectively gain access to high quality educational and support talent.

Initial Zone-wide activities include:

- A. Creating shared teacher pipeline/ residency model/ hiring fair/ etc.
- B. Creating Zone-wide selection and hiring protocols and process
- C. Rethinking recruitment and hiring timelines/schedules
- D. Determining Shared PD* needed (Global competencies, Learning walks, visiting PLCs, Data meetings, Zone onboarding in fall 2017)
- E. Other potential considerations: Zone HR Position/Support (Longer-Term Discussion) and Teacher & Leader Coaching model

We have redefined the ideal role of HR - to be less of a reactive service provider focused on technical support and employee relations and more of a school partner that actively and aggressively identifies top-notch talent and implements a strong plan to develop and retain such talent. Additionally, this person will ideally be committed to effectively supporting the mission and needs of the schools.

OAS is working collaboratively with the Division of Human Resources, the Division of Finance, and the Superintendent's Office to strategically build supports that cater to and meet the talent acquisition needs of Central and the ACTION Zone schools.

We anticipate taking advantage of the opportunity to maximize the financial flexibility afforded to us by the Innovation Plan and waivers to dramatically shift how we receive and use district-wide services, in this case from the Division of Human Resources to best meet the unique needs of Central and the ACTION Zone schools.

Challenges

Central still struggles with hiring hard-to-staff positions such as high level math teachers, science and foreign language teachers who can effectively develop and lead the competency-based instruction and enrichment that Central has adopted. Part of the difficulty rests in the aforementioned point regarding the division of responsibilities within our HR department that appropriately emphasizes employee relations and technical support, unfortunately at the expense of an aggressive talent recruitment and selection strategy that currently encompasses less than 1% of the roles and responsibilities of all job descriptions within the Division of Human Resources.

Planned Interventions for Success

- To improve the quality of instruction, Central is adding 4 instructional coaches to their staff, significantly lowering the coach to teacher ratio. By doing this, they will ensure that every teacher is observed and coached every 2-3 weeks, with new teachers and struggling teachers being observed weekly. They will continue to meet the minimum 8 informal observations listed in the Innovation plan.
- OAS will work with APS leadership including Superintendent Munn and the Chief Personnel Officer to identify alternative options and solutions to address the talent and professional development needs, as well as teacher and leader pipelines.
- Use our proposed partnership with MIE to support OAS in the comprehensive design and effective implementation of the Financial Flexibility Framework (3Fs') to ensure maximization of Innovation school autonomies with regard to programming and funding.

Management Partner Pathway

Need for Management Partner

Throughout this document we have acknowledged the barriers that have historically plagued Central as well as some of the current challenges the school has experienced that have stunted its growth. However, this is certainly a new day and we are fully confident that collectively, we can overcome such challenges and ensure instructional equality and academic achievement.

We also know that it takes a monstrous effort to dramatically improve Central in an expedient manner. To this end, we are proposing a professional partnership with Mass Insight Education (MIE), a nationally renowned educational consulting firm that specializes in school and district turnaround and in creating and sustaining Innovation schools and zones.

The development of the ACTION Zone is predicated on years of research and experience on successful practices and structures that enable transformation of underperforming schools. Below are key assumptions from MIE's *The Turnaround Challenge*:

“Successful school turnaround entails the formation of special zones where fundamental change is possible. Zones are marked by:

- Recognition of the challenge. Turnaround is a different and far more difficult undertaking than school improvement. It should be viewed within education, as it is in other sectors, as a distinct professional discipline that requires specialized experience, training, and support.
- Dramatic, fundamental change. Turnaround requires transformation. Schools that effectively serve high-poverty, highly-diverse student enrollments similar to those that typically attend our lowest-performing schools tend to operate very differently from traditional models.
- Urgency. Turnaround should produce significant achievement gains within two years, while readying the school for subsequent maturation into a high-performance organization.
- Supportive operating conditions. Turnaround leaders must be empowered to make decisions regarding staff, schedule, budget, and program based on mission, strategy, and data.
- New-model, high-capacity partners. Turnaround demands skillful change management at the ground level. States, districts, and foundations must develop a new resource base of external, lead turnaround partners to integrate multiple services in support of clusters of turnaround schools.

- New state and district structures. Turnaround requires innovation from policymakers at all levels. States and districts should create special turnaround offices that – like turnaround schools themselves – have the flexible set of operating rules and the resources necessary to carry out their mission.”

The ACTION Zone development process has reaffirmed many of these assumptions and has led us to choose to formalize our current partnership as a management pathway partnership for the 2017-18 school year at a minimum.

Selection of Partner

APS has hired MIE as its external management partner as a consultant, chief strategist and advisor for the creation of the ACTION Zone and for the purposes of the Management Partner component of our Pathways proposal. The following considerations weighed heavily in the selection of Mass Insight over two other sound partners.

Introduction

APS has taken a number of important steps towards improving its performance. The district’s “Aurora Public Schools 2020: Shaping the Future - Implementation Plan” indicates a clear, strategic movement towards school improvement. The plan identifies the goal of creating three community-focused Innovation Zones within the district by 2020. MIE is also well positioned to provide technical assistance on other aspects of APS’ turnaround strategy.

The critical piece of this partnership is collaborative work with the community. Within that collaboration, MIE proposes to engage in a partnership to support the development of a community-focused zone through a process of facilitated school redesign for a select number of schools. Mass Insight Education would support the development of these school redesigns and then create management structures which will allow for successful implementation. A locally-driven, collaborative school redesign process that capitalizes on local strengths while securing the necessary resources and supports will accelerate student achievement. We also anticipate identifying practices that can be implemented in subsequent zones and perhaps across the district to support the district’s delivery of services to students, schools, and families.

About Mass Insight Education

Founded in 1997, Mass Insight Education is a Boston-based non-profit organization committed to transforming public schools into high-performing organizations and closing achievement gaps. MIE engages in performance-based partnerships with schools, districts, state education agencies, and other organizations that express a passion for student outcomes and continuous

improvement.

Mass Insight Education Impact

MIE is a mission-driven organization. They forge collaborative and embedded partnerships, and hold themselves accountable for results. MIE has dramatically increased AP access, participation, and achievement in Massachusetts, and recently expanded their work to other states. MIE initiated turnaround partnerships in 2010 after publishing *The Turnaround Challenge*. Early results from the turnaround partnerships show promising impact.

- In **Jefferson Parish, Louisiana**, where MIE has been working since 2012, the number of failing schools decreased from 18 to four. Of the 71 schools in the district, 43 schools have improved by at least one letter grade in the state's school performance rating system.
- In **Evansville, Indiana**, the school system experienced the largest gains in the state's accountability system and is now the highest-performing large, urban school district in the state as the number of failing schools has decreased by approximately 50 percent.
- In **Providence, Rhode Island** MIE has been integral in designing the school system's Carnegie-Funded "Opportunity by Design" schools. Design leaders have been hired, community stakeholders—including students—have been engaged formally, and the design teams have been through formal research, design, and prototyping activities supported by Mass Insight staff. The schools are on schedule to launch in 2015-16.
- MIE has established the largest academic **AP/STEM program in Massachusetts**, successfully scaling from 10 schools and 1,500 students to over 70 schools and 10,000 students annually. They have doubled the number of students enrolling in and passing AP courses in Massachusetts, with 85 percent of our low-income students persisting in two- and four-year colleges.

In order to create lasting and systemic improvement, MIE embraces and leverages multiple entry points for reform. MIE believes an effective entry point is the use of external "power levers" that have the potential to radically change the conditions under which the district operates. These levers include public engagement, community/political strategies, and communications, specifically, public engagement strategies that establish outside stakeholders – in particular parent, advocacy, civic, and business communities – as advocates for reform.

MIE has been working with APS since the summer of 2015 to assist in the launch of a set of reform initiatives that seek to empower the diverse Aurora communities, including families and

students, staff and stakeholders. The original scope focused on building and reinforcing a number of the key reforms of Aurora, including:

- to strengthen mid-performing schools so they can sustain gains made to date;
- to redesign low-performing schools to accelerate student achievement for all students in the schools;
- to grants schools autonomy while supporting them and holding them accountable; and
- to support and inform the implementation of the APS transformation framework.

We are approaching the culmination of the second year of the partnership between MIE and APS. We are pleased with the progress of this work where we have created an innovation zone: the APS International Leadership ACTION Zone that is operational and demonstrating signs of success. This proposal identifies a proposed scope of work for year 3 and the potential creation of the next zone, along with a set of support work to enable long-term success. A strong collaboration between MIE and OAS will ensure that a consistent progress and impact analysis is conducted and appropriate adjustments to the scope of work is implemented in a timely manner.

Scope of Work, Activities, and Deliverables

Zone development consists of three distinct but interrelated phases: 1) The creation of a “in-district carve-out” for three to five schools that will constitute the Zone itself; 2) the creation of the Office of Autonomous Schools Unit that assumes management responsibility for the schools in the Zone; and 3) intensive support for the Zone schools themselves consisting of differentiated supports based upon our School Readiness Assessments. These three phases must all be completed to establish a sustainable Zone, but the sequence of the phases can be altered to meet local organizational, academic, and community conditions.

MOU

In the current contracted Scope of Work, Mass Insight Education is supporting one ACTION Zone and the Office of Autonomous schools at a price of \$265,000. While year three may consist of different activities (see above), we anticipate the team structure of a half-time Engagement Director, a full-time Program Manager, and the opportunity to bring in specialized consultants as needed. Half of the time in year three would be spent continuing to build the capacity of OAS and the other half of the time would be spent among the five schools in the ACTION Zone. We anticipate that MIE will spend a disproportionate amount of time with Central in the beginning of year three, with other schools seeing their time increase in the second half of the year.

Activities and deliverables within the ACTION Zone focus on the realignment of district functions with the decentralized management strategy and on completing the school redesign process by ensuring that the school communities and other local and state stakeholders support the Zone’s implementation.

The current project to date has completed many activities in the Zone Development Phase and the School Design phase of the School Capacity-Building and Support Phase described in the table below. Year three will prioritize the activities highlighted in bold below. These activities are most critical to ensuring that the school capacity and OAS capacity grow in tandem. The schools must have the capacity to manage changes being supported or suggested from OAS.

Table 4: Prospective/Potential MIE Activities for 2017-2018 School Year

Activities	Deliverables
<p><i>Zone Development Phase</i></p> <ul style="list-style-type: none"> • Use School Readiness Assessments to develop recommendations of schools to include in the Zone • Develop a Zone Support Plan for Zone schools, aligned to district and state policies in order to determine what people, time, money, and program freedoms schools need • Develop an ongoing, sustainable community engagement plan to build and maintain community understanding of the need for and investment in the development of the Zone • Assist schools in developing customized implementation plans for their new autonomies for people, time, money, and program <p><i>Office of Autonomous Schools Incubation Phase</i></p> <ul style="list-style-type: none"> • Assess current partnerships and develop a Partnership Management Plan for Zone schools • Develop and recommend an organizational design for district staff to adopt in leading and managing the performance of schools in the Zone, defining staff roles and on-boarding plans for Zone staff members and principals • Develop, implement, and train Zone staff in a performance management system and strategy to manage the process, including performance goals, indicators, and tools 	<p><i>Zone Development Phase</i></p> <ul style="list-style-type: none"> • School Readiness Assessments • Formal School Inclusion Recommendations • Strategic plan for the Zone and its schools, including a plan for ongoing community and partner engagement <p><i>Office of Autonomous Schools Incubation Phase</i></p> <ul style="list-style-type: none"> • Detailed office charter, organizational chart, and job descriptions for Zone and staff • Office of Autonomous Schools onboarding and professional development plan • Continued development of the performance management strategy, including self-assessment guides and benchmarking information from similar school districts • Development Plan for the Zone <p><i>School Capacity-Building and Support Phase</i></p> <ul style="list-style-type: none"> • School Instructional Leadership Team Training and Support for performance management, distributed leadership, and systems and processes • Partnership alignment recommendations, including performance agreements with

School Capacity-Building and Support Phase

- Project manage the implementation of the school improvement and/or design process undertaken by the Zone Design Team and the School Design Teams
- Provide technical assistance and support to schools alongside the Office of Autonomous Schools while building Office of Autonomous Schools capacity to support schools in using their new autonomies around people, time, money, and program
- School leadership support through coaching of administrative and instructional leadership teams, particularly focused on using performance measurement tools and data-driven decision making at the school level.

school-level partners and evaluation metrics

- **Teacher development tools and protocols**, aligned to local school designs and also to district-wide teacher evaluation initiatives

Partner Support for Planned Interventions

APS believes that MIE's history of working with the district and their national track record of securing the conditions and capacity for school districts to turn around leave them uniquely positioned to support APS in further developing the flexibilities, systems, and processes in the ACTION Zone and driving change down to the schools and through their leadership teams. To achieve these goals, APS has asked MIE to serve as our management partner for specific aspects of school support and leadership that will enhance the Zone's Academic Systems, Culture of Performance, and Talent Management.

In general, MIE will provide three types of support to the ACTION Zone. What follows is a general description of the provided services and their benefits. Subsequently, challenges faced by Central are spoken to in specific. APS will delegate sufficient authority to manage three types of supports to the OAS and the ACTION Zone schools:

- Innovation implementation supports. MIE will focus on developing systems and processes for schools to improve academic systems, to find school-based approaches to further strengthen the culture of performance, and to manage talent effectively at all five ACTION Zone schools.
- Autonomy implementation supports. MIE will be tasked with leading a project to ensure all ACTION Zone schools start the 2017-18 school year with clear implementation pathways for all critical year two autonomies.

- Performance management support. MIE will be tasked with developing school- and Zone- capacity to manage critical projects at ACHS and the other schools in the ACTION Zone.

MIE will operate this partnership according to the following principles:

- a. Strong Zone-wide performance management support will strengthen the culture of performance at Central and the other ACTION Zone schools.
- b. Continuing to support Central, ACTION Zone and building-level leadership in developing systems and processes for managing the complex changes required to fulfill the promise of the ACTION Zone will lead to gains across many ACTION Zone areas of need.

Academic Systems

Summary of Central's Planned Interventions for Success

- Expand the competency model to 10th grade
- Vertically align competencies to allow for accelerated credit acquisitions
- Develop a school-based working group to lead overall implementation, development of resources to support multilingual learners, and ensure that all students received personalized and self-paced interventions
- Construct differentiated and meaningful PD for all teachers
- Develop personalized methods to assist students in competency recovery

MIE, in year two of the partnership, developed a working group model for the ACTION Zone to advance work on the pillars (DDI, talent development, international leadership, and family and community partnerships). In year three of the partnership, MIE will provide management support and assistance regarding their school-based working group leading implementation. MIE will focus on providing tools to govern their workgroup process, management coaching and support for the workgroup leadership, and, in partnership with school staff, conduct periodic observations to assist Central's leadership in identifying and resolving implementation challenges.

By supporting Central in developing its workgroup systems and processes, MIE will be able to help Central's staff deliver on its implementation goals consistently throughout the year. These changes to the organizational structures and routines in the regular management of Central will allow staff to more efficiently and more effectively serve the needs of students through plan implementation, thus fostering a more collaborative faculty culture through success, and a more positive experience for the students who benefit from the implementation of the Innovation plan.

Culture of Performance

Summary of Central's Planned Interventions for Success

- Expand the house model
- Implement attendance intervention strategies for Tier 3 students
- Implement new student behavior management systems and structures
- Restructure how administrators are organized to better support and follow each class of students as they progress towards graduation.
- Design more targeted advisory periods to maximize results for students
- Further identify internship, job-shadowing, and community career related experiences for students
- Further develop partnership with CIS to facilitate the connection of Central's students and families to community resources

MIE will work closely with OAS and Central's leadership to support the codification of behavior and attendance systems and processes to develop a culture of continuous improvement. Additionally, MIE will facilitate the identification and sharing of best-practices across Zone schools to ensure that Central is able to learn from the successes and challenges of their Zone peers to maximize positive change in their building. As Central explores models for a culture and climate of success, MIE can share exemplars and research from their proven experience working with turnaround schools.

Through the partnership with MIE, Central will receive leadership team training and development that will help them meet their improvement goals. To effectively and rapidly drive climate and culture improvements at a comprehensive high school, it is critical to build the capacity of the entire leadership team to carry out the hard work of turnaround. MIE will use both proprietary research from their groundbreaking 2007 report, *The Turnaround Challenge*, and additional, more recent research-based resources to develop turnaround leadership competencies in Central's leadership team.

The ability to effectively track and manage implementation progress and early evidence of success will greatly contribute to building a true culture of performance. In year three of the partnership, MIE will continue to develop capacity within the OAS and Central for project and performance management. Strategies to develop capacity include technical training and support, protocols and resources, strategic thought-partnership, and meeting facilitation. Embedding performance management structures in all aspects of Central's turnaround work will ensure accountability to performance goals and will help drive rapid improvement.

Talent Management

Summary of Central's Planned Interventions for Success

- Increase the number of instructional coaches to support more frequent observations and feedback
- OAS will work with APS leadership to identify alternative options and solutions to address talent and PD needs, and teacher and leader pipelines
- Pursue financial flexibility as part of the ACTION Zone

MIE's research in turnaround made clear that "resource ingenuity" is a key characteristic of schools working to conduct successful turnarounds. In the ACTION Zone, MIE has supported the work of developing APS' Financial Flexibility Framework, or 3Fs, which combines fiscal analysis with root cause analysis, human resources planning, and instructional support design to develop the necessary central office resources to support school turnaround in the ACTION Zone. MIE will assume project management for the second year of the 3F implementation. This project will begin during the summer of 2017 and carry through to the development of school and departmental budgets for the 2018-19 school year. By managing this process to its completion, APS will benefit from MIE's extensive experience in developing the freedoms schools need for resources that will allow the ACTION Zone to develop supplementary budgets and spending plans that are aligned to the innovation supports necessary while still achieving the scale benefits provided by the ACTION Zone structure.

Partner Approach to Supporting Autonomies

Mass Insight Education believes a focused, intensive approach to developing the necessary autonomies for the ACTION Zone will result in improved Zone-specific operating procedures, improved linkages between OAS systems and larger district systems, and increased central office support staff understanding of how to support the ACTION Zone and its autonomies. To this end, MIE will recommend to the Superintendent and OAS that an "ACTION Zone tiger team" be developed this spring to accomplish three interrelated goals:

- Articulate the implementation processes for the most critical ACTION Zone replacement policies authorized under the Innovation Plan. MIE will work at the direction of APS leadership to convene the appropriate stakeholders from schools, OAS, and supporting offices to develop new processes that fulfill the needs of the schools without adversely affecting current systems.

- Develop a “Zone playbook” that will include all the alternative processes and procedures developed through the tiger team process. Support staff and school staff will be involved in the creation of the playbook so that all users and participants in the process understand the school needs, their own actions to meet those needs, and how the experience of implementing the new policies should be felt at the schools.
- Convene a one-day “playbook boot camp” that trains staff that support the Zone in the new process. Each department will be encouraged to have one person from each department support the Zone to reduce the number of staff needing to be trained, to ensure that this person can make the necessary connections across the Zone schools and support the effective implementation of the playbook.

Partner Approach to Supporting Performance Management

Mass Insight Education believes that performance management is an essential and integral school leadership responsibility, principal supervisor (OAS, in this case) responsibility, and district-wide responsibility. During year one of implementation, the focus on school- and OAS performance management was centered around the principals themselves. In year two of implementation, in order to expand school leadership capacity for managing both implementation and outcome attainment, school administrative teams and instructional leadership teams will become the focus of capacity-building and support. While there are five schools in the ACTION Zone, MIE will “frontload” the support for Central in order to start the year strong, with support for other schools lagging slightly behind, but prioritizing supports by the severity of the need. MIE will review diagnostic materials and conduct leadership team interviews in order to develop a recommended implementation pathway so that all schools receive the supports necessary to develop strong performance management capacity before the end of the contract year.

Performance management and project management are closely linked, and to that end, MIE will seek to support the most critical projects at Central as “test cases” for project and performance management. A brief description of select crucial projects follows:

- **Attendance supports.** While Central has reduced dropouts under its new leadership and innovation plan, absenteeism—particularly chronic absenteeism—remains high. MIE will work with OAS to ensure that Central develops and implements consistent routines for addressing absenteeism according to its plans and research on best and promising practices in reducing chronic absenteeism.
- **Curriculum Design, development, and implementation.** The ACTION Zone has placed a premium on “in-house” development of curriculum for the international leadership

theme, but the demands of teaching at Central are high, and time to devote to curriculum development is low. MIE will work with OAS to ensure that Central and other schools have the support for the current International Leadership work group, Central's implementation team, and Central's instructional leadership team to ensure that curriculum development resources are used efficiently and at scale across the ACTION Zone.

- **Administrative Team Support.** Administrative teams must be able to use performance management tools, to have data-driven conversations about performance and implementation, and to connect these two different types of metrics together. Through regular admin team consultation, MIE will work with OAS to ensure that tools and training is provided to ensure the schools can meet or exceed performance management expectations that are higher for ACTION Zone schools because their autonomy comes with increased accountability.
- **Instructional Leadership Team Support.** MIE defines Instructional Leadership Teams as administrative leadership teams and teacher leaders who are accountable for increasing staff performance with the purpose of increasing student achievement. MIE believes that some performance management routines and responsibilities for instructional leadership teams are complementary, but more extensive, than those for administrative leadership teams. Therefore, performance management supports for these domains, which include but are not limited to walkthrough procedures, PLC processes and results, and observation and feedback, shall be provided on an as-needed basis.
- **Talent Management.** Developing a consistent talent development cycle in schools is a difficult endeavor that involves teacher recruitment, retention, professional development, and exit, among other elements. MIE will work closely with the OAS team to develop a comprehensive talent management system performance scorecard for the entire ACTION Zone that helps the OAS in-house staff consistently improve its ability to accelerate the learning of students every day.

Aurora Central High School

Aurora Public School District

Innovation Application

To the Colorado Department of Education Board of Education



Submitted: March 2016



TABLE OF CONTENTS

LETTER FROM THE SCHOOL DESIGN TEAM.....	4
EXECUTIVE SUMMARY.....	7
SCHOOL PROFILE.....	13
VISION, MISSION, AND VALUES.....	20
THE NEED FOR INNOVATION.....	21
PROPOSED INNOVATION MODEL.....	29
SECTION I: CULTURE OF PERFORMANCE.....	30
SECTION II: EDUCATIONAL MODEL.....	50
SECTION III: TALENT MANAGEMENT.....	76
SECTION IV: BUDGET AND OPERATIONS.....	84
SECTION V: IMPLEMENTATION TIMELINE AND PROCESS.....	86
SECTION VI: LEADERSHIP ORGANIZATIONAL STRUCTURE TO SUPPORT INNOVATION.....	93
EXPECTED OUTCOMES.....	98
CONDITIONS NECESSARY FOR INNOVATION: WAIVERS.....	101
A.) DISTRICT POLICY WAIVERS WITH REPLACEMENT LANGUAGE	
B.) STATE STATUTE & RULE WAIVERS WITH REPLACEMENT LANGUAGE	
C.) COLLECTIVE BARGAINING AGREEMENTS WAIVERS WITH REPLACEMENT LANGUAGE	
APPENDICES.....	151
APPENDIX A: EVIDENCE OF MAJORITY SUPPORT FROM ADMINISTRATORS, TEACHING STAFF, AND THE SCHOOL ACCOUNTABILITY COMMITTEE	
APPENDIX B: EVIDENCE OF SUPPORT FROM ADDITIONAL SCHOOL COMMUNITY STAKEHOLDERS	
APPENDIX C: APS GRADUATION POLICIES (<i>HIGH SCHOOLS ONLY</i>)	
APPENDIX D: SCHOOL BUDGETS	

Cover Page – for Colorado Department of Education (CDE)

INNOVATION PLAN COVER PAGE

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

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

Innovation School Name: *Aurora Central High School*

Location (address): *11700 East 11th Avenue, Aurora, CO 80010-3758*

Plan Contact (name and position): *Gerardo De La Garza*

Email: gadelaqarza@aps.k12.co.us

Phone: *303-340-1600 ext. 27003*

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

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

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

- Replacing legacy schools on turnaround status; or
- Part of a district plan to create a portfolio of schools necessary to serve the Act's purpose of improving student performance and addressing the issues identified in chronically failing schools or student populations?

Has the school submitted a request for to CDE for a new school code, grade change, name change, etc.?
No

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

Has the school been granted status as an Alternate Education Campus (AEC)? *No*

➤ If the school does not have AEC status, does the school plan on submitting an application for AEC status before opening? (*Please note that the deadline is July 1ST.*) *No*

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

➤ Is the school a recipient of the federal School Improvement Grant (10039g)? *Yes TIG July 2012*

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

➤ Please indicate in the plan if the school will follow district requirements and include the district graduation policy as an appendix.

Aurora Central High School: Innovation Application

Letter from the School Design Team

March 1st, 2016

Colorado Department of Education
State Board of Education
201 East Colfax Ave
Denver, CO 80203

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

RE: Aurora Central High School (ACHS) Innovation Application

Dear Approval Entities:

As the School Design Team (SDT), we are respectfully submitting our proposed Innovation Application for your consideration, support and approval. Through weekly SDT meetings since October 2015, the assessment and development of this application was the result of hours of attentive and diligent work from committed ACHS staff, students, parents, and community members, as well as district administrators and educational advisors. Five stakeholder open forums and feedback opportunities also contributed to the design and engagement efforts of this impactful plan. Over 20 parent and community outreach and engagement opportunities were conducted to ensure appropriate communications and inputs to this Innovation Application.

It is the belief of this design team that the approval and implementation of this International Leadership Innovation Application will better position ACHS to educate and leverage the assets of our culturally rich and diverse student body and community resulting in strong academic, and college and career achievements nationally and internationally. Our school's educational challenges are well-known by the students, families, District, community and State. The proposed plan has addressed root cause for these academic challenges and thoughtfully formed aggressive and impactful solutions to create a learning environment that is fully focused on the unique needs and assets of the ACHS student. We are aware that the public perception of the ACHS student can often focus on their significant growth gaps and negative graduation rates as opposed to the student's assets. The efforts presented in this application have capitalized on the strengths that our multilingual, culturally-adept, resilient students and families can bring to each classroom. This application has placed competency at the center of the success metric for each student.

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

- **Competency Based Instructional Model**
 - Curriculum and standards to support competency-based learning
 - Personalized learning opportunities to support recuperation, acceleration, core content areas, and enrichment, including flexibility to adapt daily, weekly, and annual schedules to meet student needs
 - International leadership development
 - Multiple opportunities for students to demonstrate mastery

- Competency-based promotion, retention, grading, credit acquisition, and graduation requirements
- Strategic staff professional development and training
- Embedded school-wide ELL supports in all content areas and integrated ELA-ELD courses which provide targeted language development in a literacy context
- **Culture and Climate**
 - Smaller learning communities through a House Model
 - A responsive student attendance strategy
 - Enhanced student onboarding
- **Student Pathways and Post-Secondary Readiness**
 - Stronger peer to peer and student to adult relationships through Advisory
 - A structure to help every student develop a post-secondary plan
- **Human Capital**
 - Strategic and personalized recruitment and hiring processes
 - Differentiated retention and compensation models including career pathway advancement opportunities, including flexibilities to allow for quick and actionable staffing decisions
 - An enhanced staff evaluation process
 - Coaching and job-embedded supports
- **Family and Community Partnerships**
 - Home visit program
 - Parent and student academic counseling program
 - Parent Volunteer Program/
 - Culture Fair

The undersigned School Design Team is proud to submit the attached International Leadership Innovation Application on behalf of all the current and future ACHS students and families.

Respectfully submitted,

A. D. S.
[Signature]
Matthew Bouchy
[Signature]
Tamara Swick
Kaysi Singley Blair
[Signature]
Nicole Arent H

[Signature]
Jane Koyte
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Andige R. Green
[Signature]
[Signature]
Sharon Summers
C. Brown

Mathematics
HPSL

Executive Summary

Located in one of the most impoverished neighborhoods in Aurora, Colorado, the majority of Aurora Central High School (ACHS) students come from culturally-diverse families who struggle with language and socio-economic challenges. Students at ACHS represent 15 different countries and speak 12 different languages. As a result, English Language Learners (ELLs) make up 70% of the entire student body. With over 95% of the student body representing a traditional minority subgroup, stakeholder support maintains a heightened focus on ensuring that the school can provide culturally responsive instruction in a way that respects and values the ethnically-diverse community it serves.

School Challenges:

The school is nearing the end of the Colorado Department of Education's (CDE's) Accountability Clock with persistent underperformance that has ACHS subject to State interventions - unless ACHS chooses a pathway that proposes dramatic operational and academic changes. Challenges experienced with the State's 1003g Tiered Intervention Grant (TIG) and other improvement efforts indicate that ACHS will not be able to affect dramatic student achievement improvement with minor supplemental changes. Instead, ACHS must revise core activities, staffing models, and learning environment structures that could be negatively contributing to the lack of student achievement. This realization drives ACHS' efforts to pursue Innovation Status with the CDE. Innovation Status provides ACHS with an unprecedented opportunity to redesign core components and structures, while at the same time obtaining flexibilities from District and State policies that allow the school to take a more targeted and differentiated approach to educating ACHS students.

Data-driven assessments clearly represent the heightened attention that ACHS has within the District and State.

- ***Less than half of ACHS seniors graduate each year.*** (The current graduation rate (46.2%) remains consistently lower than District and State averages).
- ***Chronic absenteeism is a significant problem for nearly two-thirds of all students.***
- ***Nearly two-thirds of the student population is not proficient in reading.***
- ***Ninety percent of the ACHS student population is not proficient in math.***

Needs:

Through a comprehensive data and trend analysis during improvement planning, ACHS identified priority performance challenges and their root causes.

Academic Achievement: The 9th and 10th grade achievement scores, for all disaggregated groups, are persistently below state expectations in reading, math, and writing. Percentage of students reaching proficiency is consistently below state and district averages, resulting in a total SPF rating of “Does Not Meet.”

Our school identified **Unresponsive and Ineffective Data Driven Instruction** as the root cause for low academic achievement. We lack adequate professional development and training for our staff to teach literacy and numeracy across all content areas, and professional development around differentiation through the lens of culturally responsive teaching and beliefs that all students can learn. This results in ineffective communication of high expectations for all students and predictable learning environments characterized by acceptable student behavior, efficient use of time, and appropriate intervention strategies.

Academic Growth: MGP for all disaggregated groups in Reading, Writing and Math is not making adequate growth over a three year period. The total MGP in the areas of reading, math, and writing are below state average. In particular, reading MGP has significantly declined from 57 to 49 from 2011 to 2014. In addition, the MGP of students in minority, FRL, ELL, IEP subgroups declined over the past year in the area of reading and writing.

Our school identified **Unresponsive and Ineffective Systems and Structures for Collaboration** as the root cause for low academic growth. We lack instruction that has been aligned to Common Core Standards and informed by data results, student academic needs, and cohesive planning and pacing in core content area as Professional Learning Communities have not been specifically identified and do implement recognized best-practices.

Academic Growth Gaps: All subgroups have not demonstrated Median adequate growth for the past three years. Overall math growth data for all subgroups is below the state average. In particular, ELL students rank in the 46th percentile and behind other subgroups. Overall growth data for IEP and ELL has decreased in Math over a three year period.

Our school identified **Unresponsive and Ineffective Teaching and Learning Practices** as the root cause related to growth gaps. We lack appropriate methods to assess what each student has learned, including formal and informal assessments, and use results to plan further instruction which supports fidelity to the instructional model that continues to reduce academic growth gaps.

Postsecondary & Workforce Readiness: Students that have been labeled at-risk are not being successful in the comprehensive setting, due to the number of transitions, gaps in their education, suspension/expulsion history, and truancy issues. The school’s attendance rate has

remained constant and flat. The school has not met state expectation in the graduation rate, and dropout rate. The graduation rate is 38% points below state expectations. The school is below state expectations in ACT Composite.

Our school identified **Unresponsive and Ineffective Student Support System - Multi-tiered Systems of Support(MTSS)** as the root cause of poor postsecondary and workforce readiness. We do not adequately respond to Low performing students that miss an inordinate amount of school due to several factors, including but not limited to: lack of engaging instruction, low academic resiliency and increasing responsibilities out of school. This results in a lack aligned postsecondary workforce readiness systems to progress monitor 9-12 grade students off-track in order to decrease the dropout rate and increase the graduation rate.

Summary of Innovations:

ACHS pursues specific innovations to effectively drive improvement and results in our identified areas of need. The development of this International Leadership Innovation Application has leveraged and utilized the experienced staff and vested stakeholders to redesign the instructional platforms and educational culture to best serve their students and families. The voices of those most impacted by the need to redesign ACHS have devoted numerous planning hours to create a positive and thriving educational hub for this community.

The following table reflects the summary of the need, rationale and design of the proposed Innovation models to impact the 1.) Culture and Climate, 2.) Student Pathways and Postsecondary Readiness, 3.) Family and Community Partnerships, 4) Instructional Model, and 5) Human Capital.

Need	Rationale	Design
Formal structures to strengthen student-adult relationships	<ul style="list-style-type: none"> -Supports continued positive work on behavior -Increases student attendance and engagement -Builds trust and community 	<ul style="list-style-type: none"> -House Model -Advisory -New Student Onboarding -Parent and Student Academic Counseling Program
Systems and structures to monitor student performance, needs, and identify supports for at-risk students	<ul style="list-style-type: none"> -Proactive and targeted approach to prevent drop-out and chronic absenteeism trends -Proactive and targeted approach to provide academic and non-academic supports 	<ul style="list-style-type: none"> -House Model -Advisory -Parent and Student Academic Counseling Program -Competency-based Instruction -Enrichment -Staff Collaboration and Data Drive

		Instruction Cycles
Family and community partnerships for student success	<ul style="list-style-type: none"> -Increases parent trust in school -Increases family awareness of importance of school attendance -Builds parent capacity to support student education and future goals -Leverages family assets to support student and school needs -Partners with parents to address student academic and non-academic needs 	<ul style="list-style-type: none"> -New Student Onboarding -Parent and Student Academic Counseling Program -Student Attendance Strategy -Family Outreach Program -Home Visit Model -Cultural Fair -Parent Volunteer Program
Systems to support students in developing long-term goals and preparation for post-secondary options	<ul style="list-style-type: none"> -Proactively engage students in their future plans, help them develop plans post high school, and keep them on track to graduate 	<ul style="list-style-type: none"> -Advisory -Parent and Student Academic Counseling Program -Student Pathways and Future Planning
A rigorous and personalized educational model to decrease growth gaps and increase student proficiency and achievement	<ul style="list-style-type: none"> -Proactively engage students with differentiated learning opportunities and instruction anchored around a culture of international leadership -Ensure every student demonstrates proficiency in a standard before moving forward -Provide meaningful and flexible acceleration and recuperation opportunities -Increase opportunities to support ELLs, students with interrupted schooling, and under credited students 	<ul style="list-style-type: none"> -Competency-based Instruction -Personalized Learning -Enrichment -Credit Recovery
Data-Driven Instruction	<ul style="list-style-type: none"> -Frequent and ongoing student assessment to ensure best practice data-driven instruction -Students advance only when they master competencies -Increased opportunities for staff to identify students in need of supports 	<ul style="list-style-type: none"> -Staff Collaboration and Data Driven Instruction Cycles -Competency-Based Instruction
Staff recruitment and retention strategies	<ul style="list-style-type: none"> -Attract and retain talent to ensure student have access to the highest quality instruction -Encourage staff leadership 	<ul style="list-style-type: none"> -School-specific recruitment and hiring processes -Differentiated career ladder compensation structure and hard-to-staff incentives

Increased supports for teachers	<ul style="list-style-type: none"> -Provide frequent feedback and coaching to ensure teachers receive the support they need to be effective educators -Engaging and actionable professional development tailored to individual staff needs -Increase opportunities for teachers to collaborate and plan for best practice instruction 	<ul style="list-style-type: none"> -8 informal observations -Differentiated PD -Staff Collaboration and Data Driven Instruction Cycles
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Desired Outcomes:

To enact our International Leadership goal of developing globally-competent students, ACHS leadership supports the development of high expectations for students. The outcomes of this plan will ensure that all ACHS graduates demonstrate mastery in the skills and knowledge necessary to thrive in our global economy. This means that all ACHS students must demonstrate repeated proficiency in the competencies (knowledge and skills) essential for college and career readiness. These competencies will be derived from and aligned with the CAS, thus ensuring ACHS students know and can apply expected grade and content area standards. Additionally, in alignment with international focus of this plan, students will also demonstrate proficiency in four global competencies.

ACHS aims to impact our CDE School Performance Framework (SPF) rating positively year to year. The table below outlines our annual targets with a big goal of exiting priority improvement status by Year 3.

School Performance Targets (Innovation Years 1-4) ¹	
	Expected Overall SPF % Rating and Performance Status
Year 1	49.4% Improvement Status
Year 2	55.9% Improvement Status
Year 3	60% Performance Status
Year 4	64.0% Performance Status
Year 5	68.0% Performance Status

Conditions, Waivers and Flexibilities

To secure the flexibility and autonomy to implement the innovations detailed in this application and ultimately improve student outcomes, ACHS requests waivers from District policies, State regulations, and articles of the AEA Master Agreement. ACHS will pursue waivers in the following areas:

- Recruitment and Hiring
- Staff Transfers
- Staff Licensure
- Compensation
- Performance Evaluation
- Dismissal
- Calendar and Schedules
- Teacher Duty Day/Work Day
- Curriculum and Instructional materials
- Grading and Assessment Systems, GPA
- Retention, Promotion, and Acceleration of Students
- Graduation Requirements

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

School Profile

Aurora Central High School

Principal Name and Contact Information:

Gerardo De La Garza, Acting Principal
 11700 East 11th Avenue, Aurora, CO 80010-3758;
gadelagarza@aps.k12.co.us; 303-340-1600 ext. 27003

School Design Team Members:

ACHS Staff: Nicole Avent-Henry, Kelly Benson, Gayle Bintner, Karyn Singley Blair, Chaniqua Brown, Heather Egeland, Mike Gallo, Dena Joslyn-Custer, Mark Manners, Garrett Myers, Jennifer Pock, Kyle Reutter, Nate Smith, Genella Spencer, Sharon Summers, Tammy Wollbrink, **ACHS Students:** Matthew Bouchey, Juan Carbajal, Savion Harris, **ACHS Parents:** Michael Retland, Richard Rimpson, Troi Rimpson, **Community Members/Partners:** Lara Ann Frey-Amicho, Janet Kiyota

Enrollment Data:

Grades:	9th-12th	5-Yr Enrollment Trend:	Downward
Student Enrollment:	2,172	Mobility Rate:	30%

School Day Per Year:

Total # of Student Days Per Year:	175	Instructional Minutes/Day:	M,T,Th,F: 436 W: 245
Total # of Teacher Days Per Year:	182	Extended Day Program:	N/A

Student Demographic Breakdown:

% Black:	15.8	% Male:	57.1
% Hispanic:	66.8	% Female:	42.9
% White:	4.5	% ELL:	70.4
% Other:	12.9	% Special Education:	14.1
% F/R Meals:	82.4	% Gifted and Talented:	3.9

Personnel Data:

# of Administrators:	4	% of Teachers "Basic":	0%
# of Teachers:	118	% of Teachers "Partially Proficient":	3%
# of Support Staff:	54	% of Teachers "Proficient":	59%
# of Psychologists:	2	% of Teachers "Accomplished/ Exemplary":	38%
# of Social Workers:	1	3-yr Teacher Retention Rate:	39.5

School Climate Data:	10-11	11-12	12-13	13-14	14-15
Average Daily Attendance Rate:	81.2	80.3	80.6	79.3	81.15

Chronic Absenteeism Rate:	60.6	62.8	64.3	56.5	63.7				
Total # of ISS/OSS/Expulsions:	837	477	706	797	272				
Graduation Rate (HS only):	43.0	36.4	42.2	46.2	44.4				
Teacher Attendance Rate:	93.64%	94.26%	93.19%	93.66%	94.12%				
School Performance Framework (SPF):	10- 11	11- 12	12- 13	13- 14	14-15				
SPF Rating:	-	41.6 Priority Improvement	41.1 Priority Improvement	44.5 Priority Improvement	NA				
State Assessment % at or above Proficient (CMAS):									
READING	11- 12	12- 13	13- 14	14- 15	MATH	11- 12	12- 13	13- 14	14- 15
Grade 9	30	34	34	NA	Grade 9	14	10	13	NA
Grade 10	35	35	38	NA	Grade 10	9	12	7	NA
Grade 11				NA	Grade 11				NA
Grade 12					Grade 12				

Aurora Central % at or above Proficient PARCC:			
READING	14- 15	MATH	14- 15
Grade 9	8.7%	Grade 9	-
Grade 10	17.6%	Grade 10	-
Grade 11	19.8%	Grade 11	-
-	-	Integrated Math I	2.0%
-	-	Integrated Math II	3.7%
-	-	Integrated Math III	5.5%

Historical Context and Background

With roots tracing back to 1913, ACHS has endured through many local and national hardships such as fire, when the school was almost completely destroyed, low enrollment caused by World War military drafts, and more. Despite the school's history of perseverance, ACHS' current performance raises questions among the State, District and Aurora community regarding the future of the oldest high school in Aurora Public Schools (APS).

Located in one of the most impoverished neighborhoods in Aurora, Colorado, ACHS serves a diverse community including a high number of socio-economically disadvantaged families, refugees and recent immigrants, and more. Additionally, the community struggles with gang issues and crime rates that exceed state averages.

Students at ACHS represent 15 different countries and speak 12 different languages. Some of the countries represented include Jordan, Turkey, Kenya, Nepal, India, Pakistan, Ethiopia, Uganda, and Sudan. As a result, English Language Learners (ELLs) make up 70% of the entire student body.

With over 95% of the student body representing a traditional minority subgroup, stakeholder support maintains a heightened focus on ensuring that the school can provide culturally responsive instruction in a way that respects and values the ethnically-diverse community it serves.

➤ ***From Intervention to Innovation Status***

ACHS has reached its fifth and final year in *Priority Performance Status* in need of turnaround, as designated by the CDE's accountability system. This means the school has almost exhausted all opportunities for improvement on the State's 5 year Accountability Clock and may face substantial State action including take-over and/or reconstitution.

2012-2015

In one previous effort for improvement, in 2012 ACHS pursued and developed an application for 1003 g TIG through the CDE. ACHS was eligible to apply for TIG since it is categorized as a chronically low-performing school in the lowest 5 percent of achievement. In July of 2013 the State approved ACHS' TIG application and awarded the school with significant funds to enact their proposed strategies: \$1,070,778 for Year 1 (2013-2014), \$779,200 for Year 2 (2014-2015), and an option to renew for additional \$750,000 for Year 3 (2015-2016). Since obtaining the

Aurora Central High School: Innovation Application

funds, ACHS implemented some of the TIG improvement strategies. However, as part of the grant renewal process for Year 3, the State suspended funds pending resolution of several concerns including:

1. The principal and an assistant principal left their positions at the end of the 2014 – 2015.
2. The new school leadership must indicate they will carry out the TIG-funded activities.
3. The application did not provide evidence on how or if TIG-funded activities result in a positive impact on student achievement.
4. The data provided did not clarify the current status of the school and the application did not summarize how the data included supports the impact of improvement strategies for student achievement.
5. A large amount of TIG funding was utilized for a Data Specialist and Early Warning Indicator Specialists. It was unclear in the application if these positions had an impact on student achievement.

While the school was able to address the noted concerns, including the hiring of a new interim principal and assistant principal, it is clear as this third year of TIG implementation carries on, that TIG activities have not yielded sufficient changes in performance to exit turnaround.

2015-2016

Currently, the school is nearing the end of the Accountability Clock with persistent underperformance and may experience State action unless ACHS chooses a pathway for dramatic change. Experience with TIG and other improvement efforts indicate that ACHS will not be able to affect dramatic improvement with surface level changes alone. Instead, ACHS must revisit core activities, systems, and structures that stand in the way of student achievement. This realization drives our efforts to pursue Innovation Status through the CDE. Innovation Status provides ACHS with an unprecedented opportunity to redesign core components and structures, while at the same time obtaining flexibilities from District and State policies that stand in the way of improvement. This option to pursue Innovation Status has also been endorsed by the State and District.

As part of ACHS' process to obtain Innovation Status, the school assembled a School Design Team (SDT) comprised of a variety of school stakeholders including administrators, teachers, classified staff, parents, students, and community partners charged with leading the development and submission of this Innovation Application. The SDT engaged in deep work to understand school needs, reflect on current successful systems and structures, and propose

new enhanced models to address our profound root causes and build upon CDE recommendations related to the implementation of TIG.

State Recommendations for Innovation

During the month of November 2015, a team from the CDE's Federal Programs Unit conducted an onsite monitoring visit to evaluate the implementation and outcomes of ACHS' TIG. Through the review, the TIG team examined evidence of the District's implementation of grant requirements, the alignment between the school grant plans and TIG-funded activities, and compliance with fiscal and administrative oversight requirements.

While it was noted that ACHS met compliance milestones, the TIG review team emphasized that ACHS requires more intensive strategies for sustainable impact on school performance. Despite implementation of TIG funded activities, it is evident that ACHS continues to significantly underperform. Following the visit, the team compiled a set of recommendations, which are noted below:

- **Build off of current planning work to align the TIG and Innovation plans, as well as other school improvement efforts and priorities.** Despite challenges during the first two years of the grant, ACHS's TIG was renewed for a third year to support activities associated with Innovation planning. There appears to be a 'disconnect' between the various stakeholders (District, school administration, staff, students, and community) regarding priorities and a lack of ownership of the school's mission. We encourage the district to persist in rigorous planning during this school year.
- **Ensure that all teachers are adequately supported and that successful teachers are recognized and rewarded for their work.** A system of incentives and rewards is an expectation of the TIG Transformation Model. Teachers indicated that observations and feedback tied to professional development was inconsistent. They also said that there was a lack of recognition and rewards from the administration for teachers who demonstrated excellent performance. Finally, teachers expressed frustration with professional development, saying it is not differentiated.
- **Seek ways to more effectively use time and extend learning time.** The school leadership team, staff, and students reported few changes to the schedule during implementation of the TIG and little extra learning time beyond after-school tutoring. Teachers reported inconsistent effectiveness of Professional Learning Communities and availability of time to collaborate, plan, and progress monitor with other teachers.

- **Prioritize partnerships with the community.** School staff felt that large groups of parents, such as those in the refugee community, are not engaged in the improvement efforts of the school and do not share the same values as the school and its administration. Both staff and parents indicated a willingness to engage in stronger partnerships, but did not feel that the school had done enough to include families in the school's operations or development of school culture.

Additionally, on November 30th, 2015 the CDE Office of School and District Performance issued a letter to complement the Office of Federal Program's TIG review. The letter articulated State concerns and recommendations for ACHS to address in the Innovation Application. Specifically, the office noted that in order for CDE to support an Innovation Application for ACHS, it must build upon and go further than the original TIG plan addressing specific structures to improve student attendance, engagement, and achievement. They highlighted the following recommendations:

- The District and school should pursue and **secure formal autonomies around talent management**, including:
 - Intentional and preferential **teacher recruitment and hiring processes** and timelines for ACHS;
 - Systems for **teacher retention and incentivizing improved student performance**; and
 - Other needed **flexibilities in ACHS staffing to allow for quick and actionable staffing decisions** to ensure the students engage with the most-effective instructional staff at all times.
- The District and school should **pursue and secure greater flexibility in use of time** to allow for:
 - School leadership to **adapt daily, weekly, and annual schedules** to ensure expanded and better-designed time to meet student needs;
 - Teachers to have greater flexibility to engage in **common planning, data analysis, and professional learning** relevant to specific student needs; and
 - School leadership to **direct strategic teacher planning and professional learning time** at the school site.
- The District should ensure that the school principal and his staff are **fully empowered to make decisions and take necessary actions** needed to implement the Innovation

Aurora Central High School: Innovation Application

plan and the required activities in the TIG plan.

ACHS acknowledges the concerns and recommendations noted by the CDE's Offices of Federal Programs and School and District Performance. Despite the resources and strategies provided by TIG, ACHS struggled with systemic and high quality implementation often limited by the lack of flexibility from local and state structures. As a result, ACHS is eager to engage in school redesign and put forth an application for Innovation Status, which creates a venue to gain flexibilities in areas that often stand in the way of improvement efforts.

To adequately address the diverse needs of all students, ACHS must implement a differentiated and responsive instructional model that deviates from the traditional approach, which we have adopted.

Vision, Mission, and Values

Our Existing School Mission:

ACHS seeks to teach students in a safe, supportive environment the knowledge, skills, values, and behaviors necessary to become responsible and productive members of a diverse society. The staff provides instruction in all subject areas, focusing on enabling students to demonstrate effective communications through reading, writing, speaking, listening, reasoning and technology literacy.

Our Existing School Vision:

“Every student shapes a successful future”

ACHS Plans for Mission, Vision, and Values Revisions:

With the adoption of the International Leadership theme and this proposed Innovation Application, ACHS intends to engage new and existing staff, students, and the community in school vision, mission, and values development activities at the start of the 2016-17 school year. This will enhance the school’s community building efforts at the launch of the first year of implementation under Innovation Status. Innovation Status grants the school increased autonomy, thus elevating the school’s voice and decision-making authority. The formulation and articulation of the guiding purpose by those most impacted by the plan will not only increase stakeholder investment in these strategic statements, but also increase stakeholder accountability and ownership to fulfill the mission, vision and value statements.

The Need for Innovation

➤ PERFORMANCE OVERVIEW

Although the graduation rate at ACHS increased by 10 percentage points between the 2011-12SY and the 2013-14SY, **less than half of ACHS seniors graduate each year**. The school's graduation rate (46.2%) remains consistently lower than the district and state averages.

While the average attendance rate at ACHS remains steady, it has not surpassed 82% in the past four years. Additionally, **chronic absenteeism is a significant problem for nearly two-thirds of all students**. ACHS will not be able to increase attendance rates dramatically without additional targeted efforts to address chronic absenteeism.

While the combined number of in-school suspensions (ISS), out-of-school suspensions (OSS), and expulsions at ACHS increased progressively in prior years, this number decreased by 65% from 797 in the 2013-14S to 272 in the 2014-15 school years. **This positive trend indicates that ACHS has had sustained some success addressing school-wide behavior incidences.**

Overall reading proficiency at the State has remained steady between 67-69%, while District proficiency has remained steady around 50%. Reading proficiency at ACHS has increased progressively over the past three years, but remains significantly lower than State and District averages. In 2014, ACHS' overall proficiency in reading was 36% indicating **that nearly two-thirds of the student population is not proficient in reading.**

Math proficiency at the State remains steady between 35-36% and proficiency at the District level remains steady around 20%. At ACHS overall proficiency remains significantly below the District average and continues to decline. **Ninety percent of the ACHS student population is not proficient in math.**

Writing proficiency at the State remains steady between 49-52%, while proficiency at the District and school levels is trending upward. **Although proficiency at ACHS has increased by 5% since 2012, it remains below the State and District averages.**

➤ SCHOOL PERFORMANCE - QUANTITATIVE DATA

Priority Performance Challenges¹

Through the CDE’s Unified Improvement Plan (UIP) development process, the ACHS Instructional Leadership Team (ILT) conducted a thorough analysis of school quantitative data across 4 areas: academic achievement, academic growth, growth gaps, and post-secondary and workforce readiness. These areas align with the CDE’s School Performance Framework (SPF) ratings of school performance. Through the UIP process the team identified trends and priority performance challenges. The table below summarizes these UIP areas:

Table: 2015-2016 UIP Summary

Performance Indicators	Notable Trends	Priority Performance Challenges
Academic Achievement	<p>Academic Achievement has been rated as “Does Not Meet” as identified by the SPF</p> <p>Overall Academic Achievement in Reading has risen slightly from 2012 to 2014 from 32.5% to 39.7%.</p> <p>The 2014-15 ACHS 9th grade MAP Reading Test Result of 201.5 is slightly lower than the NWEA 5th grade result of 207.1</p> <p>Overall Academic Achievement in Math has decreased slightly from 2012 to 2014 from 13.32% to 11.68%.</p> <p>The average 2014-15 ACHS 9th grade MAP Math Test Result of 212 is slightly lower than the NWEA 5th grade average result of 212.7</p> <p>Overall Academic Achievement in Writing has risen slightly from 2012 to 2014 from 15.5% to 21.5%.</p>	<p>The 9th and 10th grade achievement scores, for all disaggregated groups, are persistently below state expectations in reading, math, and writing.</p> <p>Percentage of students reaching proficiency is consistently below state and district averages, resulting in a total SPF rating of “Does Not Meet.”</p>
Academic Growth	Academic growth has been rated as	MGP for all disaggregated groups in

¹ As noted by ACHS’ 2015-16 Unified Improvement Plan
Aurora Central High School: Innovation Application

	<p>Approaching as identified by the SPF.</p> <p>Academic growth in reading has decreased from 57%tile in 2011 to 49%tile in 2014</p> <p>Academic growth in math has decreased from 49%tile in 2011 to 48%tile in 2014</p> <p>Academic growth in writing has decreased from 57%tile in 2011 to 49%tile in 2014.</p> <p>Academic growth in English Language Proficiency (ACCESS) has been rated as MEETS for the past three years as identified by the SPF</p>	<p>Reading, Writing and Math is not making adequate growth over a three year period.</p> <p>The total MGP in the areas of reading, math, and writing are below state average. In particular, reading MGP has significantly declined from 57 to 49 from 2011 to 2014. In addition, the MGP of students in minority, FRL, ELL, IEP subgroups declined over the past year in the area of reading and writing.</p>																																																																																								
<p>Academic Growth Gaps</p>	<table border="1" data-bbox="527 850 933 1591"> <thead> <tr> <th colspan="4">Reading MGP</th> </tr> <tr> <th></th> <th>2012</th> <th>2013</th> <th>2014</th> </tr> </thead> <tbody> <tr> <td>Total</td> <td>55</td> <td>50</td> <td>50</td> </tr> <tr> <td>Minority</td> <td>45</td> <td>48</td> <td>49</td> </tr> <tr> <td>FRL</td> <td>47</td> <td>48</td> <td>50</td> </tr> <tr> <td>IEP</td> <td>55</td> <td>43</td> <td>47</td> </tr> <tr> <td>ELL</td> <td>46</td> <td>49</td> <td>50</td> </tr> <tr> <td>Catch Up</td> <td>46</td> <td>48</td> <td>50</td> </tr> <tr> <th colspan="4">Math MGP</th> </tr> <tr> <td>Total</td> <td>55</td> <td>30</td> <td>50</td> </tr> <tr> <td>Minority</td> <td>52</td> <td>39</td> <td>48</td> </tr> <tr> <td>FRL</td> <td>53</td> <td>39</td> <td>48</td> </tr> <tr> <td>IEP</td> <td>57</td> <td>38</td> <td>47</td> </tr> <tr> <td>ELL</td> <td>50</td> <td>37</td> <td>46</td> </tr> <tr> <td>Catch UP</td> <td>51</td> <td>40</td> <td>48</td> </tr> <tr> <th colspan="4">Writing MGP</th> </tr> <tr> <td>Total</td> <td>50</td> <td>50</td> <td>50</td> </tr> <tr> <td>Minority</td> <td>51</td> <td>46</td> <td>49</td> </tr> <tr> <td>FRL</td> <td>51</td> <td>48</td> <td>50</td> </tr> <tr> <td>IEP</td> <td>50</td> <td>50</td> <td>49</td> </tr> <tr> <td>ELL</td> <td>52</td> <td>46</td> <td>50</td> </tr> <tr> <td>Catch Up</td> <td>52</td> <td>49</td> <td>51</td> </tr> </tbody> </table>	Reading MGP					2012	2013	2014	Total	55	50	50	Minority	45	48	49	FRL	47	48	50	IEP	55	43	47	ELL	46	49	50	Catch Up	46	48	50	Math MGP				Total	55	30	50	Minority	52	39	48	FRL	53	39	48	IEP	57	38	47	ELL	50	37	46	Catch UP	51	40	48	Writing MGP				Total	50	50	50	Minority	51	46	49	FRL	51	48	50	IEP	50	50	49	ELL	52	46	50	Catch Up	52	49	51	<p>All disaggregated subgroups have not demonstrated median adequate growth (MGP) over a three year period.</p> <p>Overall math growth data for all subgroups is below the state average. In particular, ELL students rank in the 46th percentile and behind other subgroups.</p> <p>Overall growth data for IEP and ELL has decreased in Math over a three year period.</p>
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<p>Postsecondary & Workforce Readiness</p>	<p>Graduation rate has increased slightly each year from 2012 to 2014. It still receives the “Does Not Meet “rating as identified by the SPF.</p> <p>The 4 year graduation rate has averaged</p>	<p>Students that have been labeled at-risk are not being successful in the comprehensive setting, due to the number of transitions, gaps in their education, suspension/expulsion history, and truancy issues</p>																																																																																								

	<p>40.7%, the 5 year graduation rate has averaged 53%, the 6 year graduation rate has averaged 57.9%, and the 7 year graduation rate has averaged 57.4%. The current 4 year ACHS graduation rate is 42.2% which is 38% points below state expectation.</p> <p>ACT Composite Score rating is “Does Not Meet” as identified by the SPF. 2014 score remains comparatively unchanged from 2012.</p> <p>Drop-Out rates has decreased slightly over three years from 2012 to 2014 and received a rating of “Approaching” as identified by the SPF</p>	<p>The school’s attendance rate has remained constant and flat.</p> <p>The school has not met state expectation in the graduation rate, and dropout rate. The graduation rate is 38% points below state expectations.</p> <p>The school is below state expectations in ACT Composite.</p>
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➤ SCHOOL PERFORMANCE – QUALITATIVE DATA

School Readiness Assessments

Additionally, as part of the first phase of school design, Mass Insight Education (MIE) conducted a School Readiness Assessment (SRA) at ACHS on September 3rd, 4th, and 10th, 2015. The SRA gathered qualitative data to summarize stakeholder understanding and recommendations for improvement. The SRA team conducted several focus groups and surveyed various stakeholders including ACHS staff, administration, students, family, and community members. SRA findings included:

	Culture of Performance	Academic Systems	Talent Management	Operations and District Support
Strong Foundations on Which to Build	<ul style="list-style-type: none"> - Key priorities for the school year: Culture and Climate, Observation and Feedback Cycles, and Data-Driven Instruction - Continued improvements in student behavior and promotion of higher student expectations - College and career supports for juniors and seniors 	<ul style="list-style-type: none"> -Emerging professional learning communities -Staff Interest in expanding the use of common assessments -Pride in the ACHS art department in strengthening student-adult relationships and opportunities for student enrichment 	<ul style="list-style-type: none"> -Thoughtful distribution of responsibilities for staff coaching and evaluation among administrative team -Commitment to implementing a transparent and consistent evaluation process 	<ul style="list-style-type: none"> -Protected common planning time for content area and grade level teams

Areas of Need	<ul style="list-style-type: none"> - Shared sense of collective accountability for student outcomes and curtailing focus on external factors -Systems to support students in developing long-term goals beginning in 9th grade -Systems to address chronic absenteeism and low student attendance Regular and consistent internal communication 	<ul style="list-style-type: none"> -Standards-based instructional planning and delivery -Vertical articulation of curriculum to prevent gaps and design of instruction around essential standards, not resources -Increase student engagement through differentiation, culturally relevant instruction, and personalized learning opportunities -Opportunities for intervention and design of a master schedule that supports choices in advanced coursework 	<ul style="list-style-type: none"> -Staff recruitment and retention strategies to lower staff turnover and fill persisting vacancies -Differentiated, data and needs-based professional development for staff -Shared instructional vision aligned to school improvement plan 	<ul style="list-style-type: none"> -Family and community involvement in student success and avenues of communication and feedback -Focused effort to leverage partnerships to support school goals -Efficient and effective master schedule
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➤ ROOT CAUSES²

Following the identification of Priority Performance Challenges for the UIP, the ACHS ILT conducted root cause analysis to identify the core causes underlying the identified challenges. The determined root causes include:

Priority Performance Challenges	Root Cause
<p>Academic Achievement: The 9th and 10th grade achievement scores, for all disaggregated groups, are persistently below state expectations in reading, math, and writing.</p> <p>Percentage of students reaching proficiency is</p>	<p>Unresponsive and Ineffective Data Driven Instruction: We lack adequate professional development and training for our staff to teach literacy and numeracy across all content areas, and professional development around differentiation through the lens of culturally responsive teaching and beliefs that all students can learn. This</p>

² As noted by ACHS' 2015-16 Unified Improvement Plan
Aurora Central High School: Innovation Application

<p>consistently below state and district averages, resulting in a total SPF rating of “Does Not Meet.”</p>	<p>results in ineffective communication of high expectations for all students and predictable learning environments characterized by acceptable student behavior, efficient use of time, and appropriate intervention strategies.</p>
<p>Academic Growth: MGP for all disaggregated groups in Reading, Writing and Math is not making adequate growth over a three year period.</p> <p>The total MGP in the areas of reading, math, and writing are below state average. In particular, reading MGP has significantly declined from 57 to 49 from 2011 to 2014. In addition, the MGP of students in minority, FRL, ELL, IEP subgroups declined over the past year in the area of reading and writing.</p>	<p>Unresponsive and Ineffective Systems and Structures for Collaboration: We lack instruction that has been aligned to Common Core Standards and informed by data results, student academic needs, and cohesive planning and pacing in core content area as Professional Learning Communities have not been specifically identified and do implement recognized best-practices.</p>
<p>Academic Growth Gaps: All subgroups have not demonstrated Median adequate growth for the past three years.</p> <p>Overall math growth data for all subgroups is below the state average. In particular, ELL students rank in the 46th percentile and behind other subgroups.</p> <p>Overall growth data for IEP and ELL has decreased in Math over a three year period.</p>	<p>Unresponsive and Ineffective Teaching and Learning Practices: We lack appropriate methods to assess what each student has learned, including formal and informal assessments, and use results to plan further instruction which supports fidelity to the instructional model that continues to reduce academic growth gaps.</p>
<p>Postsecondary & Workforce Readiness: Students that have been labeled at-risk are not being successful in the comprehensive setting, due to the number of transitions, gaps in their education, suspension/expulsion history, and truancy issues</p> <p>The school’s attendance rate has remained constant and flat.</p> <p>The school has not met state expectation in the graduation rate, and dropout rate. The graduation rate is 38% points below state expectations.</p> <p>The school is below state expectations in ACT Composite</p>	<p>Unresponsive and Ineffective Student Support System: Multi-tiered Systems of Support (MTSS) - We do not adequately respond to Low performing students that miss an inordinate amount of school due to several factors, including but not limited to: lack of engaging instruction, low academic resiliency and increasing responsibilities out of school. This results in a lack aligned postsecondary workforce readiness systems to progress monitor 9-12 grade students off-track in order to decrease the dropout rate and increase the graduation rate.</p>

➤ SUMMARY

As noted in the sections above, ACHS has multiple and significant areas of need. Our UIP root causes, three year data trends, and SRA findings indicate that we must address the following to achieve dramatic improvement:

- Systems and structures for planning and collaboration
- Teaching and learning
- Talent management
- Culture and climate
- Responsive student support systems

While ACHS has attempted to implement changes in these areas previously, these attempts were limited, due to local and structural barriers that only allowed the school to make surface level change. These deep needs require a more intensive, multi-layered solution, which can only be achieved by redesigning core aspects of our school that are not serving students in the best way.

Additionally, by joining the ACTION Zone, improvements can be addressed across feeder schools. Schools can also collaborate to better meet community needs. For more information on the ACTION Zone, please see the accompanying ACTION Zone document. Innovation Status allows ACHS to put forth a school redesign plan that moves beyond surface-level strategies. Innovation Status also allows ACHS the opportunity to achieve flexibilities from local and state policies that can stand in the way of our improvement efforts and what is best for our students.

A Note on Students with Disabilities and this Plan

Innovation Plans and IDEA

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

The implementation of specific innovations under the ACTION Zone plans

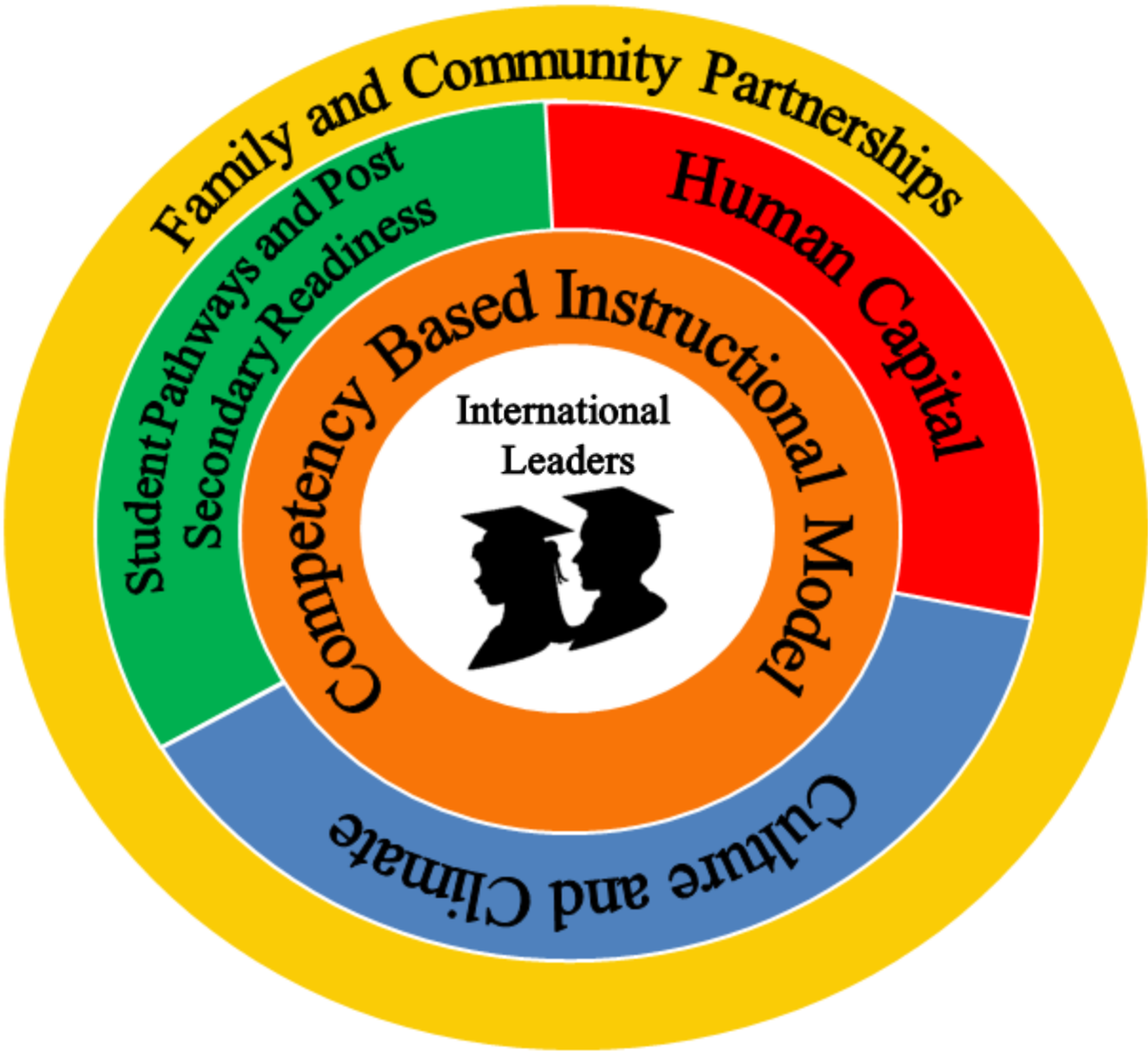
As the school works to implement innovation plans, due care will be taken to ensure all innovative programs, curricula, and other school activities are made available to students with disabilities in accordance with his or her IEP. Should a student stop making progress towards his or her IEP goals at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

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

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

Proposed Innovation Model

To address our significant areas of need and root causes, the SDT engaged in re-design in the following areas:



SECTION I: CULTURE OF PERFORMANCE

➤ CULTURE AND CLIMATE

The ***Need for Innovation*** section of this application reveals that ACHS must address certain areas related to school culture and climate to drive student performance. The chart below organizes our needs with regards to culture and climate and our proposed design solutions to address these needs.

Need – <i>What need must we address?</i>	Rationale – <i>Why and how does it address a root cause?</i>	Design – <i>How did we address this need?</i>
Formal structures to strengthen student-adult relationships	<ul style="list-style-type: none"> -Supports continued positive work on behavior -Increases student attendance and engagement -Builds trust and community 	<ul style="list-style-type: none"> -House Model -Advisory -New Student Onboarding -Parent and Student Academic Counseling Program
Systems and structures to monitor student performance, needs, and identify supports for at-risk students	<ul style="list-style-type: none"> -Proactive and targeted approach to prevent drop-out and chronic absenteeism trends -Proactive and targeted approach to provide academic and non-academic supports 	<ul style="list-style-type: none"> -House Model -Advisory -Parent and Student Academic Counseling Program
Family and community partnerships for student success	<ul style="list-style-type: none"> -Increases parent trust in school -Increases family awareness of importance of school attendance -Builds parent capacity to support student education and future goals -Leverages family assets to support student and school needs -Partners with parents to address student academic and non-academic needs 	<ul style="list-style-type: none"> -New Student Onboarding -Parent and Student Academic Counseling Program -Student Attendance Strategy -Family Outreach Program -Home Visit Model -Cultural Fair -Parent Volunteer Program
Systems to support students in developing long-term goals and preparation for post-secondary options	<ul style="list-style-type: none"> -Proactively engage students in their future plans, help them develop plans post high school, and keep them on track to 	<ul style="list-style-type: none"> -Advisory -Parent and Student Academic Counseling Program

	graduate	-Student Pathways and Future Planning
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1.) ACHS House Model

ACHS is one of the largest high schools in the area, serving over 2,000 9th-12th grade students. The sheer size of the school and lack of formal systems and structures to promote a strong culture and climate limits the school’s ability to provide caring, academically stimulating, authentically engaging, and more personalized learning experiences for student academic success.

As indicated by quantitative and qualitative data, the school often feels impersonal to students. This results from a lack of formal structures to foster strong student-adult mentorship relationships that could go a long way in supporting positive attendance, identifying and meeting student academic and non-academic needs, and more. The size of the school also affects the ability to implement new initiatives and systems consistently. For example, the school has struggled with consistent and even roll out of new school-wide initiatives that affect over 2,000 students

House Model Purpose and Objectives

To address these needs, ACHS will implement a House Model, which will structure the large school into smaller student communities where a group of students would have access and consistent interaction with an assigned staff team that would be equipped to address student academic and non-academic needs. This organizational model has been implemented in other comprehensive turnaround high schools and has seen success in achieving more student engagement and accountability in a learning environment³. Research indicates that the smaller learning communities benefit schools by fostering increased student attendance, elevated teacher satisfaction, and improved school climate. (Supovitz & Christman, 2005; Howley, et al., 2000). Specifically, at ACHS we will reorganize our student communities into Houses to:

- Increase student engagement through the development of stronger, tight-knit communities, and more consistent teaching and engagement strategies implemented across a House;

³ <https://www.bostonglobe.com/business/2015/10/27/jeremiah-burke-wins-prize-for-most-improved-boston-public-school/QhOGFFI1XaNNrZAoEi6Msl/story.html>

- Allow for the creation and implementation of systems to identify and monitor students who are on/off-track, and provide them with the adequate supports to succeed;
- Increase attendance - since each House will have a dedicated team of staff with a laser focus on performance of students in their House, they will regularly examine academic and non-academic indicators, including attendance and chronic absenteeism to identify challenges and deploy solutions quickly; and
- Decrease behavior incidences – while ACHS will have school-wide behavior expectations, each House, by being a smaller community will have tighter, more even implementation and understanding of the code of conduct.

House Structure

Through the development of smaller learning communities via our House Model, ACHS expects to impact dramatically, not only academic and post-secondary achievements, but also the school culture and ‘sense of belonging’ that many of our culturally-diverse students indicate is lacking. The graphic below illustrates the structure of an ACHS House - which would be piloted in the 9th grade during the 2016-17 school year.

Sample 9th grade House:



Team of Staff Dedicated to Meet Academic and Non-Academic Needs of Students in the House:

- 1 core academic teacher per content area
- Special Education teacher
- Dean
- Counselor
- Overseen by 1 administrator

No more than 100-120 students per house:

- Students rotate through classes, sharing teachers
- Students will have access to a consistent team of adults who know them well and work together to meet student academic and non-academic needs



Aurora Central High School: Innovation Application

Additional Structure Notes

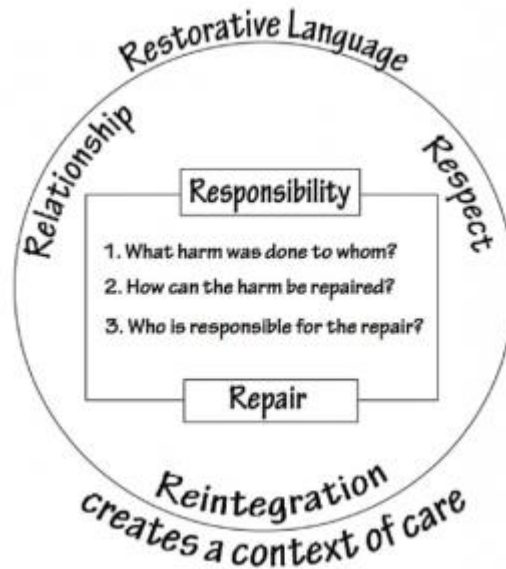
- Groups of students will be clustered by similar teacher courses and an advisory period.
 - Students rotate through these classes, sharing teachers and many of the same peers in each class and have a consistent group for advisory. This consistency will foster stronger peer-to-peer, and student-adult relationships.
- Students will have access to a consistent team of adults who will get to know them well and will work together to meet student academic and non-academic needs. This team will be comprised of:
 - Core teachers, special education teacher, dean, Counselor and an administrator.⁴
 - This team will collaborate weekly to analyze student performance, understand student academic and non-academic needs, and create and monitor support plans as needed.
- In year 1, the model will be piloted at the 9th grade level with heterogeneous or mixed groupings. In years 2 and on, the model will evolve to group students heterogeneously by “grade level spans” and will ensure that students are not “tracked” by skill level or subgroup. Similarly, student groupings will ensure that they do not limit student opportunity and access to additional experiences. Honors and Co-op classes can also be offered within this model. ACHS will pilot grouping arrangements to identify the best model that provides sufficient flexibility for student advancement in a competency based system. Additionally, as the model expands and evolves, ACHS will examine how student interests can be considered to create groupings around shared student interests and form unique identities for each House.
- To foster development of strong student-adult relationships, and truly create supportive communities, we aim to create Houses of no more than 100 - 120 students.
- Transportation, custodial, and nutritional services will be adjusted as needed through collaboration and year to year planning with the District to best align with the ACHS House Model.

Behavior Management and the House Model

Additionally, the ACHS behavior management and attendance system will be expanded and enhanced through the small community House Model. Each House will tighten implementation and monitoring of the ACHS positive behavior incentive system (PBIS). While, PBIS will be implemented to encourage and incentivize positive behavior, ACHS will also adopt a school-wide Restorative Justice approach to address misbehavior when it occurs. Restorative Justice focuses on repairing harm caused to relationships and the community rather than punitive consequences. This approach intends to keep students in school while creating a safe

⁴ Administrators may participate in more than 1 team

environment where learning can flourish. Through the implementation of our proactive and repairing strategies – (PBIS and Restorative Justice), ACHS will move away from traditional zero tolerance policies that lead to mandatory suspensions and expulsions. We aim to begin rollout of our Restorative Justice program by training administrators, deans, counselors, and department heads in year 1. Additionally, during year 1 we will introduce the 5 Rs to whole staff to initiate a paradigm shift in culture: Relationship, Respect, Responsibility, Repair, and Reintegration.



Students with Disabilities and the House Model

Students with disabilities, or those students who are struggling to access school or the curriculum, require the collaboration of their teachers. The House Model supports this necessary collaboration by providing a problem solving team of familiar teachers that responds to students’ progress and a provides a forum to design instruction that is driven by the data. Students with disabilities at ACHS are served by behavior specialists, speech and language pathologists, deaf and hard-of-hearing teachers, teachers of the visually-impaired, and special education teachers for students with mild/moderate needs and for students with severe needs. Providing targeted and intensive services, in addition to consultative services, our specialists meet the needs of our students who require specialized reading, math, and/or behavioral instruction. All services support students in their ability to access and progress in the general education curriculum and activities. The House Model not only supports the collaboration within Professional Learning Communities (PLCs) but also provides a systematic manner to ensure that professional development needs in the areas of differentiation and accommodations are incisively provided.

Many of our students with disabilities are impacted by learning a second language and/or low socio-economic conditions. This further complicates their readiness for learning. The House
Aurora Central High School: Innovation Application

Model allows our community to focus on meeting the needs of our learners and the harder-to-meet human services. Community organizations with which the special education providers and the school have established relationships can be leveraged to serve more students and their families in a coordinated way. Ownership by staff within the House Model offers increased opportunities for problem solving and action research in the areas of attendance, family, school, and community partnerships, and cross-curricular planning. Scaling up these efforts when success is witnessed can be skillfully structured.

Families of students with disabilities experience extraordinary partnerships with school personnel. These partnerships support student attendance, academic and behavioral intervention, and post-secondary planning. Family partnering, while a universal focus at ACHS, can be targeted or intensive to meet the increased needs of students with disabilities and their families. Many low-incident disabilities involve higher levels of partnership. Using the House Model and Advisory to focus these partnerships can potentially increase the quality and depth of these relationships.

Implementation – A Phased-In Approach

We recognize that successful implementation of the House Model will require significant attention to detail and thoughtful supports. As noted in the section below, ACHS has had previous failed attempts to implement the House Model. Our past failure resulted from poor implementation and model limitations. Specifically, ACHS attempted to implement the full model all at once, without a thoughtful phase in plan. Students were grouped in Houses; however, we did not pay significant attention to the support structures for staff including team building, structures and systems to facilitate collaboration and student data analysis, and more.

We know that the success of this model is strongly contingent upon the success of the staff team heading the House to build relationships with students, get to know each student individually, collaborate and problem-solve to address student academic and non-academic needs, and consistent and tight implementation of our PBIS and Restorative Justice behavior model. We know that the entire school will not be ready to make the quick shift in time for next year. Instead, we will devote resources to pilot this approach at the 9th grade for the 2016-2017 school year. At the same time, we will prepare staff to adopt the model for the upcoming years.

- Year 1 (2016-2017): Pilot House Model with the 9th grade and build staff capacity to prepare for model expansion to 10th grade for the 2017-2018 school year.
 - Summer: Organize student groupings, space, and, teaching team for the 9th grade Houses.
 - Summer: Build 9th grade pilot staff team capacity to implement the House Model. Provide training on PBIS, Restorative Justice, relationship building, Advisory, and train on the Multi-tiered system of supports (MTSS) systems and protocols for collaboration to identify student needs and provide supports.

- School Year: Ongoing training and coaching for pilot staff on implementation of House Model on all areas noted above. Evaluate implementation and continuously improve House Model.
 - School Year: Begin training and capacity building for 10th grade staff teams in preparation for Y2 implementation.
- Year 2 (2017-2018): Continue with 9th grade House Model and expand to 10th grade. Revise model based on Y1 implementation learnings and data. Build staff capacity to prepare for model expansion to 11th grade for Y3.
- Summer: Revise House Model based on pilot year implementation lessons learned.
 - Summer: Organize student groupings, space, and, teaching team for the 9th and 10th grade Houses.
 - Summer: Provide any additional capacity building for 9th and 10th grade staff teams based on lessons learned.
 - School Year: Ongoing training and coaching for House staff teams. Evaluate implementation and continuously improve House Model.
 - School Year: Begin training and capacity building for 11th and 12th grade staff teams in preparation for Y3 implementation.
- Year 3 (2018-2019): Continue with 9th and 10th grade House Model and expand to 11th and 12th grade. Revise model based on Y2 implementation learnings and data. Continue providing differentiated staff support and coaching for successful implementation.
- Summer: Revise House Model based on Y2 implementation lessons learned.
 - Summer: Organize student groupings, space, and, teaching team for all Houses.
 - Summer: Provide any additional capacity building for staff teams based on lessons learned.
 - School Year: Ongoing differentiated training and coaching for House staff teams. Evaluate implementation and continuously improve House Model.

How is This Model Different from Past Efforts?

Past ACHS improvement efforts, such as our 2013 TIG proposal, also included similar ideas to restructure the school into smaller houses. However, these past efforts failed in part due to 2 key areas:

1. Unsupported implementation (see section above); and
2. Lack of focus on garnering staff investment in the model, unclear staff roles and responsibilities, and a lack of intentional capacity building and collaboration structures to sustain the model.

We firmly believe that the success of this model rests mainly with the power of the staff team assigned to each house, rather than the student groupings themselves. Student groupings will

only go so far in informally supporting stronger relationship building and engagement. This current model creates formal structures to address attendance, behavior, future planning, and relationship building, which will be spearheaded by the team dedicated to the House, and supported by intentional systems and structures that enable the teams to do this well.

- As described in the Educational Model section of this application, House staff teams will have common, regularly occurring House collaboration planning time (at a minimum once weekly) focused on examining student academic and non-academic data, identifying at-risk students, and determining supports to address needs through a tight MTSS process.
- Each House will be overseen by one administrator to increase consistency, communication, and supports.
- Each House team will be comprised of staff that is equipped to address academic and socio-emotional needs for each student (content area teachers, counselor, dean, special education teacher, and administrator.)
- Staff teams will receive significant launch training and capacity building for all responsibilities related to the House Model such as PBIS, Restorative Justice, MTSS, advisory, and more.
- Staff teams will have access to continued differentiated trainings and coaching for these areas based on their needs.
- Through the vote for Innovation Status and this plan, teachers will indicate their investment in the House Model.
- This new model incorporates lessons learned from our past house structure such as not locating house classrooms side by side in the school, and not using a cohort model for classes inside the house.

2.) Student Attendance Strategy

ACHS will implement a comprehensive attendance strategy and policy that will identify, address, and monitor ACHS' attendance challenges (with a specific focus on chronic absenteeism) and encourages student presence. Through a comprehensive approach we will aim to increase student attendance by 5 percentage points per year. Our multi-pronged strategy will include the following components:

- 1.) Recognize high and improved attendance;
- 2.) Engage students and community;
- 3.) Monitor attendance data, with emphasis on chronic absenteeism;
- 4.) Provide personalized outreach; and
- 5.) Develop and identify responses to systemic attendance barriers.

We know it is crucial to communicate with students and parents to reinforce and explain the importance of daily school attendance. To reinforce this message, ACHS will test incentives and

rewards that provide recognition to students and families with good and improved attendance, such as the national *Get Schooled*⁵ initiative.

Relatedly, ACHS believes that attendance can improve when students and families are intentionally engaged and informed about the positive impact of good attendance as well as the negative consequences of chronic absenteeism. To this end, ACHS will implement an attendance campaign promoting a culture of attendance and educating parents and the community about the value and importance of good school attendance.

While the efforts described above focus on promoting and recognizing positive attendance, our data demonstrates that chronic absenteeism is a significant challenge. To address this head-on and decrease chronic absenteeism dramatically, ACHS staff will regularly analyze and monitor school attendance data with a focus on students missing more than 10% of the school year. Our ability to tackle chronic absenteeism hinges on our ability to quickly and accurately identify students who are chronically absent. During House team collaboration time, House teams will meet regularly to review the House's attendance data and coordinate efforts to reduce chronic absenteeism. Specifically, the team will analyze attendance data weekly to identify a list of students with attendance issues, problem solve their attendance barriers, and ensure that each student receives appropriate supports. The team will also look at additional data to fully grasp all other factors contributing to more severe attendance problems. This additional data will inform the level and intensity of supports (i.e. data will help determine when to pull-in more intensive supports such as social worker and community services.)

Finally, school-wide attendance data will be analyzed regularly to identify and understand systemic barriers that impact chronic absenteeism for large numbers of students. If ACHS can identify specific systemic barriers, the school can collaborate with the APS Office of Autonomous Schools, other ACTION Zone schools, support staff, and central office to identify appropriate systemic solutions. For example, we have anecdotal information that indicates student job responsibilities can often impact attendance. However, at this time we do not have concrete quantitative data to inform broader systemic solutions.

Implementation Overview

To launch key activities related to our core strategy described above, during year 1 (2016-2017) we will assemble a school attendance implementation work group that will develop deep understanding of our school-wide attendance data and barriers. The team will study successful attendance models and policies to create incentive and rewards that are tailored to our student interests. The team will also plan and launch a school-wide attendance campaign that promotes the importance of school attendance. Finally, prior to the start of the school year, the team will establish clear and transparent processes for House teams to analyze attendance data and address chronic absenteeism. Each house will monitor student attendance for their

⁵ <https://getschooled.com>

community and address challenges through the MTSS model during House collaboration time. In year 2 (2017-2018) and year 3 (2018-2019), the attendance strategies will continue to be monitored and refined based on data and feedback/input from school stakeholders.

The intended impact of linking the importance of school attendance to academic success for students, staff and parents is:

- Student Experience: ACHS attendance strategy and policy will increase the instructional time for our chronic absentee and tardy students which will result as an increase in student achievement.
- Teacher Experience: A clear and transparent ACHS attendance strategy will result in a manageable and smooth experience for teachers where staff roles related to attendance are clearly outlined. This will positively contribute to more productive learning environments and greater staff satisfaction, which may lead to higher teacher retention.
- Parent Experience: Our attendance strategy will actively engage parents in increasing attendance and demonstrate to parents that ACHS is concerned about their child's safety and well-being. Collaboratively, by addressing attendance challenges, we can positively impact the ACHS' graduation rate.

3.) New Student Onboarding Process

ACHS wants to ensure we provide supportive transitions for all new students. As noted by our student mobility rates, ACHS welcomes many new students throughout the school year in addition to incoming 9th graders. Many of these students are also new to the country. Research also indicates that student dropout rates are often aggravated during key transitions. To ensure successful transition and support academic success for all students, we will enhance the current student registration process to provide personalized onboarding supports for all new students. The goals for the supports will be:

- 1) To inform students and families about the structure, systems and processes, learning experiences, components, and benefits of an education at ACHS.
- 2) To provide resources to help students and parents navigate their new setting.

Students will:

- Share and discuss their personal goals for education.
- Become familiar with the elements of a school day at ACHS.
- Become aware of the multiple benefits of a competency-based, global leadership education.
- Through the House Model, students will have access to various academic and non-academic supports and resources.
- Onboarding of new students will occur on Monday, Wednesday, and Friday 30 minutes prior to the start of the new student's advisory class. This will allow the student to take

care of the clerical tasks around the school (visit the nurse, get a locker and ID, go to Bookkeeper, etc.) and speak with Counselor about their schedule and graduation pathways.

- Students will be introduced to their advisory class and given a tour of the school and taught the expectations of ACHS.
- One day before the first day of school, freshmen and new students will come for an abbreviated school day where they receive their schedules, go to all of their classes, meet their advisory teachers and review expectations, policies and procedures.

Additional Differentiated Supports for Onboarding New Refugee Students

- Invite local refugee students who live in the school community to talk about their adjustment to American schools.
- Partner with local community organizations to identify additional resources to meet student non-academic needs.

ACHS will collaborate intensely with Community Based Organizations (CBOs) and the APS Welcome Center to help create a bridge of relation with educators and parents.

The three core elements of community-based relational approach:

1. Emphasis on relationship building among parents and educators;
2. A focus on the leadership development of parents; and
3. An effort to bridge the gap in culture and power between parents and educators.

Implementation Overview

During year 1 (2016-2017), our school will leverage the House Model and the student advisory period (described below) to implement the new student onboarding strategy. Our school will also collect feedback (e.g. student and staff climate surveys) to gauge the success of the strategy and revise as needed. During year 2 (2017-2018) and year 3 (2018-2019), our school will continue to revisit and revise the student onboarding process and may involve additional school stakeholders (such as parents, students, and community partners) to further improve upon services and supports offered to new students and refugee students.

➤ STUDENT PATHWAYS AND POSTSECONDARY READINESS

1.) Advisory

Significant research⁶ points to the value of small advisory groups in high schools. Specifically, research indicates advisory can contribute to strong student-to-student and student-to-teacher

⁶ McClure, L., Yonezawa, S., & Jones, M. (2010). Can school structures improve teacher student relationships? The relationship between advisory programs, personalization and students' academic achievement. *Education Policy Analysis Archives*, 18(17), 1–21.

relationships, enhance student development of academic and life-long habits such as international leadership, and ensure that students' social-emotional needs are addressed.

As noted in the sections above and in our root causes and data, ACHS currently lacks systems and structures that intentionally strengthen student-adult relationships, provide explicit instruction in 21st century skills and international leadership skills, promote future planning, and meet socio-emotional needs. These needs will be specifically addressed by offering advisory for all students in grades 9-12. Advisory will be phased-in for all grade levels during year 1 of implementation (2016-2017). Research demonstrates that well implemented advisory programs have immediate impacts on attendance and student engagement. Our decision to implement advisory for all grades starting in year 1 (as opposed to slow release) allows us to have one point of continuity for the entire school (as a venue to strengthen culture climate, relationship building, and post-secondary supports), which are sorely needed for all students, and also allows for easier school-wide scheduling since the advisory period is shorter than other classes.

Advisory Structure at ACHS

Advisory groups offer protected space and time to strengthen community and culture and develop student leadership. Advisory will dedicate time at the start of the school year to build culture and establish systems and routines for the remainder of the year. Additionally, advisory will be a time for students to receive explicit instruction focused on global competencies needed to achieve international leadership. Related to this, advisory will support the development of student agency, self-management, and organization to support a scaffolded implementation of our competency-based learning model.

Advisory Purpose Summary:

- To provide academic and socio-emotional supports to students facilitated through strong student-adult relationships;
- To prepare students for life transitions including career development and post-secondary opportunities including the supported development of Individual Career and Academic Plans (ICAP);
- To provide explicit instruction in 21st century skills including global competencies to ensure development of student international leadership; and
- To provide supportive transitions for all new students within the smaller advisory communities for stronger student-to-adult and student-to-student relationships.

Osofsky, D., Sinner, G., & Wolk, D. (2003). Changing systems to personalize learning: The power of advisories. Retrieved from Brown University, Education Alliance website: <http://www.brown.edu/academics/education-alliance/publications/changing-systems-personalize-learning-power-advisories>
http://www.tc.columbia.edu/ncrest/Aera/aera2005_Advisory.pdf

Aurora Central High School: Innovation Application

Advisory Organization:

- Advisory groupings will be informed by the House Model. I.e. Advisory will be organized by each House and led by House staff.
- Advisories will be grouped by grade level and ensure a heterogeneous mix. Class makeup should generally reflect the diversity of the school. Students who enroll midyear will be assigned to advisories according to class size.
- Advisors may include all teachers (except for SPED), including Teachers on Special Assignment (TOSAs), classified staff, deans, and administrative staff as scheduling and responsibilities permit.
- All students will have a daily advisory class – duration will be determined annually and informed by the master schedule. Currently, the proposed master schedule for the 2016-17 school year includes 45 minutes daily for advisory.
- Every effort will be made to maintain small advisory classes to strengthen student-teacher relationships.
- Curriculum will be differentiated to meet the needs of learners at each grade level and align with ICAP development. For example, freshman year curriculum may include study skills, note-taking, or “how to be a high school student.” The school will have flexibility to identify and adopt curricular materials that align with the core purposes identified above. During our pre-implementation phase (from plan approval to start of the school year, we will explore, test, and identify potential curricular resources.)
- Advisory structures will foster interpersonal relationships among staff and students.
- Starting in 2016-17, advisory will be introduced to all students.

Advisory Intended Outcomes: Indicators of Success for Y1 of Implementation

- All students will have established clear goals and work towards action steps to achieve their goals.
- Increase in students attendance rates.
- Increase connectedness to the school community, advisory, activities (as measured by student surveys).
- Increased #credits earned by student per quarter/semester/school year and on-track to graduate indicators.

Implementation Timeline

- Year 1 (2016-2017): Pilot 45 minute advisory school-wide across all grade levels.
 - Summer: Organize student groupings, space, and curricular materials for advisory.

- Summer: Provide staff capacity building necessary to successfully implement advisory (focus on ICAP related activities, global competencies, relationship building, developing school-wide advisory norms, etc.)
 - School Year: Ongoing training and coaching for pilot staff on implementation. Evaluate implementation and continuously improve advisory.
- Year 2 (2017-2018): Advisory school-wide.
- Summer: Organize student groupings, space, and curricular materials for advisory.
 - Summer: Provide staff capacity building necessary to successfully implement advisory.
 - School Year: Begin exploring themes and pathways for Houses. Consider community partnerships for internships and pathways.
 - School Year: Ongoing training and coaching for pilot staff on implementation. Evaluate implementation and continuously improve advisory. Monitor and revise curriculum and PD and identify additional curricular resources for advisory.
- Year 3 (2018-2019): Advisory school-wide.
- Summer: Organize student groupings, space, and curricular materials for advisory.
 - Summer: Provide staff capacity building necessary to successfully implement advisory.
 - Summer: Begin to solidify pathway opportunities (community experiences, internships, etc.).
 - School Year: Progress students to pathways and community opportunities.
 - School Year: Ongoing training and coaching for pilot staff on implementation. Evaluate implementation and continuously improve advisory. Continue to monitor and revise curriculum and PD and identify additional curricular resources for advisory as needed.

2.) Student Pathways and Future Planning

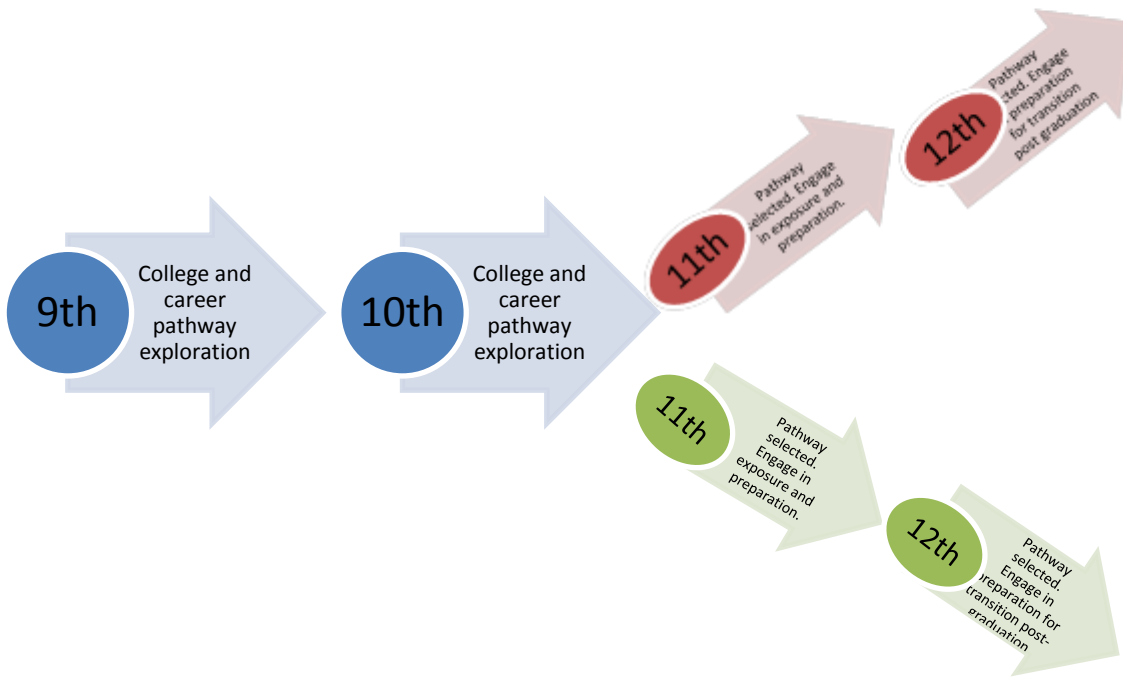
ACHS recognizes that the school lacks formal school-wide structures that expose and prepare students for a variety of postsecondary options. To this end and to ensure college and career readiness for all ACHS students, we will launch a structure to ensure that every student develops a post-secondary plan, informed by exposure and experience in individually selected college and career choices. This model integrates with Advisory.

Through this approach, every ACHS student will have exposure to postsecondary pathways in the 9th and 10th grade. After exposure and through the support of advisors and counselors, students will then select a pathway and engage in foundational experiences and activities (internships, college/technical school visits, etc.) related to that pathway in the 11th and 12th grades.

Aurora Central High School: Innovation Application

Structure

As part of Advisory, all students will complete a postsecondary readiness plan aligned with ICAPs. This plan will be integrated into our graduation requirements and will be initiated during a student’s freshman year. As the student advances, the plan will grow and be revised/expanded upon until it is finalized prior to graduation.



Through Advisory, students will gain exposure to various postsecondary options and the requirements for each path starting in the 9th and 10th grade years. Following exposure, students will have information to select a pathway to further experience. These experiences will allow students to generate well informed postsecondary plans. Advisors help track student progress toward their goal/path. Additionally, we will seek to create or redesign an existing role to manage community partnerships and identify internship, job-shadowing, and community career related experiences for students.

Postsecondary Exposure and Experiences

- Individual paths will be created between the student and advisory/counselor to help guide course selection and inform postsecondary choices;
- Access to pathway related internships and job shadowing will be coordinated during junior/senior years;

- ACHS will develop partnerships with the community and postsecondary academic instruction partners (universities, community colleges, technical and vocational schools) to increase student career exploration opportunities; and
- Pathway experiences may be awarded credit to count as electives.

➤ **FAMILY AND COMMUNITY PARTNERSHIPS**

ACHS historical archives indicate that former school leaders reflected on the impact of parent engagement on the school:

1975 - Joseph S. Fleirl served as principal from 1975 to 1981. Mr. Fleirl shared this comment during the 1991 rededication ceremony, "One of the finest memories I have of Central was the monthly PTA Study Group meetings held in homes throughout the community. It was the most professionally rewarding experience of my career!"

1981 -- Harold Beebe was principal from 1981 to 1986. Mr. Beebe had this comment to share during the 1991 rededication ceremony, "Aurora Central is the first high school I ever worked with that had such an active PTA involved with the students and staff. I am still impressed by the commitment of those parents!"

These quotes reveal that ACHS had a vibrant tradition of parent engagement efforts. To recreate past success, the SDT examined current practices and research to understand how to strengthen home-school partnerships.

Parent, family, and community involvement in education correlates with higher academic performance and school improvement. When schools, parents, families, and communities work together to support learning, students tend to earn higher grades, attend school more regularly, stay in school longer, and enroll in higher level programs. Researchers cite parent-family community involvement as a key to addressing the school dropout crisis and note that strong school-family-community partnerships foster higher educational aspirations and more motivated students. The evidence holds true for students at both the elementary and secondary level, regardless of the parent's education, family income, or background—and the research shows parent involvement affects minority students' academic achievement across all races. (2008 National Education Association Policy Brief).

To create stronger school-family partnerships, the SDT approached this issue with a two-fold, solutions-oriented approach. The first step included assessing current activities by posing a series of questions and secondly, reframing questions to develop proposed solution strategies.

Aurora Central High School: Innovation Application

Why are parents reluctant to come to ACHS?

First, it should not be assumed that the lack of parental involvement means families do not want the best education or future for their child. The majority of ACHS parents face major barriers within their own educational journey that have contributed to their lack of comfort in a school setting. Many parents do not speak English, have not had formal educating themselves, and may lack an overall understanding of American educational system. Other common issues affecting their ability to partner with the school include lack of transportation and low-wage employment constraints and more.

How can ACHS Involve all Parents in a Meaningful Way?

- Re-establish a welcome/attentive approach at all offices in the school.
 - Ensure parents/family members and visitors receive a positive and welcoming message.
 - Ensure translators are available to support parents in their native language
- Educate the building staff about the Aurora community.
 - Provide workshops to staff before students come back to school in August that support ideas to create a parent-engaged classroom and school.
- Create a parent involvement program that supports student learning goals, as well as other topics of interest to the parents and the community.
 - Establish a Parent Advisory Committee that meets monthly/bi-weekly.
 - Create a learning environment for families such as math nights, constructive discipline, prenatal care, career development, budgeting, etc.
 - Provide incentive programs for parent participation.
- Create a school resource center in Community Room A.
 - Open up the Wellness Center to serve families and siblings of our students.
- Utilize and embrace the amazing cultures of our families.
 - Leverage the cultural strengths that these families can contribute to creating a globally impactful educational environment at ACHS.

Following reflection of the internal assessment and questions posed above, the school proposes the following approaches to strengthen the family-school partnerships:

1. Parent/Family Outreach Program

ACHS recognizes that parent teacher conferences can be a limited strategy to meet with parents to celebrate student achievements and problem-solve barriers. Based upon extensive studies on best practices for parent-school partnerships, ACHS plans to develop a parent/family outreach alternative. Key tenants of our approach include:

Aurora Central High School: Innovation Application

- The purpose of a Parent/Family Outreach program is to build relationships with the families of the students attending ACHS and understand them better. This can look like home visits, visits in public/neighborhood spaces, etc.
- Staff and parents schedule these visits at a mutually agreed upon time and place (it could be the home if that is easiest for the parent, but it could be any public place).
- The purpose of a Parent/Family Outreach program is NOT to point out the troublemakers and at-risk students by visiting them frequently, but rather to visit each student who attends the school individually and build relationships with their families.
- Teachers can opt to schedule outreach visits in lieu of traditional school-based parent teacher conferences. In the event that outreach visits happen in addition or beyond parent teacher conference time, teachers may be compensated for the time they put into it (including mileage within the attendance area).
- Both teachers and parents make their expectations clear, share their hopes and dreams for the child, and work together to meet them.
- Teachers/staff members can work in pairs (Two teachers/staff members meeting the parents and the student together).
- If an interpreter is not available, the Tele-Language service can be used.
- Ideally, two visits per student could occur during the year- once in fall and once in spring.

Implementation Overview

- *Year 1 (2016-2017) Rollout for Parent/Family Outreach:*
 - Summer: Select pilot staff and begin staff training and capacity building on how to build parent relationships, build trust, and facilitate a successful home visit.
 - Fall: Conduct and pilot first series of parent/family outreach visits, focusing on 11th and 12th grade.
 - Focus on introductions and successful school year supports.
 - Debrief the first visit: Which student(s) stood out the most? Who needs more support vs. who doesn't? What have we learned about the family we visited?
 - December/January: Begin training for second visit
 - Spring: Second round of Parent/Family Outreach Visits
 - Focus on academics and parent capacity building
 - Debrief the second visit: Who has improved since the first visit? Who has not? How can we help this student and his/her family before the school year ends?

- End of School Year: Complete evaluation and reflection on the first year of implementation and prepare for new school year.
- *Year 2 (2017-2018) and Year 3 (2018-2019) Rollout for Parent/Family Outreach:*
 - Summer: Select next staff for phase-in and begin staff training and capacity building on how to build parent relationships, build trust, and facilitate a successful home visit.
 - School Year: Conduct parent/family outreach visits for all grade levels.
 - School Year: Evaluate and reflect on the strategy. Improve as needed. Ongoing PD and support for staff.

2.) Parent and Student Academic Counseling Program

- Conduct parent/student counseling check-ins prior to the first day of each school year, or 20 minute face-to-face, or phone conversations with parents/guardians.
- Create an introductory video about the school prior to the school year designed to support parent knowledge of their child/student's academic journey, expectations and successes. (We will explore how to involve our broadcast journalism class with this project).

Implementation Overview

- *Year 1 (2016-2017):* Select and prepare counselors/staff for check-ins; determine schedule and distribution of check-ins.
 - School Year: Involve broadcast journalism class to create introductory video.
- *Year 2 (2017-2018) and Year 3 (2018-2019):*
 - Summer: Select and prepare counselors/staff for check-ins; determine schedule and distribution of check-ins; Share the introductory video
 - School Year: broadcast journalism class updates/revises video as needed
 - School Year: Evaluate and reflect on the strategy. Improve as needed. Ongoing support for staff as needed.

3.) Parent Volunteer Program

- Create increased opportunities for abled parents to contribute to school, classroom and community events.
- Parent volunteering goes beyond simply attending conferences; it involves making a meaningful impact throughout the school day and year by addressing school and student needs such as tutoring, attending classes, chaperoning field trips, helping with sporting events, and clubs and activities, etc.

Implementation Overview

- *Year 1 (2016-2017)*: Identify parents able and willing to participate and identify potential volunteer opportunities. Begin establishing the systems to support implementation. Pilot opportunities if possible.
- *Year 2 (2017-2018)*: Full implementation of volunteer opportunities; test, review, revise.
- *Year 3 (2018-2019)*: Continuous improvement. Evaluate and reflect on the strategy.

4.) Culture Fair

The Cultural Fair is an annual school event where parents, students, teachers, and community members come together to celebrate the diversity of the cultures represented at ACHS. Classroom activities and curriculums will be featured at these public events. Invitations to families to actively participate in showcasing their culture and ethnic celebrations at this educational event will be solicited.

Benefits of Culture Fair

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

Implementation Overview

- *Year 1 (2016-2017)*: Establish the materials and resources, schedule, budget, and other relevant details needed to host the Culture Fair. Identify families to showcase cultures. Identify which classroom activities and curriculum will showcase cultures. Pilot year.
- *Year 2 (2017-2018)*: Continuous improvement. Evaluate and reflect on the strategy.
- *Year 3 (2018-2019)*: Continuous improvement. Evaluate and reflect on the strategy.

SECTION II: EDUCATIONAL MODEL

➤ **SHAPING OUR FUTURE INTERNATIONAL LEADERS**

ACHS serves an incredibly diverse student population. Our staff and community members are incredibly proud of this rich diversity. We believe that our student diversity is an asset, and not a deficit. We aim to maximize these assets by developing the knowledge, skills, and dispositions students need to participate and thrive in a global economy. To this end, in alignment with the ACTION Zone’s International Leadership theme we will implement an instructional model that offers our students a rich, global curriculum that engages students in investigating and addressing real-world problems and ensures college and career readiness.

To achieve our goal of developing globally competent students, ACHS will offer a competency-based instructional program that is built upon college readiness competencies (derived from the Colorado Academic Standards (CAS) and WIDA standards) and 4 global competencies for international leadership. It is our firm belief that students who demonstrate proficiency in these competencies will successfully lead and create positive change at the local and global level both during their experience at ACHS and beyond. These college readiness and global competencies do not replace the knowledge and skills determined essential by the APS curricular maps; rather they provide an authentic framework that organizes the same standards and content area expectations around globally focused, authentic, and engaging topics.

➤ **COMPETENCY-BASED INSTRUCTION**

The ACHS Competency-Based Instructional Model

ACHS will *implement a competency-based learning model*, which ensures that students demonstrate understanding of college readiness and global leadership learning outcomes. This means *all students will demonstrate repeated proficiency of a particular process, content or skill (based on the CAS and WIDA standards, and our 4 global competencies) as measured by different types of assessments*. Students will have the opportunity to learn content and skills in subject area classes and through *personalized work that they complete at their own pace, allowing for acceleration and/or intervention, depending on each individual student’s need*.

One of the primary differences between ACHS and a traditional school is our competency-based approach. It may be helpful to think of the traditional system as time-based and a competency-based system as performance-based. Unlike a traditional system in which students earn credits

and advance based on completion of time in a course, or seat time, in a competency-based system students keep working on specific skills and knowledge until they can demonstrate their understanding and ability to apply them. Then students move to the next learning outcome.

Why Implement a Competency-Based Instructional Model? How does it Address Our Needs?

A growing body of research⁷ indicates that a competency-based learning model offers a successful approach to support student learning for students with significant learning gaps, who are at risk to not graduate, interrupted schooling, language development needs, and more. This model allows students to progress as they demonstrate mastery of academic content, regardless of time, place, or pace of learning. Competency-based strategies provide flexibility in the way that credit can be earned or awarded, and provide students with personalized learning opportunities. This type of learning leads to better student engagement because the content is relevant to each student and tailored to their unique needs. It also leads to better student outcomes because the pace of learning is customized to each student.

Thorough analysis into various instructional models revealed that a competency-based model is best suited for ACHS needs.

ACHS Challenges and Needs	How is it address by competency-based instruction? ⁸
Significant number of under credited students who are not on-track to graduate.	The traditional seat-time requirements are an insurmountable barrier for under-credited students. Competency-based instruction provides a flexible structure for the necessary acceleration of skill development and credit accumulation.
Students with interrupted schooling and high mobility.	In a competency-based model students with interrupted education, high mobility or other home challenges continue to progress without having to repeat courses. Students can continue to progress on discrete learning objectives while taking care of family members, or other home transitions.
Students performing below more than two grade levels and exhibiting significant math and literacy gaps.	In a competency-based model, students receive the help they need to address specific learning deficiencies while working on other competencies. Students advance, even if it takes a bit longer for some, rather than being trapped taking the same

⁷ <http://www.marzanoresearch.com/research/reports/2010-2011-adams-50-instructional-model-study?SID=fr2pt33rst6lsdnsjhnori0u06>

http://www.inacol.org/wp-content/uploads/2015/03/iNACOL_SuccessOnlyOptn.pdf

<http://www.inacol.org/wp-content/uploads/2015/02/clearing-the-path.pdf>

⁸ <http://net.educause.edu/ir/library/pdf/CSD6173.pdf>

	course over and over.
Significant number of English Language Learners	ELL student needs and academic success is best achieved through a competency-based model. In a competency-based system, when students are not just passed on through the system, ELL student needs stand out- there is no way to avoid those needs. Because the school tracks student proficiency data in real time, their needs stand out and must be addressed so they can progress. A competency-based system allows us to clearly identify ELL gaps. The needs and student progress are transparent to everyone. Parents and students know exactly where students are performing and their progress. We will be able to immediately identify students who need extra coaching and will be able to provide the supports more rapidly.
Disengaged learners	Students are motivated by explicit, measurable learning objectives as well regular, ongoing formative assessment feedback. Transparency regarding what is needed to earn a credit and graduate also to increase motivation. Lastly, instruction anchored around a culture of international leadership provides authentic and engaging topics for instruction.

1) Curriculum and Standards to Support Our Competency-Based Learning Model

To enact our goal of developing globally competent students we know we must set high expectations for students to meet. We will ensure that all ACHS graduates demonstrate mastery in the skills and knowledge necessary to thrive in our global economy. This means that all ACHS students must demonstrate repeated proficiency in the competencies (knowledge and skills) essential for college and career readiness. As noted above, these competencies will be derived from and aligned with the CAS, thus ensuring our students know and can apply expected grade and content area standards. Additionally, we will ensure our students demonstrate proficiency in 4 global competencies.

At ACHS globally competent students must be able to⁹:

- 1.) **Investigate the World.** Students investigate the world beyond their immediate environment.
 - a. Identify an issue, generate questions, and explain its significance
 - b. Use variety of languages, sources, and media to identify and weigh relevant

⁹ Global competencies instructional resources and training provided by membership to the International Studies School Network and partnership with the Asia Society

evidence

- c. Analyze, integrate, and synthesize evidence to construct coherent responses
- d. Develop argument based on compelling evidence and draws defensible conclusions

2.) **Recognize Perspectives.** Students recognize their own and others' perspectives

- a. Recognize and express their own perspective and identify influences on that perspective
- b. Examine other's perspectives and identify what influenced them
- c. Explain the impact of cultural interactions
- d. Articulate how differential access to knowledge, technology, and resources affects quality of life and perspectives

3.) **Communicate Ideas.** Students communicate their ideas effectively with diverse audiences

- a. Recognize and express how diverse audiences perceive meaning and how that affects communication
- b. Listen to and communicate effectively with diverse people.
- c. Select and use appropriate technology and media to communicate with diverse audiences
- d. Reflect on how effective communication affects understanding and collaboration in an interdependent world

4.) **Take Action.** Students translate their ideas into appropriate actions to improve conditions

- a. Identify and create opportunities for personal or collaborative action to improve conditions
- b. Assess options and plan actions based on evidence and potential for impact
- c. Act, personally or collaboratively in creative and ethical ways to contribute to improvement, and assess impact of actions taken
- d. Reflect on capacity to advocate for and contribute to improvement

Through the ACTION Zone partnership with Asia Society and our membership with the International Studies Schools Network (ISSN), ACHS will receive supports to develop and implement our new competency-based, international leadership curriculum (beginning with thoughtful implementation at the 9th grade only during year 1 and scaling by one grade level per year in subsequent years.) In alignment with CAS and global competencies, ACHS will adopt and customize Asia Society's Graduation Performance System's (GPS') curricular framework including

- Performance outcomes which include the competencies students need to demonstrate by the time they graduate to be both globally competent and college ready;

Aurora Central High School: Innovation Application

- “I Can Statements,” which describe in first-person voice what students will be able to do; and
- Assessment rubrics that show a progression of skills development.

The GPS system also consists of a suite of curriculum design tools and learning modules that express the teaching and learning targets for globally competent students. The Performance Outcomes are provided in six academic disciplines plus the interdisciplinary Global Leadership. These tools can be used to design learning units, lesson plans, and performance assessments around globally significant issues, as well as to enable student accountability for learning and to evaluate student work. GPS is informed by best-practice research on performance-based assessment in the United States as well as from top-rated school systems worldwide. It is adapted from a system developed by Envision Education and the Stanford Center for Assessment, Learning and Equity (SCALE). Schools that utilize the GPS, have a higher graduation rate than other schools with similar profiles. Hypothesi LLC, a research and evaluation organization, has analyzed data on Network schools from 2004 – 2011. Across the network of 35 schools (20 high schools, 6 middle schools, 6 middle/high schools, and 3 elementary schools), 82% of ISSN students are minorities, 67% are from low-income families, and 14% are English Language Learners. The most recent data show ISSN schools outperform demographically similar schools on state assessments in about 66% of such comparisons. ISSN schools had a graduation rate of 89%, substantially higher than the typical graduation rate for students in urban school systems of about 61%.

Supported by the GPS’ curricular framework and materials ACHS will deepen understanding and use of proficiency scales and student progress goals that define transparent performance outcomes. ACHS will utilize a rating system ranging from 1-4 including 0.5 increments which ensures all students can deepen rigor through level four by developing, applying, and creating knowledge and skills. Proficiency scales will allow students to self-assess progress toward mastery, and to be assessed by teachers along a continuum of performance that is clearly laid out at the start of the students’ learning journey.

As noted earlier, ACHS will slowly scale the competency-based model and curriculum by one grade level at a time

- Year 1: Pilot in the 9th grade
- Year 2: Expand to 10th grade
- Year 3: Expand to 11th grade
- Year 4: Expand to 12th grade

Aurora Central High School: Innovation Application

Through this slow release approach, we will implement a thoughtful approach to select additional curricular resources (in conjunction with ISSN's GPS) to support this model:

- Pre-launch of Y1: Assess existing 9th grade curriculum and resources to determine alignment with the GPS, competency-based model, and international leadership, identify needs, research and test alternatives and make procurement determinations.
- Prior to Y2: Assess existing 10th grade curriculum and resources to determine alignment with the GPS, competency-based model, and international leadership, identify needs, research and test alternatives and make procurement determinations.
- Prior to Y3: Assess existing 11th grade curriculum and resources to determine alignment with the GPS, competency-based model, and international leadership, identify needs, research and test alternatives and make procurement determinations.
- Prior to Y4: Assess existing 12th grade curriculum and resources to determine alignment with the GPS, competency-based model, and international leadership, identify needs, research and test alternatives and make procurement determinations.

2) Personalized Learning to Support Student Recuperation and Acceleration

Current student achievement data reveals that ACHS student performance is significantly low. By the time students attend ACHS, many students do not demonstrate grade level proficiency as a result of interrupted education, poor attendance at previous schools, language barriers and more. It is also evident that the school struggles to develop student proficiency during their time at ACHS. Unfortunately, this reality means that students often leave our school without the skills and knowledge needed to succeed beyond high school. Despite strong awareness that our students start at varying levels of readiness and require significant supports for recovery, the traditional educational model limits our ability to address gaps and ensure students master the skills and knowledge to succeed after ACHS. We are faced with the immense challenge of addressing learning gaps for underprepared students while also ensuring they access current grade level material in a fixed time-frame. In reality, this means a teacher rushes to cover material at a surface level with little space, time, and capacity to personalize instruction for students and ensure their recuperation and acceleration.

To address this issue, ACHS will adopt a deeply personalized competency-based learning model that includes formal structures for rapid student recuperation and acceleration.

By transitioning away from seat time, a personalized competency-based model allows students to progress as they demonstrate mastery of competencies, regardless of time, or pace of learning. Personalized recuperation and acceleration strategies will be supported by changes to the ACHS student and teacher day.

Aurora Central High School: Innovation Application

The proposed daily schedule will create longer core content area blocks for math, science, and social studies, and English language arts. Longer core blocks will allow for reduced transitions and increase time for personalization via 3 structures noted below and described further in subsequent tables. ACHS will also offer integrated English Language Development (ELD) and Literacy courses for our ELL students. Additionally, ACHS will pilot an Enrichment period, a second structure to promote personalized, self-paced recuperation or acceleration while also advancing student global competency. ACHS will pilot these structures in year 1 with the ninth grade. The pilot will help inform costs, capacity needed to implement the model, and revisions to expand the model school-wide based on return on investment (ROI) examining capacity commitment and results.

Sample Schedule for Pilot 9th Grade 2016-2017

Period	Time	Daily Schedule *Except for PD release days (no late starts)
Period 1	7:30 – 8:25	Math
Period 2	8:30 – 9:25	Elective
Period 3	9:30 – 10:25	English Language Arts
Period 4	10:30 – 11:25	Science
Lunch A 11:30 – 12:05 Advisory 12:10 – 12:45		Lunch 11:30-12:05
Advisory 11:30 – 12:05 Lunch B 12:10 – 12:45		Advisory 12:10-12:45
Period 5	12:50 – 1:45	Enrichment (Rotating Content Area) <ul style="list-style-type: none"> ▪ Re-teaching of competencies and/or ▪ Acceleration for students who have demonstrated advanced levels of proficiency
Period 6	1:50 – 2:45	Social Studies
Period 7	2:50 – 3:45	Elective
	3:50 – TBD	Extended Learning Opportunities

Sample Pilot Teacher Daily Schedule 2016-2017 (Math Teacher Example)

Period	Time	Daily Schedule *Except for PD release days (no late starts)
Period 1	7:30 – 8:25	Math
Period 2	8:30 – 9:25	Math
Period 3	9:30 – 10:25	House Plan
Period 4	10:30 – 11:25	Math
Lunch A 11:30 – 12:05 Advisory 12:10 – 12:45		Personal Lunch 11:30-12:05
Advisory 11:30 – 12:05 Lunch B 12:10 – 12:45		Advisory 12:10-12:45
Period 5	12:50 – 1:45	Enrichment (Rotating Students within House) <ul style="list-style-type: none"> ▪ Re-teaching of competencies and/or ▪ Acceleration for students who have demonstrated advanced levels of proficiency
Period 6	1:50 – 2:45	PLC Plan (Content)
Period 7	2:50 – 3:45	Math
	3:50 – TBD	Extended Learning Opportunities (optional with AFS)

*Please note start, end times, and exact period duration will be adjusted based on agreed upon calendar and master schedule.

Extended Learning Opportunities (ELO)

All students will have opportunities for ELO at the end of the standard school day. ELO will focus more intently on providing 10th through 12th graders with remediation and acceleration opportunities- in particular providing targeted credit recovery and authentic, field learning experiences. Credit recovery will be made possible via our existing Edgenuity platform (see Credit Recovery section for more information). Additionally, we will explore a partnership with APS Online (our APS online high-school) to use their online curriculum and resources.

3) What will Instruction Look Like? The ACHS Instructional Anchors

Our model increases flexibility to meet students where they’re at and personalize learning as needed. Teachers, informed by data will have the ability to determine the extent to which

instruction occurs in whole group, small group, or independently. Teachers will use ongoing formative assessments to meet individual student needs more readily and promote acceleration and recuperation.

To ensure we provide high quality, personalized instruction. We will implement key instructional anchors that will be consistent in all competency-based classrooms.

What could personalization look like in the core classroom? *After full implementation following a supported “phase-in” process



Our anchors include:

- 1.) Individual Learn Time,
- 2.) 1:1 Tutoring; and
- 3.) Targeted Instruction.

The charts below provide a detailed view of each anchor and what we expect to see in classrooms.

Aurora Central High School: Innovation Application

Individual Learning Time	
<i>In core subject area courses, students will have opportunities to engage in Individual Learning Time.</i>	
Student Learning	<ul style="list-style-type: none"> - Students work individually, either online or in writing, on coursework and projects - Peers assist each other - both with tasks and with topics - Students are both self-managed - set & complete daily goals, find their own resources - Students actively present questions and/or support requests to both peers & teachers - Students actively solicit feedback from peers and teachers on their work & progress - Students are self-paced - move asynchronously through coursework, depending on their needs & progress
Teacher/ Volunteer Actions	<ul style="list-style-type: none"> - Teachers are actively monitoring student engagement & learning (via both physical presence and observation, & circulating among all students) - Teacher sets up and manages system for communication, that allows students to transparently request support/instruction - Facilitates strategic peer & instructional pairings to promote support & collaboration - Foster and support student reflection & self-assessment (around process, engagement, autonomy)
What resources support learning? How is learning assessed?	<ul style="list-style-type: none"> - Classroom environment and layout of space must allow for independent work areas throughout the room. - Access to technology is needed to support individual learning.
1:1 Tutoring	
<i>One to one instruction to accelerate or reteach students</i>	
Student Learning	<ul style="list-style-type: none"> - Students are receiving 1:1 support from: teachers, community partners, or students who have already shown mastery on this competency. - Eliciting 1:1 support from classroom community to demonstrate mastery. - Offering 1:1 support to classroom community to help fellow students achieve mastery. - Accessing resources needed to support acceleration or relearning.
Teacher/ Volunteer Actions	<ul style="list-style-type: none"> - Directing which students need 1:1 tutoring each day. - Directing which students should offer their 1:1 support to their classroom community. - Tutor has plan in place for the students selected for 1:1 support. - Checks for understanding during the 1:1 time. - Tutor transitions student to individualized learning time by giving the student specific and measurable next steps.
What resources support learning? How is learning assessed?	<ul style="list-style-type: none"> - Additional adults in the room during 1:1 time. - Variety of texts and opportunities for students to demonstrate mastery. - Monitoring tools for informal assessments. - Technology access to support individualized student learning.

Targeted Instruction - Small Group <i>Small group based on need for initial instruction, scaffolding, reteaching, or acceleration.</i>	
Student Learning	<ul style="list-style-type: none"> - Students are receiving small group instruction focused on a discrete skill within a competency from teachers and/or peers. - Small group learning will set the stage for the independent work time. - Space and time for gaps to be filled within instruction - Time where teachers are setting students up for success.
Teacher/ Volunteer Actions	<ul style="list-style-type: none"> - Teacher provides instruction through best instructional practices to the small group - Teacher sets up and manages routines for small group instruction - Teacher checks for understanding through formative assessment, questioning, as well as through discourse.
What resources support learning? How is learning assessed?	<ul style="list-style-type: none"> - Classroom setup must allow for small group space - Technology access to support individualized student learning.

***Please note, in year 1 volunteers will support engagement, behavior management, and collaboration in each setting. ACHS will seek opportunities to attract volunteers for year 2 and year 3.*

4) Personalization via the Enrichment Period (See 12:50pm-1:45pm in above Sample Schedule)

Enrichment is a separate period during which students will receive personalized, self-paced interventions (acceleration or remediation) in the core content areas. Students will have an enrichment period daily that will rotate throughout the content areas.

- Sample Rotation: Monday, Wednesday, Friday will be a set schedule of the three core content area classes (English Language Arts, Math, Science, Social Studies) while Tuesday, Thursday will be student/teacher/House directed enrichment.

5) Credit Recovery

Upper grades students in 10th, 11th, and 12th grade will have access to credit recovery through Edgenuity, an online credit recovery program. Students will also have the option to recover credits through IGNITE, a project based multidisciplinary program designed to support students with recovery of credits from more than one content area through project completion. IGNITE

is a rigorous competency based model for credit recovery and is being piloted during 4th quarter of the 2015-16 school year with 12th grade students and will be refined moving into the 2016-17 school year.

6) Student Mastery

How will we know if students demonstrate proficiency?

Mastery of a competency (aligned to standards and global competencies) will be determined by multiple demonstrations of proficiency on a specified competency as measured by common proficiency scales (GPS performance rubrics and commonly developed content area rubrics). In unit development, teachers will create multiple opportunities for students to demonstrate mastery of competencies across various modes of instruction. Standards and scale aligned assessments (formative and summative) and performance tasks will be created within PLCs using scoring rubrics to assess student proficiency at levels 3 and 4. Teachers will have common understanding of what proficiency looks like through the use of student benchmarked work samples.

Teachers will also utilize standards-based diagnostic screeners such as NWEA's MAPs to measure student growth and gather data to level students and provide appropriate supports.

Valid assessments allow teachers and students to collect a body of evidence that shows students' proficiency levels on the specific learning outcomes which allow students to advance to the next learning outcome when they have reached proficiency.

7) Assessment System *(Please see Staff Collaboration and DDI section for how assessments system is integrated with the school's DDI cycle.)*

In alignment with a competency-based instructional model, ACHS aims to administer a comprehensive assessment system that includes a variety of summative and formative assessments focused on helping determine and provide evidence of student mastery. The assessment components include:

- A. **State and federally-mandated summative assessments:** ACHS will administer assessments required by the CDE and federal regulation (PARCC, ACCESS, SAT, etc.)
- B. **Formative Assessments:** Supported by curricular resources from the GPS framework, we will customize or develop common formative assessments to support student learning. Guided by our work with Relay and Paul Bambrick-Santoyo's Data Driven Instruction model, we aim to ensure that our interim assessments:

- Are common across content areas and grade levels
 - Provide a transparent starting point to begin each cycle and define a teaching roadmap
 - Align with state and college readiness assessments
 - Align with the instructional sequence of clearly defined grade level/content expectations; and
 - Re-assess previously taught standards
- ***Screeners:*** To inform accurate student leveling and placement in a competency-based model, ACHS will adopt a screener, such as Northwest Evaluation Association’s (NWEA) Measures of Academic Progress (MAPs) in math. As part of the registration process, we will conduct MAPs assessments to gather baseline student data in areas where we are lacking information.
 - ***Interim assessments:*** For year 1 of implementation, ACHS will continue to use Acuity, the district’s assessment system and the district’s assessment calendar. Year 1 will also be used to identify alternative standards-based interim assessments that best align with the competency-based model. In year 2, ACHS will then examine pilot results and determine if and how it may be scaled for additional grade levels each year. After each interim assessment window, PLCs will use time during full-day release days to analyze assessment data and plan/adjust instruction for the next instructional window.
 - ***Ongoing, frequent, formative assessments:*** Supported by PLCs and consulting experts, teachers will develop and implement ongoing formative assessments to pinpoint student progress toward mastery on the proficiency scales. Results will inform decision-making regarding student advancement and placement. *See staff collaboration and DDI cycle to learn more about the formative assessment data driven cycle at ACHS.*

Assessment Calendar

ACHS will continue to follow the district assessment calendar for year 1. In subsequent years, ACHS will maintain flexibility to create a differentiated assessment calendar that best aligns with a full-school implementation of the competency-based learning model. The assessment calendar will be developed using the same process and in conjunction with the annual and master calendar.

8) Student Promotion and Retention

As ACHS moves to implement a competency-based model school-wide over a phased in approach, we will revise the current District promotion and retention policies to shift practice

Aurora Central High School: Innovation Application

from the traditional Carnegie Unit credit, which measures student seat time and course grades, toward a promotion policy that awards credit based on student demonstrations of proficiency in the 4 global competencies and our college and career readiness competencies. As ACHS scales our competency-based model over the next few years (beginning with grade 9 in 2016-2017), we will work closely with ACTION Zone staff, District experts, and consulting partners to create an implementation plan that thoughtfully phases in a competency-based promotion and retention model in preparation for our incoming 9th grade class' graduation.

Additionally, as our model expands school-wide, in year 2-3 of implementation ACHS will move away from traditional age-based student "grade" designations (9th, 10th, 11th, and 12th). Rather, to further align with a competency-based model that emphasizes student progress toward graduation, ACHS will implement new student phase designations that indicate student milestones toward graduation. See a working student classification model below.

Student Classification - Sample

Please note that the terminology for the milestones and parameters will be drafted and approved by staff through an implementation work group prior to the start of the school year.

Advancement / promotion will be based on acquisition of credits rather than age or number of years a student has been enrolled in school.

For Example:

- Freshmen (0-4 credits earned) = White
- Sophomores (5-10 credits earned) = Yellow
- Juniors (11-16 credits earned)= Green
- Seniors (17-22 credits earned)= Black

9) Grading and Credit Acquisition

In our competency-based system, grades will be issued based on demonstration of proficiency in the identified competencies for each course.

1. To earn credit, a student must demonstrate proficiency (3.00-4.00) in a minimum of 70% of course outcomes and demonstrate understanding at least a level 2.0 in all remaining course outcomes.
2. Proficiency scales may be converted into letter grades for GPA calculation and college application; or an implementation team may develop a transcript reader to provide colleges information on the ACHS competency-based model.

Aurora Central High School: Innovation Application

3. In this competency based system, grades are based *solely* on students’ current levels of performance with specific identified competencies.
4. Attendance, behavior, and other non-achievement measures are not part of core content grading in a competency based system. (Seat time, homework completion, etc. do not factor into grade calculation).
5. Attendance, behavior, and other “soft-skills” along with demonstrations of global competencies may be reflected in advisory grades.
6. Competency-based progress reports will be available to students via an online platform (such as Google documents or other Learning Management Systems (LMSs)) that communicates student progress towards mastery of standards.

10) Graduation Requirements

ACHS will build upon the APS minimum graduation requirements (maintaining those as a minimum) and offer courses for all APS required courses; however, ACHS will have flexibility in the seat time requirements per course in alignment with our competency-based instructional model.

Graduation Requirement Enhancements

ACHS will award 0.5 credits for each Advisory course. During Advisory students will receive additional instruction and have opportunities to demonstrate proficiency in global competencies. Since students will demonstrate mastery for global competencies in this setting, ACHS will award credit for these courses, which may count as elective credits.

Finally, all students will be expected to complete a post-secondary readiness plan prior to graduation. As stated above ACHS’ customized graduation requirements will not reduce minimum State or District requirements, rather they will expand upon existing requirements and align with a competency-based model and ensure post-secondary readiness for all students.

GRADUATION REQUIREMENTS BY SUBJECT	REQUIRED CREDITS
ENGLISH	4.0 UNITS OF CREDIT
SOCIAL STUDIES	3.0

<ul style="list-style-type: none"> US HISTORY 	<ul style="list-style-type: none"> 1.0 UNITS OF CREDIT
<ul style="list-style-type: none"> CIVICS/US GOVERNMENT 	<ul style="list-style-type: none"> 0.5 UNITS OF CREDIT
MATH	4.0 UNITS OF CREDIT
SCIENCE	3.0 UNITS OF CREDIT
WORLD LANGUAGE	1.0 UNITS OF CREDIT
ELECTIVES <ul style="list-style-type: none"> Includes Advisory (0.5 credit/year) 	7.0 UNITS OF CREDIT
MINIMUM CREDITS TO GRADUATE	22.0 UNITS OF CREDIT
Post- Secondary Plan	Completion

11) Staff Collaboration and Data Driven Instruction (DDI) Cycle

Our proposed schedule provides staff with daily PLC time to increase collaboration with content area peers and House staff teams. These periods will ensure we address planning needs and individual student needs.

Sample Pilot Teacher Daily Schedule 2016-2017 (Math Teacher Example)

Period	Time	Daily Schedule *Except for PD release days (no late starts)
Period 1	7:30 – 8:25	Math
Period 2	8:30 – 9:25	Math
Period 3	9:30 – 10:25	House Plan
Period 4	10:30 – 11:25	Math
Lunch A 11:30 – 12:05 Advisory 12:10 – 12:45		Personal Lunch 11:30-12:05

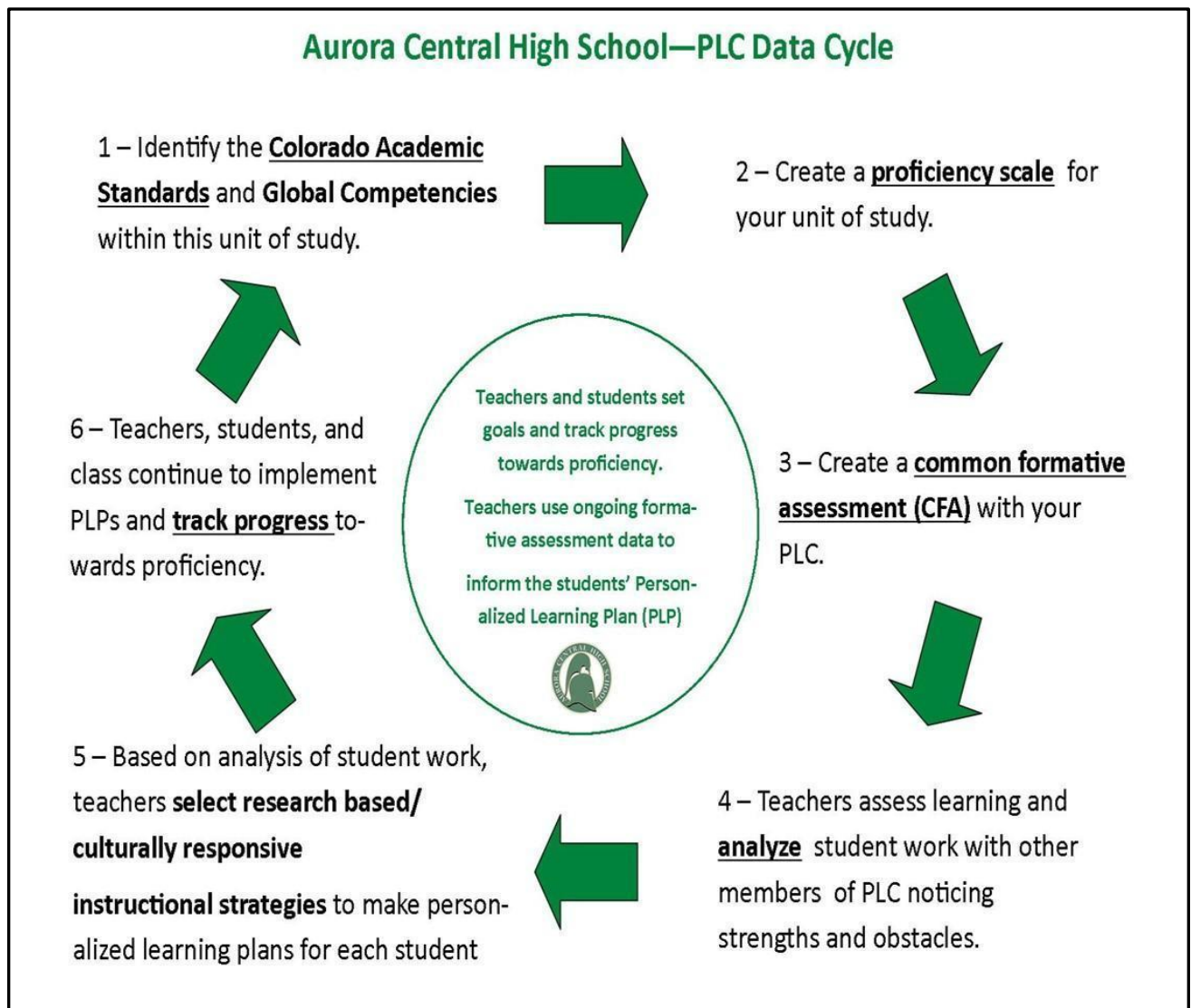
Advisory 11:30 – 12:05 Lunch B 12:10 – 12:45		Advisory 12:10-12:45
Period 5	12:50 – 1:45	Enrichment (Rotating Students within House) <ul style="list-style-type: none"> ▪ Re-teaching of competencies and/or ▪ Acceleration for students who have demonstrated advanced levels of proficiency
Period 6	1:50 – 2:45	PLC Plan (Content)
Period 7	2:50 – 3:45	Math
	3:50 – TBD	Extended Learning Opportunities (optional with AFS)

The two PLCs include:

- 1.) Content-based PLCs: Focused on Data Driven Instruction (DDI) Cycles to plan effectively in a competency-based model; and
- 2.) “House” based PLCs: House PLCs will focus on implementation of a multi-tiered system of supports model for students in each House.

Content Area PLCs – Data Driven Instruction Protocol

ACHS will launch a revised data driven instruction cycle that aligns with a personalized, competency-based instructional model that also increases consistent implementation across all teams. As illustrated by the cycle, content area PLC time will focus on improving best first instruction and developing responsive student learning plans by connecting daily instructional practice with standards-based formative assessment and instruction, data analysis, personal reflections on instruction, and next steps. Additionally, as part of step 5, staff will intentionally select research-based instructional strategies.



Content PLC time topics will rotate on a daily/weekly basis to align with the data cycle.

For Example:

- Monday - Use data analysis (from previous week) to track progress and update learning plans
- Tuesday - Determine priority competencies for the next week and create proficiency scales
- Wednesday - Create common formative assessment
- Thursday - Plan learning activities for the next week
- Friday - Collect and analyze data

House-Based PLCs - MTSS (Multi-Tiered System of Support)

House-Based PLCs will be used to proactively identify and respond to students in need of differentiated support and interventions above and beyond the differentiation occurring in the classroom. (Many supports and interventions will be implemented through enrichment).

Through House-Based PLCs:

- Student rotation / placement in enrichment courses will be determined.
- Additional student interventions related to non-academic factors such as behavior, attendance, health, etc. will be designed.
- Differentiated acceleration plans for students who are ready will be designed.
- Individual student data analysis (academic and non-academic indicators) to identify at-risk students and develop and monitor support plans.

12) Staff Professional Development (PD) and Training

As ACHS prepares to scale a personalized competency-based instructional model and emphasize global competency, it will be necessary to build staff capacity to support their success in this model. Specifically, the ACHS design team articulated key areas for capacity building for all current staff and any new staff that join ACHS after launch. These areas include:

- Instructional planning, delivery and assessment in a competency-based system.
- Deep understanding of standards and grade-level progressions.
- Create, use, and assess proficiency scales to inform instruction and determine competency.
- Using proficiency scales to inform grading practices consistently across the building.
- Plan for components of personalized learning including blended learning approaches (i.e. individualized learning time, 1:1 tutoring, and targeted instruction and collaborative work)

- Effective co-planning for intervention and acceleration within a collaborative house model.
- Effective co-planning/co-teaching.
- Integration of global competencies/themes into all content areas.
- How to embed ELL best practices in all content areas and all settings.
- Plan for and implement culturally responsive practices.
- Choice offering to allow for staff personalized development.

Additionally, as we implement training and monitor model implementation it will be important for the school to remain nimble and have the ability to revise the professional development plan annually for continuous improvement. To this end, ACHS will have flexibility from existing policy to develop a school specific PD plan, which may impact the ACHS master calendar annually. This plan will be developed by school administration in collaboration with the Instructional Leadership Team (ILT) and input from staff. Relatedly, ACHS retains the right to opt in or out of any District provided PD.

PD will occur during full-day student release days that occur approximately every month (see proposed 2016-17SY calendar on next page). These dates will be in common with other ACTION Zone schools to facilitate cross-school collaboration and maximize economies of scale for shared PD costs. These full days will replace the current weekly late start Wednesday model. ACHS data indicates that late start Wednesdays negatively impact attendance. Additionally, attendance suffers during District Elementary Professional Release (EPR) dates as our high school students must prioritize child care for younger siblings. Our new model will remove these barriers and positively influence attendance.

In preparation for school launch, ACHS will schedule back-to-school in-service days for faculty to participate in professional development and personal planning time. Dates for back-to-school in-service days will be determined by the end of the prior school year in collaboration with the ILT and shared with all staff (please see waiver section for more information.) Please see a proposed calendar for 2016-17 in the next page.

How/when do we train teachers and build their capacity to be successful?

- All staff back to school kickoff learning prior to 1st day (Time TBD annually prior to the start of the school year).
- The school will have approximately monthly full-day PD days in place of late start Wednesdays.

- These days will overlap with the elementary EPR days in order to better support our students with younger siblings who are responsible for their care when school is not in session.
- Providing consistent time and opportunity within the school day for teacher collaboration and planning.

13) Master Calendar

2016-17 School Year Calendar

For the 2016-17 school year, ACHS will implement a master calendar that generally aligns with the APS calendar for 2016-17. Our adjusted calendar will include a few key changes:

- Staff beginning of the year in-service. To prepare for successful launch of key year 1 activities, we will ask staff to return 5 days earlier. These days will be focused on providing training for year 1 implementation including advisory, house model and competency-based learning for pilot staff, international leadership, and more. **Note: Licensed project work beyond normal duties and outside of the duty day by APS contracted teachers (professional learning participant, tutoring, summer school etc.) will be compensated for at a rate of \$30 per hour.**
- **Teacher work days:** 192
- **Teacher PD Days:** 7 (in addition to in-service days and teacher work days)
- **Teacher work days with no classes:** 4
- **Staff reporting date:** July 25th for new teachers; July 27th for all teachers
- **Staff end date:** May 26th
- 9th graders will start school August 8th, one day prior to all other students. This will build in one day for 9th grade transition supports and relationship building with all staff and 9th graders. 10th-12th students will begin on August 9th.
- We will no longer have late start Wednesdays. In place of weekly late start time that was dedicated to PD, we will have one full day of PD and collaboration nearly every month. These days will align with district EPR dates for streamlined schedules for families with students in multiple schools across the district.
- Our master calendar continues to meet CDE requirements for instructional minutes.
- Our calendar maintains the same holidays, fall/winter/spring breaks, and the last day of school as the rest of the district.

AURORA CENTRAL HIGH SCHOOL

2016-2017 CALENDAR - DRAFT

July 2016

S	M	T	W	T	F	S
					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 2016

S	M	T	W	T	F	S
	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 2016

S	M	T	W	T	F	S
				1	PD	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 2016

S	M	T	W	T	F	S
						1
2	3	4	5	PD	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 2016

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	PD	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

December 2016

S	M	T	W	T	F	S
				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 2017

S	M	T	W	T	F	S
1	2	PD	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 2017

S	M	T	W	T	F	S
			1	PD	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 2017

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	PD	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

April 2017


S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	PD	22
23	24	25	26	27	28	29
30						


May 2017


S	M	T	W	T	F	S
	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 2017


S	M	T	W	T	F	S
				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	


Teacher Conference/Report: 
 July 25 & 26 - New teachers
 July 27-August 5 - All teachers


Recess (no classes): 
 Fall Recess- Oct. 10-14
 Winter Recess- Dec. 19-Jan. 2
 Spring Recess- March 27-31

Parent Conference/Home Visit/Parent Contact Exchange Day (no classes): 
 Nov. 23, Feb. 3

Graduation: 
 May 23, ACHS
No classes for schools on their designated graduation day

Holiday (no classes): 
 Sept. 5- Labor Day
 Nov. 24- Thanksgiving Day
 Jan. 16- Martin Luther King Jr. Day
 Feb. 20- Presidents' Day
 May 29- Memorial Day

First day of school: 
 Aug. 8- Grade 9
 Aug. 9- Grades 10-12

Teacher Workday (no classes): 
 Oct. 7, Dec. 16, March 10, May 26

PD Days (no students): **PD**
 (Professional Development Days)
 Sept. 2, Oct. 6, Nov. 14, Jan. 3,
 Feb. 2, March 9, Apr. 21
 (Days aligned with Zone EPR days)

1st Quarter- 42 days (last day- Oct. 6)
 2nd Quarter- 41 days (last day- Dec. 15)
 3rd Quarter- 44 days (last day- March 9)
 4th Quarter- 49 days (last day- May 25)
Last day of preschool- May 23
Last day of school- May 25



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14) English Language Learners (ELLs)

The current model to support ELLs at ACHS has been limited. Data demonstrates that the current ELD model is inadequate at ensuring student academic success. Currently, supports for ELLs at ACHS are confined to isolated ELD courses. Practically, this means that students who need additional language supports do not receive those necessary supports in content area instruction. To address this need, ACHS will offer a 2 pronged approach:

- o Embedded school-wide ELL supports in all content areas and settings across the House Model. ACHS will build staff capacity in the initial implementation year to ensure all staff can embed research-based ELL instructional practices and language development techniques in all courses and settings (core, advisory, electives, etc.) This will ensure all ELL students receive responsive instruction that scaffolds language learning needs across the entire school day making the general curriculum accessible to all ELL students.
- o Integrated Language Arts-ELD courses which provide targeted language development in a literacy context. For students whose language proficiency is at the intermediate level or higher (Access level 3.5, 4.0, 5.0, 5.9), ACHS will provide explicit language instruction in this setting. ACHS has piloted an extended integrated English Language Arts-ELD course in the past and has seen dramatic language development and ELA advancement. ELD students who need more language supports (Access levels 1,2,3,3.5) will be placed in “fluid” sheltered classes and separate ELD classes where their language competency will be assessed regularly. Language development will be monitored regularly to assess progress and inform student language progressions.

15) Special Education Students

We recognize that this Innovation Application will not impact or in any way diminish the school’s or District’s obligations to comply with all obligations under the Individuals with Disabilities Education Act (“IDEA”), the federal IDEA regulations, the Colorado Exceptional Students’ Educational Act (“ECEA”), or the Colorado Rules for the Administration of the Exceptional Students’ Educational Act.”

Innovation Plan and IDEA

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

The implementation of specific innovations under the ACTION Zone plans

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

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

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

➤ COMPETENCY-BASED MODEL IMPLEMENTATION OVERVIEW

Implementation – A Phased-In 9th Grade Pilot Approach

We recognize that successful implementation of a competency-based instructional model will require a thoughtfully phased- in approach. Reflecting on the current state and capacity of our school, we recognize that the entire school will not be ready to make a complete shift in time for successful implementation next school year. We recognize that this model, as noted in the Aurora Central High School: Innovation Application

professional development section above, will require deep instructional expertise from staff. While our entire staff may not be ready for this model yet, we are confident we can assemble a core set of strong, committed, and driven staff that would be willing and motivated to pilot this approach with our 9th grade for the 2016-2017 school year. We would create a supportive structure to pilot the House Model and a full competency-based instructional model with our incoming 9th graders. We would utilize the pilot year as an opportunity to learn from mistakes and make revisions to the model for thoughtful expansion in years 2 and 3. Our phased-in approach would include:

- Year 1 (2016-2017): Pilot full competency-based model with the 9th grade and build staff capacity to prepare for model expansion to 10th grade for the 2017-2018 school year.
 - Summer: Identify pilot team and build staff capacity to implement our competency-based model.
 - Summer: Assess existing 9th grade curriculum and resources to determine alignment with competency-based model and international leadership, identify needs, research and test alternatives and make procurement determinations.
 - School Year: Ongoing training and coaching for pilot staff on implementation of the model. Evaluate implementation and continuously improve model. *All grade levels:* facilitate instructional cultural shift: staff will focus on specializing and becoming “experts” in the standards and proficiency levels within their assigned work. Build staff capacity by providing training on classroom design to help teachers look at their own beliefs about learning, examine tenets of personalizing learning, build student agency by creating classroom codes of collaboration, introduce new operating procedures, enhance formative assessment, develop and take advantage of transparency of learning targets, and plan for a competency-based instructional model that emphasizes higher order skills.
 - School Year: Continue training and capacity building for 10th grade staff in preparation for Y2 implementation.
 - School year: Begin assessing 10th grade curriculum and resources to determine alignment with competency-based model and international leadership, identify needs, research and test alternatives and make procurement determinations.

- Year 2 (2017-2018): Continue with 9th grade implementation and expand to 10th grade. Revise model based on Y1 implementation learnings and data. Build staff capacity to prepare for model expansion to 11th grade for Y3.
 - Summer: Revise model based on pilot year implementation lessons learned. Determine which resources are needed for the next phase of implementation and make procurement determinations.
 - Summer: Provide any additional capacity building for 9th and 10th grade staff teams based on lessons learned.

- School Year: Ongoing training and coaching for staff. Evaluate implementation and continuously improve House model.
 - School Year: Begin training and capacity building for 11th and 12th grade staff teams in preparation for Y3 implementation of 11th grade.
 - School Year: Begin assessing 11th grade curriculum and resources to determine alignment with competency-based model and international leadership, identify needs, research and test alternatives and make procurement determinations.
- Year 3 (2018-2019): Continue with 9th and 10th grade implementation and expand to 11th. Revise model based on Y2 implementation learnings and data. Continue providing differentiated staff support and coaching for successful implementation.
- Summer: Revise model based on Y2 implementation lessons learned. Determine which resources are needed for the next phase of implementation and make procurement determinations.
 - Summer: Provide any additional capacity building for staff based on lessons learned.
 - School Year: Ongoing differentiated training and coaching for staff. Evaluate implementation and continuously improve model.
 - School Year: Training and capacity building for 12th grade staff teams in preparation for Y4 implementation.
 - School Year: Begin assessing 12th grade curriculum and resources to determine alignment with competency-based model and international leadership, identify needs, research and test alternatives and make procurement determinations.

SECTION III: Human Capital

In order to redesign a robust human capital strategy that would best support implementation of this Innovation Application and allow the school to rapidly and urgently exit Priority Performance Status as designated by the CDE's accountability system, ACHS examined current school talent strategies and established priorities for redesign. This process yielded a coherent overall talent strategy for the school.

ACHS Human Capital Strategy: In order to ensure every student has the most effective teacher, we will implement a robust, competitive, and culturally responsive human capital system, which includes:

1. *A recruitment system* that attracts and generates a pool of highly effective, diverse candidates;
2. *A multi-step selection process* that assesses candidates based on a set of skills and traits required to be successful at our school;
3. *An onboarding plan* to orient and equip all new hires with the information and skills needed to be successful at our school;
4. *A differentiated retention and compensation model* that incentivizes teachers for hard to staff areas, and additional leadership pathways; and
5. *A transparent and equitable evaluation process* that assesses staff strengths and areas for growth and provides meaningful and timely feedback fostering individual reflection and growth.

➤ **RECRUITMENT AND HIRING**

This recruitment plan aims to ensure that we maintain a pool of highly qualified and effective applicants throughout the year and will include an aggressive marketing plan to attract the best qualified staff. An in-staff, full-time Recruitment/Marketing Specialist (or other assigned personnel) will oversee this process. This recruitment plan will also include partnerships with colleges of education and career placement offices at local, regional and national colleges and universities.

Recruitment Flexibility

This recruitment strategy focuses on development of a system that has the flexibility to recruit highly effective and highly qualified staff that supports the needs of our community. This system is separate from the APS District Human Resources (HR) process, but is supported by the District.

Aurora Central High School: Innovation Application

Rationale

Students will have teachers that bring a set of skills that relate back to our theme of “International Leadership.” ACHS students will benefit from a highly skilled staff and build better relationships with all school staff which will increase student attendance and improve student achievement. Teachers will not only hold themselves to a higher standard, they will also hold their students to higher standards. Aurora Central High School will support recruiting staff that can enhance and advance that theme of International Leadership.

Multi-Step Selection Process

The staff will be selected through a rigorous multi-step process to ensure candidates have multiple opportunities to demonstrate essential ACHS skills and character traits required to implement the model. Staff will be held to a higher standard and expected to maintain that standard in order to continue year to year employment. This will be based on our new innovative teacher-evaluation process. This process will ensure that teachers are truly committed to the innovation process, our students, families and the community.

Implementation Overview

- *Year 1 (2016-2017):* Hire full-time recruitment specialist (or assign other personnel) to begin ongoing process; establish, test, and revise recruitment and selection process
- *Year 2 (2017-2018):* Establish Formal Partnerships with universities and college; such as the Boettcher Foundation, Teach Across America, Teach for America, Grow Your Own Program, and other pipeline organizations; revise and continuously improve recruitment and selection model
- *Year 3 (2018-2019):* Fully implemented; revise and continuously improve recruitment and selection model

➤ RETENTION & COMPENSATION

ACHS will have a *differentiated retention and compensation model* that incentivizes teachers for hard to staff areas, and additional leadership pathways. This model will include Compensation, Career Pathway Advancement Opportunities, Collective Voice in Educational Decisions and Adequate Teacher Support Systems. ACHS needs the flexibility in staffing to allow for quick and actionable decisions to ensure students engage with the most effective instructional staff at all times. This will be achieved through annual staff contracts.

Objectives

- Compensation- Create a salary structure that will attract and retain highly- effective educators and reward them for specific roles, responsibilities and achievements.
- Career Pathway Advancement Opportunities - Give staff a variety of opportunities to advance and participate in leadership roles.

Impact on Students and Staff

Offering incentives/bonuses at ACHS will attract a higher talent staffing pool to the school, allowing us to be more selective in hiring in order to ensure students have access to the most highly effective teachers. This incentive structure will also provide a competitive edge in hiring with the surrounding higher achieving districts. The ability to provide extra incentives will ensure we do not have vacancies and are able to meet the needs of our students in all hard-to-staff content areas. A more robust career progression/ladder structure will provide students with access to teachers who have developed expertise in various areas. Lastly, this system will incentivize excellent teachers to stay at our school, students will benefit from increased staff stability and the ability to build longer-term relationships with adults resulting in increased student achievement.

The system of career progression and compensation will provide adults in our school with increased job satisfaction, decreased chronic teacher absenteeism, increased interest in pursuing a long-term career at this school, leadership skills and the opportunity to specialize in areas of interest, and additional compensation.

Sample Options

Annual Staff Contracts could offer:

- All staff at ACHS will be given the equivalent of a 1 step increase after their 3rd year. Staff would keep the step increase as long as the teacher maintains an *Effective* evaluation rating and stays at ACHS. If a teacher leaves ACHS/Action Zone or does not receive an *Effective* rating, they would no longer receive the step increase.
- Salary Portability (Honoring teaching experience at hiring).
- Hard-to-Staff School - annual bonus (amount TBD).
- Hard-to-Staff Subject Area Teachers - annual bonus (amount TBD) - math, science, special education, ELD.
- Student Achievement Growth Goals Met (as measured by State assessment) - annual bonus (amount TBD) (paid after results are released).
- Career Leadership Pathway - annual bonus (amount TBD) per pathway progression

Aurora Central High School: Innovation Application

- Base Teacher (Effective Instruction; professional development).
- Teacher Leader (Effective Instruction; School-Based Roles (CTE, PLC, Dept. Chair).
- Master Teacher (Effective Instruction/Demonstration classroom; Instructional Leadership Team; PD planner/facilitator).

Implementation Overview

- *Year 1 (2016-2017):* Immediate Compensation for Hard-to-Staff School and Subject Areas (amount TBD based on budget)
- *Year 2 (2017-2018):* Develop Structured System of Incentives
- *Year 3 (2018-2019):* Fully Implemented Differentiated System; revise and continuously improve retention and compensation systems

As indicated by our requested waivers, this Innovation Application will also allow for compensation incentives, in addition to the district pay scale, in order to retain highly effective staff. This system will include structured pay incentives designed around high needs bonuses, career progression, leadership, involvement, student relations and student achievement. Requested waivers from the master agreement for additional incentivized compensation and a request waiver from the master agreement for annual staff contracts are also noted in the next section.

Rationale

In recent years, ACHS has had a large turnover of teachers and must address this issue to establish foundational consistency for our students. While salary is not always the main reason individuals enter the teaching profession, research indicates it has an impact on who enters the profession (Milanowski 2003) and who stays. Our school's three year retention and vacancy data demonstrates we have a significant challenge attracting teachers to even consider applying at our school. Similarly, annual data indicates significant teacher turnover, which includes the loss of high performers.

Why offer differentiated career opportunities?

Teacher retention is enhanced by creating paths for teacher promotion (i.e., career ladders) that increase responsibility and leadership, and reward outstanding teaching practice. Career ladders have the potential to increase the job satisfaction of teachers by adding professional challenges and rewards, and increasing their likelihood of staying at the school (Ingersoll 2004). Career ladders also have the built-in potential to increase retention among less-experienced

teachers by presenting a challenging and rewarding future career prospect attainable without leaving the school.

➤ **EVALUATION**

ACHS will be enhancing the current system for evaluating the instructional staff. These enhancements will include:

- No Formal observations
- A minimum of 8 informal observations a year (option of 2 being peer observations)
- 2 Evaluation Rating Meetings a year (Mid and End of the Year)
- Differentiated evaluation focus based on experience
(Year 1: Quality Standard (QS) 1 and 2, Year 2: QS 1,2 and 3, Year 3: QS 1,2,3,4 and 5)
- Student Learning Objective (SLO) -Teacher developed
- Student Evaluations
- Self-Evaluation

Rationale

The stakeholders want students to have the opportunity to engage with highly-qualified staff. Research has proven that highly-qualified staff are the result of an accurate and efficient evaluation model. The current model limits opportunities to engage in meaningful teaching and learning dialogue, while moving to all informal observations provides school administrators with a “big picture” of overall teacher day-to-day performance. It also allows teachers and administrators to focus on one standard/element that is directly observable in the classroom and provides ongoing opportunities for feedback. Moving to have all observations be informal will allow administrators to fully-implement the RELAY 6-step observation and feedback protocol.

Implementation Overview

- *Year 1 (2016-2017):* Remove formal observations from the pre-existing evaluation model and transition to 8 informal observations throughout the year. Create, train, and

support a pool of “peer evaluators” to implement second semester or the following year. Peer evaluators will be compensated (as per our career ladder compensation system) for this additional responsibility, but will use individual plan time to observe others. Differentiate evaluation focus areas for teachers based on experience. Create a new process for evaluating classified staff based on their specific roles.

- *Year 2 (2017-2018):* Reflect and adjust the implemented evaluation process. Create and pilot student evaluation. Implement new classified evaluation process.
- *Year 3 (2018-2019):* Reflect on and adjust Year 1 and 2 implementation, as necessary. Fully implement student evaluation. Create a new process for evaluating administrative staff based on their specific roles.

Students will benefit from this evaluation process by having highly qualified staff that are continually growing in their own professional practices and skills. This enhanced evaluation process will give staff a more meaningful evaluation with frequent feedback and more opportunities to reflect and adjust their practice.

Considerations and Flexibilities

- Create the criteria for the pool of “peer evaluators.”
- Request waiver from master agreement about “formal observations.”
- Create template for “informal feedback.”
- Create criteria for differentiated evaluations based on teacher experience.
- Create a template for student evaluations.
- Create evaluation for specific roles of classified/administrative staff.

Waivers from State and District policies to:

- Allow school to determine own hiring process, timeline
- Allow school to refuse mandatory placements
- Allow school to hire non-licensed staff for supplementary (non-core) areas
- Allow school to offer annual contracts
- Allow school to set own compensation structure
- Allow school to depart from APS Calendar and develop own calendar
- Allow school to select own textbooks and curriculum
- Allow school to set own grading and assessment system
- Allow school to set own Grade Point Average (GPA) policy
- Allow school to create own student retention, promotion, acceleration policy
- Allow school to create own Graduation Requirements

Reference the Waiver Section in this application for additional information.

Aurora Central High School: Innovation Application

➤ **ONBOARDING, PROFESSIONAL DEVELOPMENT, COACHING AND JOB-EMBEDDED SUPPORTS FOR TEACHERS**

(See Professional Development section in the Education Model for additional information)

At ACHS, we will ensure all staff members receive meaningful and effective supports by:

- Providing new teachers with the supports needed to succeed at ACHS and positively impact student performance;
- Providing all teachers with the necessary training and capacity-building needed to implement this Innovation Application;
- Identifying teacher development needs based on observation, feedback, evaluation data, teacher self-identified need, and coaching support;
- Differentiating PD offerings to meet the needs of all teachers and personalizing teacher supports through choice PD time, coaching, and frequent, informal observation feedback cycles;
- Presenting information using methods that support adult learning and model effective classroom practice;
- Prioritizing staff development time on skills which have direct application in classrooms.
- Allowing teachers to practice new techniques; and
- Using teacher feedback and other data to improve professional development.

Type of Support	Target Audience	Support Focus and Approach	When
New Teacher Induction	New Teachers	<p>ACHS will provide new teachers with necessary support via 3 venues:</p> <ol style="list-style-type: none"> 1. School-specific onboarding activities and training 2. Zone onboarding and training related to ISSN 3. District new teacher induction- teachers may attend some sessions based on need <p>*All new teachers to APS will complete their year-one induction (for licensure) at ACHS but select certain PD options at the district level if needed.</p>	July 25-26
Whole School Training and Capacity Building	All Teachers	Back to school kickoff learning prior to 1st day focused on team-building and capacity-building necessary to implement Innovation Plan Year 1	July 27 – August 5

Aurora Central High School: Innovation Application

		activities. Note: Licensed project work beyond normal duties and outside of the duty day by APS contracted teachers (professional learning participant, tutoring, summer school etc.) will be compensated for at a rate of \$30 per hour.	
Differentiated Supports	All Teachers	Differentiated and choice PD related to competency based education, standards referenced grading practices, and global competencies.	Approximately one full day per month aligned with zone Elementary Professional Release dates
PLC and Small Group Development	9 th Grade Core-Content Teachers	2 daily planning periods: 1 with content area PLCs and 1 with cross-content house teachers.	Daily
	10-12 Grade Core Content Area Teachers	One common planning period with grade-level content PLC	Daily
Job-Embedded, Individualized Supports	9 th Grade Core-Content Teachers	Instructional coaching from 9th grade instructional coach: Best practices, building competencies aligned to standards, building CFAs aligned to competencies, personalized learning, and data driven instruction.	Daily/weekly support based on need
	9 th Grade Core-Content Lab Classroom Teachers	Increased Instructional coaching from 9th grade instructional coach as lab classroom teachers: Best practices, building competencies aligned to standards, building CFAs aligned to competencies, personalized learning, and data driven instruction.	Daily/weekly support based on need
	10 th -12 th Grade Core-Content Teachers	Instructional Coaching: Best practices, building competencies aligned to standards, building CFAs aligned to competencies, personalized learning, and data driven instruction.	Daily/weekly support based on need

For leadership development and coaching, please read the accompanying ACTION Zone document, which describes principal support structures, coaching, and evaluation.

SECTION IV: BUDGET AND OPERATIONS

➤ **BUDGET AND POLICY**

1. School budget and funding streams

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

Summary Budget:

School Name: Central High School	2016-17	2017-18	2018-19	2019-20	2020-21
Number of Students	1977	2029	2029	2029	2029
Per Pupil Revenue	4751	4875	4948	5022	5097
State & Federal Grant Funds	-	-	-	-	-
Other Sources (i.e. savings from actuals v. averages)	200,000	100,000	100,000	100,000	100,000
Total Revenue	9,592,727	9,991,375	10,139,492	10,289,638	10,441,813
Instructional Salaries & Benefits	7,822,291	8,179,789	8,299,192	8,417,019	8,533,011
Instructional Services / Supplies	223,565	225,801	230,317	237,226	246,715
Other Instructional Expenses	-	-	-	-	-
Total Instructional Expenditures	8,045,856	8,405,590	8,529,509	8,654,245	8,779,726
Supporting Services Salaries & Benefits	1,465,342	1,503,441	1,525,993	1,548,882	1,572,116
Other Supporting Services Expenses	81,529	82,344	83,991	86,511	89,971
Total Supporting Services Expenditures	1,546,871	1,585,785	1,609,984	1,635,393	1,662,087
Total Expenses	9,592,727	9,991,375	10,139,492	10,289,638	10,441,813

Aurora Central High School: Innovation Application

NET INCOME	(0)	(0)	(0)	(0)	(0)
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Student change	1.24%	2.63%	0.00%	0.00%	0.00%
Inflation	1.80%	2.60%	1.50%	1.50%	1.50%
Other increase	0.00%	1.00%	2.00%	3.00%	4.00%

SECTION V: IMPLEMENTATION TIMELINE AND PROCESS

➤ **IMPLEMENTATION TIMELINE AND PHASED-IN APPROACH**

As noted in each of the models described in the sections above, we have developed a thoughtful phased-in approach to implement all components of this Innovation Application. We believe that full implementation of every single component of this application will require gradual release in which we pilot models first and slowly scale, while we maintain focus on supporting our staff to do this well. We combined the implementation summaries included in sections above to develop a master Gantt chart that illustrates our 3 year implementation model and key activities. Please see the next page for our master chart.

➤ **PROCESS**

Additionally, as the school embarks upon phased-in implementation over the next few years, and to maximize the waivers obtained through this process, ACHS will assemble implementation committees to complete action steps indicated in the Gantt chart, develop and propose tools and systems to the school, and gather staff feedback.

Staff
Students

Aurora Central High School Innovation Implementation Gantt Chart

Aurora Central High School Innovation Implementation Gantt Chart	Pre - Year 1	Year 1				Year 2	Year 3	
		Q1	Q2	Q3	Q4			
Culture and Climate								
1. House Model								
Organize student groupings, space, and, teaching team for the 9th grade Houses	Staff							
Build 9th grade pilot staff team capacity to implement the House model (MTSS, PBIS, RJ, relationship building training)	Staff							
Implement 9th grade House model - Teacher and student leadership and relationship-building		Staff	Staff	Staff	Staff			
Ongoing training and support for pilot staff		Staff	Staff	Staff	Staff			
Develop House expectations		Staff						
RJ training for students		Students						
Develop house competition			Students					
Evaluate: Teacher check-in (what is working? what can be improved?)			Staff					
Evaluate: Student check-in (what is working? what can be improved?)			Students					
Implement house competition			Students	Students				
Evaluate: Teacher check-in (what is working? what can be improved?)				Staff	Staff			
Evaluate: Student check-in (what is working? what can be improved?)				Students	Students			
Revise House model based on pilot year feedback and lessons learned					Staff			
Begin training and capacity building for 10th grade staff teams in preparation for Y2 implementation					Staff			
Organize student groupings, space, and, teaching team for the 9th and 10th grade Houses					Students			
Provide any additional capacity building for 9th and 10th grade staff teams based on lessons learned.					Staff			
Implement 9th and 10th grade Houses					Staff	Staff		
Ongoing training and support for staff					Staff	Staff		
Evaluate: Teacher check-in (what is working? what can be improved?)						Staff		
Evaluate: Student check-in (what is working? what can be improved?)						Students		
Begin training and capacity building for 11th and 12th grade						Staff		

staff teams in preparation for Y3 implementation														
Revise House model based on Y2 implementation feedback and lessons learned														
Organize student groupings, space, and, teaching team for all Houses (all grades)														
Provide any additional capacity building for staff teams based on lessons learned														
Implement school-wide House model														
Ongoing differentiated training and coaching for House staff teams														
Evaluate: Teacher check-in (what is working? what can be improved?)														
Evaluate: Student check-in (what is working? what can be improved?)														
Plan for year 4 implementation (9th/10th loop, 11th/12th loop)														
2. Student Attendance														
Assemble a school attendance implementation work group														
Establish clear processes for House teams to analyze attendance data and address chronic absenteeism														
Study successful attendance models and policies to create incentive and rewards tailored to student interests														
Engage students and parents in the strategy														
Review and revise strategy														
3. New Student Onboarding														
Implement new student onboarding in alignment with the House model and advisory														
Research community organizations and engage parents to identify and provide additional student supports														
Review and revise strategy														
Student Pathways and Post-Secondary Readiness														
1. Advisory														
Organize student groupings, space, and curricular materials for advisory														
Develop 1st semester curriculum														
Develop student pre-test for advisory Q1														
Provide staff capacity building necessary to successfully implement advisory (PD and training)														
Develop school-wide advisory norms														

Schedule advisory with teachers and students	■								
Pilot 45 minute advisory school-wide		■	■	■	■				
Ongoing training and coaching for pilot staff on implementation		■	■	■	■				
Monitor progress (attendance, engagement, etc.)		■	■	■	■				
Students take posttest for advisory Q1		■							
Examine ICAP and student interests to develop pathways			■	■					
Evaluate 1st semester curriculum and revise to develop 2nd semester curriculum			■	■					
Student develop their goals and post-secondary readiness plans				■	■				
Develop post-test for advisory					■				
Students take post-test in advisory					■				
Continue to monitor efficacy for advisory						■			
Determine if changes are needed to the data collection for advisory						■			
Gather data and reflect/revise as needed							■		
Students develop and revise their goals and postsecondary readiness plans							■		
Start exploring themes and pathways for houses							■		
Develop community resources for internships and additional partnerships for pathways (AVID and Lincoln)							■		
Hire internship PW coordinator							■		
Gather data and reflect/revise as needed								■	■
Progress students towards internships and community experiences								■	■
Students develop their goals and revise									■
Family and Community Engagement									
1. Parent/Family Outreach - Home Visits, Visits in Public Spaces									
Begin staff training and capacity building on how to facilitate a successful home visit	■								
Communication with parents regarding home visits and pt conferences		■	■						
Pilot first round of home visits for 11th and 12th graders		■	■						
Debrief first round of visits		■	■						
Teacher training for second round of visits (December/January)			■	■					
Second round of Parent/Family Outreach Visits for 11th and				■	■				

12th graders									
Debrief second round of visits									
Complete evaluation and preparing for new school year									
Initiate Parent/Family Outreach Visits for all grades (9-12)									
Refine and revise the process for home visits based on feedback and lessons learned									
2. Parent and Student Academic Counseling									
Select and prepare counselors/staff for check-ins; determine schedule and distribution of check-ins.									
Involve broadcast journalism class to create introductory video									
Select and prepare counselors/staff for check-ins; determine schedule and distribution; Share the introductory video									
Broadcast journalism class updates/revises video as needed									
Evaluate and reflect on the strategy. Improve as needed. Ongoing support for staff as needed.									
3. Parent Volunteer Program									
Identify parents and potential volunteer opportunities. Establish systems to support implementation. Pilot program.									
Full implementation of volunteer opportunities; test, review, revise.									
Continuous improvement. Evaluate and reflect on the strategy.									
4. Culture Fair									
Establish the materials and resources, schedule, budget, and other relevant details needed to host the Culture Fair.									
Identify families to showcase cultures and identify which classroom activities and curriculum will showcase cultures.									
Continuous improvement. Evaluate and reflect on the strategy.									
Instructional Model - Competency-Based Instruction and Personalized-Learning									
Create the master calendar/schedule (2016-2017)									
Identify the pilot team and build staff capacity (Year 1 - 9th grade only for Literacy, Math, Science, and Social Studies)									
Assess existing 9th grade curriculum and resources to determine alignment with competency-based model and international leadership, identify needs, research and test alternatives and make procurement determinations									
Organize and budet for materials, technology, and resources									

in classrooms									
Summer staff training for competency-based instruction and plan beginning of the year PD									
Establish the competency grading program and align to state standards									
Establish what enrichment will look like and which kids will be included									
PD on global competencies									
Pilot Competency-Based Instruction and enrichment period for 9th grade only (Literacy, Math, Science, and Social Studies)									
Ongoing training and coaching for pilot staff (9th grade)									
Calibrate what proficiencies look like based on student exemplars									
Research and consider potential adjustments to graduation requirements (above current requirements)									
Develop an ACHS transcript									
Finalize graduation requirements (applicable beginning with 9th graders)									
Develop master calendar/schedule (2017-2018)									
Begin planning for Year 2 (2017-2018) master instructional schedule									
Assess existing 10th grade curriculum and resources to determine alignment with competency-based model and international leadership, identify needs, research and test alternatives and make procurement determinations									
Review and revise strategy to transition 9th to 10th grade and Identify teaches for next grade-level phase-in									
Staff training and capacity building									
Implement Competency-based instruction for 9th and 10th grades (Literacy, Math, Science, and Social Studies)									
Ongoing training and coaching for staff									
Develop master calendar/schedule (2018-2019)									
Begin planning for Year 3 (2018-2019) master instructional schedule									
Assess existing 11th grade curriculum and resources to determine alignment with competency-based model and international leadership, identify needs, research and test alternatives and make procurement determinations									
Review and revise strategy to transition 9th to 10th and 10th									

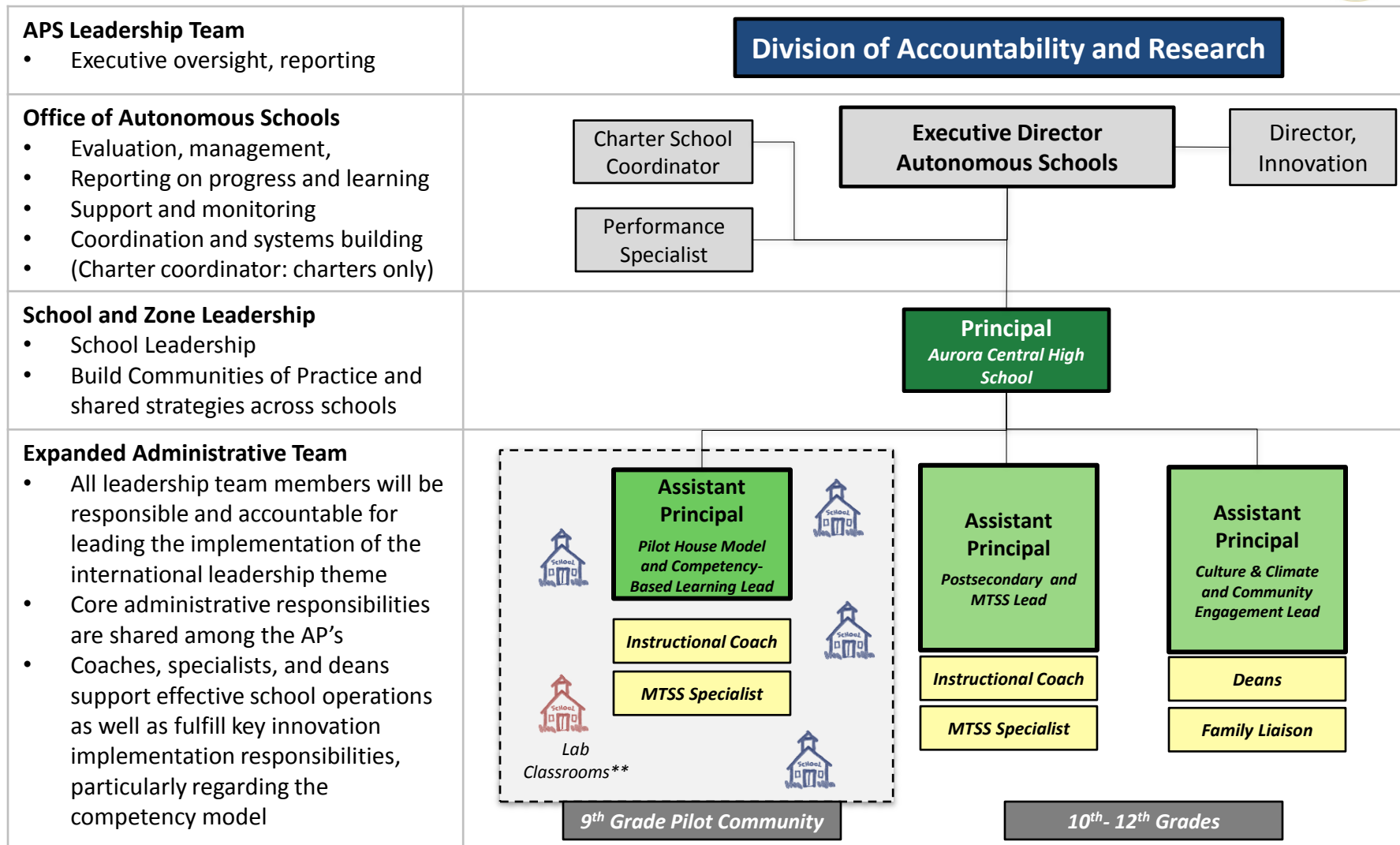
SECTION VI: LEADERSHIP ORGANIZATIONAL STRUCTURE

➤ **LEADERSHIP ORGANIZATIONAL STRUCTURE TO SUPPORT THIS PLAN**

Finally, to further ensure success of this plan, ACHS will review our leadership organizational structure and align administrative roles and responsibilities to oversee key design components and ensure overall school success. The next pages display our administrative structure and revised roles and responsibilities for 2016-17.

For information regarding school leader recruitment and selection please see the accompanying ACTION Zone document.

Proposed ACHS Leadership Structure 2016-17SY*



*Proposed structure may evolve as the overall school design matures due to implementation continuous improvement efforts

**The Lab House will be staffed with Lab core content teachers who will be open to increased coaching to create model classrooms that staff in and outside of the school can observe and learn from.

Principal Roles and Responsibilities SY16-17



Domain	Innovation Plan Implementation Roles and Responsibilities	Core Administrative Roles and Responsibilities
Organizational Leadership	<ul style="list-style-type: none"> Ensures successful implementation of the Innovation Plan and International Leadership theme. Seeks support of Zone and other partners to ensure effective change management for the school 	<ul style="list-style-type: none"> Oversees all educational and operational aspects of the school Develops a strong leadership team – including evaluating and coaching administrative team (APs, etc.) Monitors outcomes to ensure that the school is meeting its performance goals.
Teaching and Learning	<ul style="list-style-type: none"> Oversees and supports the implementation of the Innovation Plan educational model Oversees, supports, and evaluates the efficacy, consistency, and impact of the educational model. Creates a positive, collaborative, and supportive learning environment for students and staff 	<ul style="list-style-type: none"> Effectively delegates and manages the implementation and success of the educational model, and leads Supports leaders and teachers in improving instructional practice and reaching professional goals through feedback and observation cycles
School Culture and Behavior	<ul style="list-style-type: none"> Develops a school environment that is grounded in school values, mission, and vision as described in innovation plan Builds teams to support the innovation plan 	<ul style="list-style-type: none"> Establishes a culture of high expectations for student achievement and behavior in a highly relational environment where students feel cared for and nurtured. Motivates adults to demonstrate their belief that all students can learn at high levels and to accept responsibility for meeting achievement goal
School Finance and Operations	<ul style="list-style-type: none"> Oversees all compliance and related reporting to the state and district Oversees and implements school policies including waivers obtained through Innovation Status. 	<ul style="list-style-type: none"> Oversees and effectively delegates aspects of the day-to-day operations of the school. Oversees all aspects of budget development and financial management while seeking feedback and input
Human Capital	<ul style="list-style-type: none"> Coordinates with the ACTION Zone team to implement a Zone-wide talent management strategy that develops and retains highly skilled and effective teachers while still meeting the unique needs of Central High School 	<ul style="list-style-type: none"> Models the behaviors of effective leadership. Conducts observations and performance evaluations for staff. Oversees the recruitment, development, and hiring of a highly committed and driven faculty and staff with the skills and abilities to implement the innovation plan
Parent and Community Relations	<ul style="list-style-type: none"> Actively collaborates with the Zone team, parents and community stakeholders to address school needs and gather community input. 95 Engenders public support for the ACTION Zone. 	<ul style="list-style-type: none"> Cultivates a positive working relationship with APS to share work collaboratively to increase achievement for all students. Serves as ambassador and advocate of the school’s mission Engenders public support for the school.

Proposed Leadership Roles and Responsibilities SY16-17



Position	Innovation Plan Implementation Roles and Responsibilities	Core Administrative Roles and Responsibilities
Assistant Principal 9th Grade Pilot Community	<p>Launch 9th Grade Pilot Community</p> <ul style="list-style-type: none"> Oversee implementation planning, launch, and execution of the 9th grade pilot community including implementation of a competency-based learning system and the House model for the 9th grade pilot community Support staff hiring, onboarding, training, and on-going development for staff in the pilot community <p>Instructional Lead</p> <ul style="list-style-type: none"> Implement regular observation –feedback cycles for staff in the pilot community Supports instructional coach and lab classroom teachers to identify staff needs and provide differentiated job-embedded supports including coaching, modeling, and developing and facilitating PD <p>Monitoring and Evaluation</p> <ul style="list-style-type: none"> Collect and analyze pilot implementation data to inform continuous improvement for the competency-based system and House model. Support competency-based system and House model scaling efforts 	<ul style="list-style-type: none"> Implement and monitor school-wide behavioral expectations and policies Monitor attendance trends and oversee attendance interventions; Address safety and welfare issues in accordance all requirements Implement instructional and assessment strategies Address building management concerns by working collaboratively with staff Implement school-wide safety protocols as needed Make recommendations to the budget for purposes of implementing the innovation plan Evaluate staff
Assistant Principal 10th-12th Grades (Postsecondary Readiness)	<p>Lead School-Wide Postsecondary Readiness Efforts</p> <ul style="list-style-type: none"> Oversee implementation planning and launch of Innovation Plan strategies and activities related to postsecondary readiness including advisory, pathways, etc. <p>MTSS Lead</p> <ul style="list-style-type: none"> Implement regular observation –feedback cycles for 10th -12th grade staff and provide PD and job-embedded supports as needed Establish a clear vision and strategy for MTSS, provide resources for effective MTSS, and ensure staff have the skills and tools needed for implementation Oversee MTSS implementation and monitor effectiveness <p>Monitoring and Evaluation</p> <ul style="list-style-type: none"> Collect and analyze pilot implementation data to inform continuous improvement for International Leadership theme implementation and proficiency of student’s global competency 	<ul style="list-style-type: none"> Implement the master schedule Coordinate school projects Monitor attendance trends and oversee attendance interventions; Address safety and welfare issues in accordance with all requirements Implement instructional and assessment strategies Address building management concerns by working collaboratively with staff Implement school-wide safety protocols as needed Evaluate staff

Proposed Leadership Roles and Responsibilities SY16-17



Position	Innovation Plan Implementation Roles and Responsibilities	Core Administrative Roles and Responsibilities
<p>Assistant Principal 10th-12th Grades (Culture & Climate, Community and Family Engagement)</p>	<p>Lead School-Wide Culture and Climate Efforts</p> <ul style="list-style-type: none"> Oversee implementation planning and launch of Advisory Model Support House model implementation and scaling efforts Create family/community partnerships <p>Lead School-Wide Community and Family Engagement Efforts</p> <ul style="list-style-type: none"> Oversee implementation planning and launch of Innovation Plan strategies and activities related to family and community engagement including home visit strategy, etc. <p>Monitoring and Evaluation</p> <ul style="list-style-type: none"> Collect and analyze pilot implementation data to inform continuous improvement of overall school climate and culture including the House Model and Advisory. Oversee ACHS Deans and evaluate staff 	<ul style="list-style-type: none"> Implement and monitor school-wide behavioral expectations and policies Monitor attendance trends and oversee attendance interventions; Address safety and welfare issues in accordance with all requirements Implement instructional and assessment strategies Address management concerns by working collaboratively with staff Implement school-wide safety protocols as needed
<p>Coaches, Deans, Specialists, and Liaisons</p>	<p>Ensure the integration of global competencies in all aspects of school life</p> <ul style="list-style-type: none"> Lead communities of practice in implementing global competencies Utilize coaching sessions, classroom walkthroughs, and other tools to spread knowledge of successful implementation of global competencies through the school <p>Competency-based educational model</p> <ul style="list-style-type: none"> Develop and disseminate expertise in competency-based models through attending, providing, and monitoring the implementation of professional development Use teacher coaching, communities of practice, and data team structures to grow faculty proficiency in competency-based models <p>Development of multi-tiered systems of support</p> <ul style="list-style-type: none"> Identify research-based MTSS resources and ensure effective use in instruction Ensure the implementation of global competencies in any and all interventions <p>Development of the school-wide advisory model</p> <ul style="list-style-type: none"> Design, develop, and implement the model as described in the innovation plan Seek and provide professional development, coaching, and other skill-building activities to grow and sustain the advisory model over time <p>Develop and maintain strong family and community partnerships</p> <ul style="list-style-type: none"> Partner with ACTION Zone team members to develop a single overarching system for managing, maintaining, and evaluating family and community partnerships Implement school-specific family and community partnerships as needed 	<ul style="list-style-type: none"> Collaboratively develop and implement school-wide systems and processes that create and maintain positive school culture, including students when possible Support all staff in using positive behavior supports and other techniques that grow and maintain a positive school culture Monitor and manage the success of classroom, grade-level, department, and other team structures to ensure initiatives are implemented efficiently and effectively Contribute to the maintenance of positive school culture through performing various duties as assigned, such as lunch, hall, and other duties

Expected Outcomes

1. School performance goals and performance monitoring.

School Performance Goal:

Supported by this Innovation Application, ACHS aims to impact our CDE School Performance Framework (SPF) rating positively year to year. The table below outlines our annual targets with a big goal of exiting priority improvement status by year 3.

Performance Management:

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

Participation in Zone-wide performance management activities:

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

Individual school initiatives:

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

Student achievement data tracking at the school level:

Each school, in keeping with the "pillar" of data-driven, student centered instruction, will implement a robust suite of assessments to track student learning and guide instructional practice. The schools in the Zone will use the district's Acuity system or other standards-based,

comparable assessment systems as the basis for their interim assessment system. Using the system’s suite of exam item authoring and uploading tools, the ACTION Zone schools can adapt test items to incorporate high quality exam items that include International Leadership relevant content.

In addition to using the district’s assessment platform, the schools will also base their data driven instruction cycles on the work of Paul Bambrick-Santoyo, author of Driven by Data and Leverage Leadership. The current acting principal, Gerardo De La Garza participated in the Relay Graduate School National Principals Academy Fellowship (NPAF), which provided him with an ample knowledge base upon which to build the ACHS data driven assessment cycles.

Additionally, the Director of Innovation will work with school leaders to ensure that both the interim assessment systems, data meanings, common planning time, and individual teacher follow-up actions will be implemented with fidelity to the Relay model unless and until the districts augment or replace this system with a comparable program that is a better fit for the ACTION Zone.

PERFORMANCE TARGETS TABLE

School Performance Targets (Innovation Years 1-4)¹	
	Expected Overall SPF % Rating and Performance Status
Year 1	49.4% Improvement Status
Year 2	55.9% Improvement Status
Year 3	60% Performance Status
Year 4	64.0% Performance Status
Year 5	68.0% Performance Status

SUB METRICS

*** Targets for sub metrics will be set based off of current school year data as a baseline, prior to August 1, 2016.*

School Climate Data:	Baseline 15-16	Year 1 16-17	Year 2 17-18	Year 3 18-19
Average Daily Attendance Rate:				
Chronic Absenteeism Rate:				
Total # of ISS/OSS/Expulsions:				
Graduation Rate				

Aurora Central High School: Innovation Application

TELL Survey:				
Teacher Attendance Rate:				
Human Capital :				
% of Teachers "Basic":				
% of Teachers "Partially Proficient":				
% of Teachers "Proficient":				
% of Teachers "Accomplished/ Exemplary":				
Teacher Retention Rate:				

Conditions Necessary for Innovation: Waivers

➤ **SUMMARY OF REQUIRED CHANGES**

ACHS seeks specific conditions necessary to support and implement the innovation plan in order to address the specific needs of its school community.

With roots tracing back to 1913, ACHS has endured through many local and national hardships such as fire, when the school was almost completely destroyed and low enrollment, caused by World War military drafts. Despite the school's history of perseverance, ACHS' current performance raises questions among the State, District and Aurora community regarding the future of the oldest high school in the Aurora Public School District.

Located in one of the most impoverished neighborhoods in Aurora, Colorado, ACHS serves a diverse community including a high number of socio-economically disadvantaged families, refugees and recent immigrants, and more. Additionally, the community struggles with gang issues and crime rates that exceed state averages.

English Language Learners (ELLs) make up 70% of the entire student body. Students at ACHS represent 15 different counties and speak 12 different languages. Some of the countries represented include Jordan, Turkey, Kenya, Nepal, India, Pakistan, Ethiopia, Uganda, and Sudan.

With over 95% of the student body representing a traditional minority subgroup, stakeholder support maintains a heightened focus on ensuring that the school can provide culturally responsive learning opportunities for students in a way that respects and values the ethnically-diverse community it serves.

➤ ***From Intervention to Innovation Status***

ACHS has reached its fifth and final year in *Priority Performance Status* in need of Turnaround, as designated by the Colorado Department of Education's (CDE) accountability system. In 2012, ACHS applied for a Turnaround Improvement Grant (TIG) through the CDE, in an attempt to address significant challenges and turnaround the school. The State awarded the school with significant funds to enact their proposed strategies. Over the past few years, through the leadership of various school administrators (ACHS experienced

administrator turnover during this period), the school implemented some of the TIG improvement strategies. However, these strategies have not yielded sufficient changes in performance to exit turnaround. Experience with TIG and other improvement efforts indicate that ACHS will not be able to affect dramatic improvement with surface level changes alone. Instead, ACHS must revisit core activities, systems, and structures that stand in the way of student achievement. This realization drove efforts to pursue Innovation Status through the CDE. Innovation Status provides ACHS with an unprecedented opportunity to redesign core components and structures, while at the same time obtaining flexibilities from District and State policies that stand in the way of improvement. As part of ACHS' process to obtain Innovation Status, the school assembled a School Design Team (SDT) comprised of a variety of school stakeholders including administrators, teachers, classified staff, parents, students, and community partners charged with leading the development and submission of this Innovation Application. The SDT engaged in deep work to understand school needs, reflect on current successful systems and structures, and propose new enhanced models to address our deep root causes and build upon CDE recommendations related to the implementation of the State's Tiered Intervention Grant (TIG).

During the month of November 2015, a team from the CDE's Federal Programs Unit conducted an onsite monitoring visit to evaluate the implementation and outcomes of ACHS' TIG. Through the review, the TIG team examined evidence of the District's implementation of grant requirements, the alignment between the school grant plans and TIG-funded activities, and compliance with fiscal and administrative oversight requirements.

While it was noted that ACHS met compliance milestones, the TIG review team emphasized that ACHS requires more intensive strategies for sustainable impact on school performance. Despite implementation of TIG funded activities, it is evident that ACHS continues to significantly underperform. Following the visit, the team compiled a set of recommendations, which are noted below:

- Build off of current planning work to align the TIG and Innovation plans, as well as other school improvement efforts and priorities. Despite challenges during the first two years of the grant, ACHS's TIG was renewed for a third year to support activities associated with Innovation planning. There appears to be a 'disconnect' between the various stakeholders (District, school administration, staff, students,

and community) regarding priorities and a lack of ownership of the school's mission. We encourage the district to persist in rigorous planning during this school year.

➤ Ensure that all teachers are adequately supported and that successful teachers are recognized and rewarded for their work. A system of incentives and rewards is an expectation of the TIG Transformation Model. Teachers indicated that observations and feedback tied to professional development was inconsistent. They also said that there was a lack of recognition and rewards from the administration for teachers who demonstrated excellent performance. Finally, teachers expressed frustration with professional development, saying it is not differentiated.

➤ Seek ways to more effectively use time and extend learning time. The school leadership team, staff, and students reported few changes to the schedule during implementation of the TIG and little extra learning time beyond after-school tutoring. Teachers reported inconsistent effectiveness of Professional Learning Communities and availability of time to collaborate, plan, and progress monitor with other teachers.

➤ Prioritize partnerships with the community. School staff felt that large groups of parents, such as those in the refugee community, are not engaged in the improvement efforts of the school and do not share the same values as the school and its administration. Both staff and parents indicated a willingness to engage in stronger partnerships, but did not feel that the school had done enough to include families in the school's operations or development of school culture.

Additionally, on November 30th, 2015 the CDE Office of School and District Performance issued a letter to complement the Office of Federal Program's TIG review. The letter articulated State concerns and recommendations for ACHS to address in the Innovation Application. Specifically, the office noted that in order for CDE to support an Innovation Application for ACHS, it must build upon and go further than the original TIG plan addressing specific structures to improve student attendance, engagement, and achievement. They highlighted the following recommendations:

➤ The District and school should pursue and secure formal autonomies around talent management, including:

- Intentional and preferential teacher recruitment and hiring processes and timelines for ACHS;

- Systems for teacher retention and incentivizing improved student performance; and
 - Other needed flexibilities in ACHS staffing to allow for quick and actionable staffing decisions to ensure the students engage with the most-effective instructional staff at all times.
- The District and school should pursue and secure greater flexibility in use of time to allow for:
- School leadership to adapt daily, weekly, and annual schedules to ensure expanded and better-designed time to meet student needs;
 - Teachers to have greater flexibility to engage in common planning, data analysis, and professional learning relevant to specific student needs; and
 - School leadership to direct strategic teacher planning and professional learning time at the school site.
- The District should ensure that the school principal and his staff are fully empowered to make decisions and take necessary actions needed to implement the Innovation plan and the required activities in the TIG plan.

ACHS acknowledges the concerns and recommendations noted by the CDE's Offices of Federal Programs and School and District Performance. Despite the resources and strategies provided by TIG, ACHS struggled with systemic and high quality implementation often limited by the lack of flexibility from local and state structures. As a result, ACHS is eager to engage in school redesign and put forth an application for Innovation status, which creates a venue to gain flexibilities in areas that often stand in the way of improvement efforts.

To adequately address the diverse needs of all students, ACHS must implement a differentiated and responsive instructional model that deviates from the traditional approach, which we have adopted. ACHS is positioned to, not only aggressively design and implement a fully culturally competent, high achieving, learning environment for their students, but also contribute learned 'best practices' to schools across the nation in similar struggling situations.

Official innovation status gives ACHS the opportunity to implement a thorough redesign. The current structure of the school can only lead to marginal growth, whereas deep gains need to be made and can only be achieved through a comprehensive design process that also removes structural barriers at the local and state level.

In order for ACHS' innovation application to be successful, certain conditions, flexibilities, and waivers are necessary. Most flexibilities ACHS is seeking are those which would come from Aurora Public Schools and our collective bargaining units. Flexibility and autonomy are being requested in regards to the district calendar, teacher planning time and days, teacher contracts, compensation, evaluation, curriculum, assessment, grading, student promotion, the hiring process, and budget autonomy and support. Details regarding shared Zone flexibilities and economies of scale can be found in the accompanying APS Zone Document.

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

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

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

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

Dispute Resolution.

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

➤ ***Internal Appeals Process:***

- A. The ACHS Leadership Team (LT) shall collaboratively develop an Internal Appeals Process ("IAP") which may be utilized by bargaining unit members at the Innovation School to address concerns which are capable of being addressed under the terms of the IAP.
- B. A complaint under the IAP is limited to allegations that the written terms and conditions governing the Innovation School as specifically set forth in the application and/or written decisions of the LT have been violated or misapplied.
- C. If an Innovation School cannot agree on an IAP, the process set forth below shall be deemed to be the IAP at that school.
- D. Every Innovation School employee shall receive a written copy of the IAP.
- E. Every locally developed IAP shall provide that if a complaint cannot be satisfactorily resolved at the Innovation School level, a final decision will be made jointly by the Superintendent of Schools/designee and the President of AEA/designee.
- F. This IAP shall be used at Innovation Schools only under the circumstances stated in the section above. A "complaint" for purposes of this IAP is defined as set forth in section above. A "day", for purposes of the time lines of this IAP is defined as any day of the calendar year except Saturdays, Sundays, legal or school holidays. The time limits of this IAP are intentionally expedited to achieve early resolution, and are expected to be adhered to by all parties. Time limits may be extended or waived, but only by mutual written agreement.

➤ ***The Steps of This IAP Are as Follows:***

1. Informal Meeting Between the Grievant and School Leaders: Within five (5) days after the aggrieved employee became aware (or should have become aware) of the occurrence of the event(s) upon which the grievance complaint is based, the aggrieved employee must request an informal meeting with the school leaders, to discuss the matter and attempt in good faith to resolve it. That meeting shall be conducted within five (5) days of the request.
2. Second Meeting, With Association Representative Included: If the dispute has not been resolved within five (5) days of the above-described Informal Meeting, the employee shall have up to an additional five (5) days in which to request a second meeting, this one to include the persons from the Informal Meeting, and also the Association Representative for the site or designated representative of the aggrieved employee, and may also include a

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

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

➤ A) DISTRICT POLICY WAIVERS WITH REPLACEMENT LANGUAGE

ACHS seeks specific District Policy Waivers and Flexibilities necessary to effectively support and implement the innovation plan.

For each district policy from which the school requests a waiver, the table below includes a policy summary, rationale for innovation, and policy replacement language. The following waivers will be requested to support the models detailed in the innovation plan and in the Summary of Required Changes section above:

- GCE/GCF: Professional Staff Recruiting/ Hiring
- GCK: Professional Staff Assignments and Transfers
- GDJ: Classified Staff Assignments and Transfers
- GCFC: Professional Staff Licensing and Credentialing
- GCB: Professional Staff Contracts and Compensation
- GDQD: Discipline, Suspension and Dismissal of Classified Employees
- GCBA: Professional Staff Contracts/ Compensation/ Salary Schedules
- IC/ICA: School Year/ School Calendar
- ID: School Day
- IJJ/IJK: Textbook Selection and Adoption/ Supplementary Materials Selection and Adoption
- IKA: Grading and Assessment Systems
- IKC/IKD/IKAF: Class Rankings/ GPA/ Weighted Averages
- IKE: Retention, Promotion, and Acceleration of Students
- IKF: Graduation Requirements – High School

Request for Waivers from District Policy		
District Policy	GCE/GCF: Professional Staff Recruiting/ Hiring (GCE/GCF)	Area of Impact: Talent Management – Hiring
Policy Language/ Summary	<p>Recruiting</p> <p>The Board directs the Superintendent to develop and maintain a recruitment program designed to recruit and retain high performing licensed personnel in the District's schools. It is the responsibility of the Superintendent and chief personnel officer, with the assistance of other administrators, to determine the personnel needs of the District in general and of each individual school and to locate suitable candidates to recommend to the Board for employment. The search for good teachers and other licensed personnel shall extend to a wide variety of educational institutions and geographical areas. It shall take into consideration the diverse characteristics of the school system and the need for licensed staff members of various backgrounds. Recruitment procedures shall not overlook the talents and potential of individuals already employed in the District's schools. Any present employee of the Board may apply for a position for</p>	

	<p>which s/he is licensed and meets other stated requirements.</p> <p>Background Checks</p> <p>Prior to hiring any person, in accordance with state law the District shall conduct background checks with the Colorado Department of Education and previous employers regarding the applicant's fitness for employment.</p> <p>Hiring</p> <p>There shall be no discrimination in the hiring process on the basis of age, disability or handicap, sex, religion, sexual orientation, race, color, national origin or marital status. All candidates shall be considered on the basis of their merits, qualifications and the needs of the District. All interviews and selection procedures shall ensure that the administrator directly responsible for the work of a staff member has an opportunity to aid in the selection. However, the final selection for nomination shall be made only by the Superintendent and chief personnel officer.</p> <p>Appointment of Candidates</p> <p>Nominations shall be made at regular monthly meetings of the Board of Education. The vote of a majority of the Board shall be necessary to approve the appointment of teachers, administrators or any other employee of the District. If there is a negative vote by the Board, the Superintendent and chief personnel officer shall submit a new recommendation to the Board for approval.</p> <p>GCE-GCF-R:</p> <p>To maintain control and continuity in the hiring and transferring of teachers, no one other than the Division of Human Resources is to make a commitment for employment or assignment. All scheduling of interviews and decisions on employment status are communicated to applicants through the Division of Human Resources. The procedures followed in the hiring process are described in the policy GCE-GCF-R.</p>
<p>Rationale for Innovation</p>	<p>To strategically recruit, hire, and retain staff with qualities and credentials in alignment with the innovation plan, the school requires the authority to select staff and set rates of pay.</p>
<p>Replacement Policy</p>	<p>Recruiting</p> <p>Pursuant to state law, the APS board will delegate decision-making authority related to recruitment and selection of school personnel and determination of compensation to the innovation school. While, the APS Human Resources Department will continue to provide support in professional staff recruitment and hiring, the school principal and leadership team, in alignment with the innovation plan, have the authority to determine the personnel needs of the school and to locate suitable candidates for employment. Any present employee of the Board may apply for a position for which s/he is qualified and meets other stated requirements. The superintendent will retain authority over recruitment and hiring decisions for school principals.</p> <p>Hiring</p> <p>There shall be no discrimination in the hiring process on the basis of age, disability or handicap, sex, religion, sexual orientation, race, color, national origin or marital status. All candidates shall be considered on the basis of their merits, qualifications and the needs of the innovation school. All interviews and selection procedures shall ensure that the administrator directly responsible for the work of a staff member has an opportunity to aid in the selection. However, the final selection for nomination shall be</p>

	<p>made only by the school principal. The superintendent will retain authority over recruitment and hiring decisions for school principals.</p> <p>GCE-GCF-R:</p> <p>The school retains the right to determine its hiring procedures and timelines, including but not limited to nomination, appointment, or commitment for employment as needed to support the innovation plan. The school principal may offer a written provisional offer of employment contingent upon a successful background check. Schools will work with the APS Department of Human Resources to develop the provisional offer letter. The process for issuing a final offer will follow existing APS policies and the offer will include supplemental documents including any additional information pertaining to working conditions in an innovation zone school, including but not limited to additional employment conditions, differences between the innovation school and the district compensation model(s) (if applicable), and differences in employment, and any differences in employee compensation (if applicable).</p>	
District Policy	GCK: Professional Staff Assignments and Transfers (GCK)	Area of Impact: Talent Management – Staff Transfers
Policy Language/ Summary	<p>Licensed personnel shall be assigned and reassigned as needed in a manner determined by the principal, chief personnel officer or designee and consistent with the Master Agreement between the district and the Aurora Education Association, which includes the principal’s consent for all transfers. The following transfer categories require approval by the Board of Education: 1. Transfer from one building to another; 2. Transfer from one position category to another (i.e., teacher to counselor, teacher to administrator, administrator to teacher); and 3. Transfer from one organizational level to another (i.e., elementary to middle school, middle to high school).</p> <p>The following reassignment categories are not considered transfers and do not require approval by the Board of Education: 1. Reassignment to a different grade level or area of instruction within a building; and 2. Reassignment of special teachers and special education teachers within their area of expertise.</p> <p>The three consecutive school years of demonstrated effectiveness and continuous employment required for the probationary period is not deemed interrupted if a probationary teacher accepts the position of superintendent. However, the period of time during which a probationary teacher serves in such capacity will not be included in computing the probationary period.</p>	
Rationale for Innovation	<p>To protect the strategic recruitment, hiring, and retention of staff with qualities and credentials in alignment with the innovation plan, the school requires the authority to refuse direct placements or involuntary transfers.</p>	
Replacement Policy	<p>The school may refuse direct placements or involuntary transfers of professional staff as initiated by the district. The school will not provide first opportunity to interview rights to district priority hiring pool candidates, but will consider them for employment. District employees who are qualified for a vacant position at the school will have an opportunity to apply for the position. The school will have the authority to determine which staff are contributed to the district hiring pool.</p>	
District Policy	GDJ: Classified Staff Assignments and Transfers (GDJ)	Area of Impact: Talent Management – Staff Transfers
Policy Language/ Summary	<p>Classified employees shall be assigned only to those positions for which the Superintendent of Schools deems they are qualified.</p> <p>Classified employees who wish to transfer to a vacant position for which the employee is qualified shall: 1.</p>	

	<p>Complete an online transfer request form. The employee’s supervisor will be notified via e-mail from human resources of the employee’s interest in transferring. Once a transfer form is complete, employees may use the HR request for transfer system to select posted positions to which they are interested in transferring. Only the assignments and/or locations specifically requested online by the employee shall be considered. 2. All requests for transfers will be considered; however, submission of a request does not guarantee an interview. 3. In all cases, the initiator of the transfer request will be advised of the action taken. 4. Transfer requests will be recorded in the human resources office. 5. The Board of Education shall act on all transfer requests approved by the Superintendent of Schools. 6. Employees requesting a transfer may withdraw said request at any time.</p>	
<p>Rationale for Innovation</p>	<p>To strategically recruit, hire, and retain staff with qualities and credentials in alignment with the innovation plan, the school requires the authority to select staff and set rates of pay. To protect the strategic implementation of the innovation plan, the school requires the authority to refuse direct placements or involuntary transfers.</p>	
<p>Replacement Policy</p>	<p>The school may refuse direct placements or involuntary transfers of classified staff as initiated by the district. The school will not provide first opportunity to interview rights to district priority hiring pool candidates, but will consider them for employment. District employees who are qualified for a vacant position at the school will have an opportunity to apply for the position.</p>	
<p>District Policy</p>	<p>GCFC – Professional Staff Licensing and Credentialing (GCFC)</p>	<p>Area of Impact: Talent Management – Teacher Hiring and Licensure</p>
<p>Policy Language/ Summary</p>	<p>Employment - License Requirement</p> <p>A Board of Education shall not enter into a contract with any person as a teacher, except in a junior college district or in an adult education program, unless such person holds or is entitled to hold an educator's license or letter of authorization issued in the manner prescribed by law.</p> <p>Services - Disbursements</p> <p>No order or warrant for the disbursement of school district moneys shall be drawn in favor of any person for services as a teacher, except for services performed for a junior college district or in an adult education program, unless such person holds or is entitled to hold a valid educator's license, letter of authorization or written authorization from the Department of Education. Such license or authorization shall be duly registered in the administrative office of the school district wherein the services are to be rendered. A teacher shall hold a valid license or letter of authorization or shall have an application for such license or authorization in process at the Colorado Department of Education during all periods of employment by a school district. Any person who performs services as a teacher without possessing a valid educator's license or letter of authorization or without having an application for such license or authorization in process at the Colorado Department of Education shall forfeit all claim to compensation out of school district monies for the time during which services are performed without such license, letter or written authorization.</p> <p>Qualifications - Licensed Administrators</p> <p>All licensed administrators shall hold the required degree from an accredited institution of higher education. All building and district licensed administrators shall hold an appropriate Colorado license with the appropriate endorsement, as required by law, or prescribed by the district. All building administrators must have previous teaching experiencing. The Superintendent of Schools may designate other positions</p>	

	for which the incumbent must have previous teaching experience. Exceptions to these minimum qualifications for administrators may be made by the Superintendent of Schools: a. For applicants who lack the required professional license and/or degree, but who are pursuing a program leading to its completion; and/or b. When a position warrants special expertise, the district may request the Colorado Department of Education to issue the applicant emergency authorization.	
Rationale for Innovation	To strategically recruit, hire, and retain staff with qualities and credentials in alignment with the innovation plan, the school requires the authority to select staff and set rates of pay, including the flexibility to hire non-licensed teaching staff for non-core subjects and non-licensed administrators.	
Replacement Policy	The school will employ highly qualified and licensed professional staff for teaching of core content pursuant to the federal ESEA Act. Teachers in all necessary areas will be highly qualified. The school may employ non-licensed employees for supplemental and enrichment instruction and non-licensed administrators as necessary to implement the innovation plan. Any non-licensed staff will be hired under the established hiring process at the innovation school.	
District Policy	GCB: Professional Staff Contracts and Compensation (GCB)	Area of Impact: Talent Management – Teacher Contracts
Policy Language/ Summary	<p>CONTRACTED EMPLOYEES</p> <p>Contracted employees shall be defined as those employees issued contracts by the Board of Education. Employees in this category fill positions on a full-time or regular part-time basis and are eligible for non-probationary status, fringe benefits and placement on the appropriate salary schedule.</p> <p>NON-CONTRACTED EMPLOYEES</p> <p>Non-contracted employees shall be defined as those employees not issued contracts by the Board of Education. Employees in this category include limited part-time, hourly or temporary employees. Such employees are not eligible for non-probationary status, fringe benefits or placement on the teacher or administrative salary schedule.</p> <p>NON-PROBATIONARY TEACHER</p> <p>A non-probationary teacher is defined as a teacher who has received a performance evaluation rating of effective for three consecutive years and has been re-employed for the succeeding school year. Two consecutive ratings below effective shall result in the loss of non-probationary status.</p> <p>In accordance with state law, a teacher who obtained non-probationary status in another Colorado school district is not automatically granted non-probationary status when he or she is hired by the Aurora Public Schools. Rather, a teacher may be granted non-probationary portability only if the teacher submits a request to the Division of Human Resources within 30 days of hire. This request must include confirmation of the prior two consecutive year’s evaluation ratings of at least “effective” and evidence of the teacher’s student academic growth data for the same two consecutive years.</p> <p>The district shall determine, in its sole discretion, whether the documentation shows evidence of teacher effectiveness and student academic growth. The district shall make its determination of teacher effectiveness and student academic growth based upon the district’s licensed personnel performance evaluation system and the district’s measures of student academic growth.</p> <p>If the district determines the documentation shows the required teacher effectiveness and student academic growth, the district shall grant non-probationary status to the teacher.</p>	

Rationale for Innovation	To strategically exit low performing staff and retain effective staff with qualities and credentials in alignment with the innovation plan, the school requires the authority to waive nonprobationary status. ACHS requires flexibilities in staffing to allow for quick and actionable staffing decisions to ensure the students engage with the most-effective instructional staff at all times.	
Replacement Policy	All employees shall work at Aurora Central High School on an annual contract. Teachers who have earned non-probationary status as outlined in APS Policy GCB maintain employment rights with APS during the period of assignment at Aurora Central High School. Such employees may request a voluntary transfer to another District school by March 14, 2016, and if such request is made by a non-probationary teacher with the most recent evaluation rating of at least effective it shall be granted. In any subsequent years, transfer requests for the following school year must be made by March 1 of current school year. Non-probationary employees with an evaluation rating of less than effective may not work at Aurora Central High School and shall be subject to an involuntary transfer under Article 19, Section D, Mutual Consent Transfer Procedures.	
District Policy	GDQD: Discipline, Suspension and Dismissal of Classified Employees (GDQD)	Area of Impact: Talent Management – Dismissal
Policy Language/ Summary	<p>The Board of Education authorizes the Superintendent to compose and implement regulations relating to the suspension, discipline and termination of classified employees. Such regulations shall be designed to treat employees fairly while at the same time maintain a productive and efficient workforce.</p> <p>III. NOTICE</p> <p>A. Prior to taking any disciplinary action against an employee (or as soon thereafter as is practicable), except in the case of reprimands, the employee will be provided the reasons for the disciplinary action. B. In a situation where an employee's presence poses a continuing danger to persons or property, or an ongoing threat of disrupting any phase of the District's operation, or in cases where the employee is absent from the job, the employee may be immediately suspended and provided with the reasons within a reasonable time.</p> <p>IV. REPRIMANDS AND SUSPENSIONS OF UP TO THREE DAYS</p> <p>A. A supervisor is authorized to issue written reprimands and to suspend an employee with or without pay for up to three workdays. V.</p> <p>SUSPENSIONS OVER THREE DAYS</p> <p>A. A supervisor may recommend to the division head and to the Chief Personnel Officer or designee, that an employee be suspended for longer than three days. If such recommendation is approved, the employee will be so advised in writing within a reasonable time. VI.</p> <p>DISMISSAL</p> <p>A. The superintendent and the chief personnel officer shall each have the power to accept the resignation or retirement of any employee. A recommendation for dismissal of an employee may be made to the Chief Personnel Officer by the employee's principal, supervisor, department head or division head. If the recommendation is approved by the Chief Personnel Officer, the employee will be notified in writing within a reasonable time with the reasons for the recommendation set forth. B. Within 10 workdays after receipt of the written notice, the employee may file a grievance and it will be processed in accordance with the Class II grievance procedure. Probationary employees are not eligible to file grievances.</p>	

Rationale for Innovation	To strategically exit low performing staff and retain effective staff with qualities and credentials in alignment with the innovation plan, the school requires the authority to establish its own termination and dismissal policies and procedures.	
Replacement Policy	<p>The school has the authority to compose and implement regulations relating to the suspension, discipline and termination of classified employees. Such regulations shall be designed to treat employees fairly while at the same time maintain a productive and efficient workforce.</p> <p>Classified staff may be dismissed from the school after one year of ineffective performance. Classified staff will engage in mid-year performance conversations with their supervisors and/ or school leadership, and if performance continues to be ineffective the staff member may be dismissed from the school at the end of the year.</p>	
District Policy	GCBA: Professional Staff Contracts/ Compensation/ Salary Schedules (GCBA)	Area of Impact: Talent Management – Compensation
Policy Language/ Summary	<p>Employees of the District shall be paid in accordance with the salary schedules or individual contracts adopted by the Board of Education. Placement of an employee on the appropriate salary schedule shall be made by the chief personnel officer, consistent with the policies adopted by the Board of Education and with established regulations.</p> <p>The salary schedules and details are further outlined in the accompanying APS Policies to GCBA (GCBA-1-E, GCBA-2-E, GCBB-R, and GCBB-1-E).</p>	
Rationale for Innovation	To strategically recruit, hire, and retain staff with qualities and credentials in alignment with the innovation plan, the school requires the authority and flexibility to determine compensation schedules and to set rates of pay at or above existing schedules.	
Replacement Policy	<p>Employees of the school shall be paid in accordance with the salary schedules or individual contracts adopted by the school, in accordance with the innovation plan. Placement of an employee on the appropriate salary schedule shall be made by the school leadership, consistent with the policies adopted by the Board of Education and with established regulations, as well as the flexibilities sought through the innovation plan (including pay portability/transferability).</p> <p>The school will use the district’s compensation structure as a base compensation model, and incentive and extra-duty pay may be differentiated based on annual budget allocation and school needs. School leadership, in collaboration with the leadership team (LT) and any delegated staff leadership committee, will determine the following school year’s compensation and incentive structures during the budgeting process for the following school year. If the school does not make changes to its compensation or incentive structures, it will default to the existing district schedules.</p> <p>The LT staff committee designated to provide governance over any changes to incentive and extra-duty pay will follow the school-based approval process for implementation plans at the direction of the LT and principal. No changes to any supplemental or differentiated compensation will be enacted until the LT votes on its adoption during an announced public meeting, conducted pursuant to Colorado open meeting laws.</p>	
District Policy	IC/ICA: SCHOOL YEAR/SCHOOL CALENDAR (IC/ICA)	Area of Impact: Calendar and Schedule
Policy Language/	The school year calendar shall be adopted by the Board of Education each year. The calendar shall incorporate the national holidays provided in CRS 22-1-112 and other holidays and vacation periods	

Summary	approved by the Board of Education.	
Rationale for Innovation	To effectively implement the innovation plan the school requires increased flexibility around scheduling and use of time, including but not limited to increasing student learning time, common teacher planning time, data analysis, and professional learning relevant to student needs. Thus, the school requires a waiver from APS District Policy IC/ICA to determine its own school year and school day calendar.	
Replacement Policy	<p>In accordance with the innovation plan, the school shall determine the length of time the school will be in session during the following year. To ensure that the school calendar is shared with the APS Board, school employees, and parents in a timely manner, school leadership in collaboration with any delegated staff leadership committee, will determine the following year's school calendar by March 1st each year. For the first school year of implementation (2016-2017), the final calendar will be determined by April 1st, 2016. The school will coordinate with supports services as needed to ensure budget feasibility that any cost increases resulting from calendar changes through the innovation plan can be borne by the school and/or the ACTION Zone. Staff will have an opportunity to consent to calendar changes prior to approval of the final calendar for the following school year.</p> <p>The school year calendar adopted by the school will meet or exceed minimum district and state determinations for the length of time during which schools shall be in session during the next school year. The calendar shall incorporate the national holidays provided in CRS 22-1-112 and other holidays and vacation periods approved through the innovation plan.</p>	
District Policy	ID: SCHOOL DAY (ID)	Area of Impact: Calendar and Schedule
Policy Language/ Summary	<p>As stated in C.R.S. 22-32-109(n)(I), the Board of Education shall determine the length of time that the schools of the district shall be in session during the school year, but in no event shall schools be scheduled to have fewer than the [hours indicated in the regulation].</p> <p>Grades six through twelve: 1080 hours per school year</p> <p>C.R.S. 22-32-109(n)(II)(A) further states that actual hours of teacher-pupil instruction and teacher-pupil contact may be reduced to no fewer than [the hours indicated in the regulation].</p> <p>Grades six through twelve: 1056 hours per school year</p> <p>ID indicates the district's minimum school day length requirements.</p> <p>High schools (grades 9 through 12) shall offer seven periods, exclusive of lunch. Each high school shall determine the minimum number of periods required for student enrollment at each grade level. In case of overcrowded conditions, schedules may need to be adjusted to accommodate extended day programs, split sessions or other adjustments to the regular program.</p>	
Rationale for Innovation	To effectively implement the innovation plan the school requires increased flexibility around scheduling and use of time, including but not limited to increasing student learning time, common teacher planning time, data analysis, and professional learning relevant to student needs. Thus, the school requires a waiver from APS District Policy ID to determine its own school year and school day calendar.	
Replacement Policy	In accordance with the innovation plan, the school shall determine the length of time the school will be in session during the following year. To ensure that the school calendar is shared with the APS Board, school employees, and parents in a timely manner, school leadership in collaboration with any delegated staff leadership committee, will determine the following year's school calendar by March 1 st each year. For the	

	<p>first school year of implementation (2016-2017), the final calendar will be determined by April 1st, 2016. The school will coordinate with supports services as needed to ensure budget feasibility that any cost increases resulting from calendar changes through the innovation plan can be borne by the school and/or the ACTION Zone. Staff will have an opportunity to consent to calendar changes prior to approval of the final calendar for the following school year.</p> <p>The school day adopted by the school will meet or exceed minimum district and state determinations for the length of time during which schools shall be in session during the next school year. The actual hours of teacher-pupil instruction and teacher-pupil contact shall meet or exceed the minimum hours set by the district and state for public instruction. Information regarding impact on teacher working conditions from changes to the length of the school year or student school day is detailed in the waiver for Article 13 of the AEA Master Agreement.</p> <p>Each high school shall determine the minimum number of periods required for student enrollment. Schedules may need to be adjusted on an annual basis, through the process described above, to accommodate extended day programs, split sessions or other adjustments to the regular program.</p>	
District Policy	IJJ/IJK: TEXTBOOK SELECTION AND ADOPTION/ SUPPLEMENTARY MATERIALS SELECTION AND ADOPTION (IJJ/IJK)	Area of Impact: Educational Program
Policy Language/ Summary	<p>I. The Board of Education shall determine the basic instructional material for all courses of instruction, including all material to be used in the human sexuality portion of any curriculum.</p> <p>II. The Board of Education shall adopt supplementary materials, as it deems necessary to provide appropriate materials to meet the objectives of the course of study or curriculum. The Division of Equity in Learning will recommend supplementary materials for adoption by the Board quarterly.</p> <p>III. The Board of Education, in addition to adopted instructional material described in I. above, authorizes the use of material as listed below: A. Supplemental instructional materials and programs approved by the Division of Equity in Learning; B. Teacher-developed and principal-approved instructional material used as a resource to the adopted instructional material as necessary to provide appropriate materials to meet the objectives of the course of study or curriculum; and C. Library material selected in accordance with the adopted Library Material Selection, policy IJL, of the Aurora Public Schools</p> <p>IV. In the event an assignment requires the use of instructional material offensive to a student and/or parents or guardian, parent permission for participation is required in advance, and alternative material will be available.</p> <p>V. Instructional material adoption will be completed in a suitable manner to accomplish the timely implementation of curriculum and instructional materials for optimum student learning and financial efficiency.</p> <p>VI. The Division of Equity in Learning shall maintain an accurate, up-to-date list of instructional material adopted by the Board of Education.</p> <p>VII. A special public display of instructional material recommended for adoption shall be maintained for two weeks during the month preceding action by the Board of Education.</p> <p>VIII. Materials adoption will normally occur as a part of the cyclical curriculum approval process, with lists of basic and supplementary materials available to the public.</p> <p>IX. Previously adopted materials which are not specifically reapproved during the curriculum revision</p>	

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

	<p>X. Instructional computer software may be purchased and used only if: A. Formally adopted as part of a curriculum area; B. Approved by the Division of Equity in Learning. Innovation schools will retain the authority to purchase and use additional research-based instructional computer software in support of the innovation plan.</p> <p>Procedure for Making Changes to Existing Policy</p> <p>Any and all changes to sections of this policy are subject to the following procedures. Changes to curriculum may include the modification of existing materials and/or the adoption of research-based curricular and supplementary materials. All selected instructional materials will be research-based and aligned to Colorado State Standards. If the school decides not to make changes to courses of instruction, it will default to the existing district-adopted instructional materials.</p> <p>As needed the school will consult the local board regarding any proposed changes to the base curriculum for the next school year prior to March 1st of the current school year, with the exception of implementation year one (2016-2017).</p> <p>The school leadership team designated to provide governance over any changes to instructional material for any course of instruction will follow the school-based approval process for implementation plans at the direction of the LT and principal. No changes to any instructional material for any course of instruction will be enacted until the LT votes on its adoption during an announced public meeting, conducted pursuant to Colorado open meeting laws.</p>	
District Policy	IKA: Grading and Assessment Systems (IKA)	Area of Impact: Educational Program
Policy Language/ Summary	<p>District Assessment System</p> <p>In addition to the state assessment system, the district has developed a comprehensive assessment system that: • challenges students to think critically, apply what they have learned and gives them the opportunity to demonstrate their skills and knowledge; • includes “early warning” features that allow problems to be diagnosed promptly to let students, teachers and parents/guardians know that extra effort is necessary; • provides reliable and valid information on student and school performance to educators, parents/guardians and employers; and • provides timely and useful data for instructional improvement and improved student learning, including feedback, useful in determining whether the curriculum is aligned with the district’s academic standards.</p> <p>Additional Assessment Information for Parents/Guardians</p> <p>In accordance with state law and this policy’s accompanying regulation, the district shall distribute an assessment calendar and related information to parents/guardians on an annual basis to inform them about the state and district assessments that the district plans to administer during the school year.</p> <p>Classroom Assessment System</p> <p>Classroom assessment practices shall be aligned with the district’s academic standards and assessment program. Assessment is an integral part of the teaching and learning process that should occur continuously in the classroom. The primary purpose of classroom assessment shall be to enable teachers to make instructional decisions for students on a continual basis. Students are encouraged to engage in informal self-assessments as they study and attempt to solve problems, monitor their own progress and improve their learning.</p>	

	<p>Student progress communication to parents/guardians</p> <p>Student progress is communicated to both students and their families in many forms. One method for this communication is the report card. The report card seeks to accurately report the progress of the whole child based on information from many sources. In support of the child, this report reflects achievement, effort and the professional judgment of teaching personnel. Student report cards shall be completed at the end of each quarter (nine weeks) of the school year. Schools requesting a reporting system other than by quarters shall require prior approval of the Superintendent or designee.</p> <p>Teachers, counselors and administrators are encouraged to contact parents or guardians by phone, email, U.S. mail, home visits or conferences to discuss student progress at any point throughout the quarter for any student who is 1) failing a particular course; and/or 2) in the opinion of the teacher, not performing to potential. This does not preclude sending progress reports in the form of commendation or utilization of additional appropriate means to enhance the reporting of student progress. Understanding, concern and involvement are necessary among family, student and teachers to make communication about student progress most effective.</p> <p>Criteria for grading student progress will be prescribed by the Superintendent of Schools.</p> <p>IKA-R: Grading System</p> <p>The basic grading system for reporting student academic progress in grades kindergarten through 8th grade shall be Advanced Proficient, Proficient, Partially Proficient and Unsatisfactory Progress. At grades 9-12, the A, B, C, D, F system will be used. The letters are interpreted as detailed in IKA.</p>
<p>Rationale for Innovation</p>	<p>To implement a globally and culturally relevant curriculum, that is sufficiently rigorous and engaging to meet the need of its students and to align with the innovation plan, the school requires the authority and flexibility to determine its own student grading and assessment systems.</p>
<p>Replacement Policy</p>	<p>School leadership, in collaboration with any delegated staff leadership committee, will have the authority to develop and adopt basic classroom assessment and grading systems for assessing and reporting student academic progress in the school. Any changes to assessment and grading systems will support the needs of the students at the school and will meet or exceed the minimum standards of the district and state. Students may demonstrate proficiency to earn a credit as determined by the competency structures associated with a course as detailed in the educational model of the innovation plan. If the school decides not to make changes to classroom assessment and grading systems, it will default to the existing district-adopted systems.</p> <p>In alignment with the school’s classroom assessment and grading systems, the school has the authority to determine its own report card policies and procedures. Adoption of new report card policies and procedures will follow the process detailed above. Student report cards shall be completed at the end of each quarter (nine weeks) of the school year. Schools requesting a reporting system other than by quarters shall require prior approval of the Superintendent or designee. If the school decides not to make changes to report card policies and procedures, it will default to the existing district-adopted systems.</p> <p>As needed the school will consult the local board regarding any proposed changes for the next school year prior to March 1st of the current school year, with the exception of implementation year one (2016-2017).</p> <p>The school leadership team designated to provide governance over any changes to classroom assessment and grading systems, and/or to report card policies and procedures, will follow the school-based approval process for implementation plans at the direction of the LT and principal. No changes to any classroom</p>

	assessment and grading systems, and/or to report card policies and procedures, will be enacted until the LT votes on its adoption during an announced public meeting, conducted pursuant to Colorado open meeting laws.	
District Policy	IKC/IKD/IKAF: Class Rankings/ GPA/ Weighted Averages (IKC/IKD/IKAF)	Area of Impact: Educational Program
Policy Language/ Summary	<p>The Superintendent of Schools shall establish a procedure for the calculation of grade-point averages and rank-in-class of students which shall be utilized for determining academic honors and college entrance reporting.</p> <p>The Board of Education believes that all high school students should pursue the most challenging and rigorous course of instruction which their individual skills and abilities will allow them to master. At the same time, the Board of Education believes that students who are engaged in the most demanding course work offered in the curriculum should be recognized in a manner which makes them highly competitive with their peers for admission to selective colleges and universities, and for scholarships and financial aid.</p> <p>Therefore, the Board of Education directs the Superintendent of Schools to establish a written standard to determine which courses would offer students the opportunity to earn a weighted grade. Courses in any content area that meet or exceed that standard may, but will not be required to, offer weighted grades. Calculations and procedures are detailed in IKC/IKD/IKAF-R.</p>	
Rationale for Innovation	To implement a globally and culturally relevant curriculum, that is sufficiently rigorous and engaging to meet the need of its students and to align with the innovation plan, the school requires the authority and flexibility to determine its own student grading and ranking system.	
Replacement Policy	<p>In accordance with the innovation plan, school leadership in collaboration with any delegated staff leadership committee, will have the authority to establish a procedure for the calculation of grade-point averages and rank-in-class of students which shall be utilized for determining academic honors and college entrance reporting. Any changes to assessment and grading systems will support the needs of the students at the school and will meet or exceed the minimum standards of the district and state. Students may demonstrate proficiency to earn a credit as determined by the competency structures associated with a course as detailed in the educational model of the innovation plan. If the school decides not to make changes to the calculation of grade-point averages and rank-in-class of students, it will default to the existing district-adopted policies.</p> <p>As needed the school will consult the local board regarding any proposed changes for the next school year prior to March 1st of the current school year, with the exception of implementation year one (2016-2017).</p> <p>The school leadership team designated to provide governance over any changes to grade-point averages and rank-in-class of students will follow the school-based approval process for implementation plans at the direction of the LT and principal. No changes to any grade-point averages and rank-in-class of students will be enacted until the LT votes on its adoption during an announced public meeting, conducted pursuant to Colorado open meeting laws.</p>	
District Policy	IKE: Retention, Promotion, and Acceleration of Students (IKE)	Area of Impact: Educational Program
Policy Language/ Summary	<p>RETENTION</p> <p>Retention of students is an option for students at any grade level who, after intensive interventions, are</p>	

	<p>performing below established targets. Retention should be considered only after the following factors have been considered and documented. • Performing significantly below established targets in at least two of the three content areas of reading, writing, and math • Evidence of insufficient academic growth • Chronological age of student • Language proficiency • Special education • Attendance record/truancy • Transiency • Previous grade retention</p> <p>Retention of students having limited English proficiency solely because of a lack of English speaking ability is contrary to federal regulations.</p> <p>Consideration of retention for students with special education needs must follow the process established by the Exceptional Student Services department.</p> <p>Retention may be considered at any time of the school year, not just at year-end. Regardless of what time of year retention occurs, retention procedures must be followed.</p> <p>PROMOTION</p> <p>Placement in the next grade level shall not be contingent upon completion of summer school.</p> <p>Intervention must occur before retention decisions are made. The parent/guardian must be notified of the recommendation for intervention. Intervention may include but is not limited to the following: in-class interventions, summer school, after school tutoring, extended learning opportunities or other alternative programs.</p> <p>ACCELERATION</p> <p>Acceleration could be proposed for students whose achievement in reading, writing and/or number sense is considerably above grade level and/or who demonstrate significant high performance in other areas. Parent(s) must be notified when one of the above conditions exists and be advised of options for acceleration. Acceleration may occur in the student’s current grade level or at a higher grade level.</p> <p>APPEAL</p> <p>In the event of disagreement about the advisability of retention or acceleration, the principal shall make the decision, which may be appealed to the chief academic officer.</p>
<p>Rationale for Innovation</p>	<p>To implement a globally and culturally relevant curriculum, that is sufficiently rigorous and engaging to meet the need of its students and to align with the innovation plan, the school requires the authority and flexibility to determine its own student retention, promotion, and acceleration system.</p>
<p>Replacement Policy</p>	<p>In accordance with the innovation plan, school leadership, in collaboration with the ILT and any delegated staff leadership committee, will have the authority to determine its own student retention, promotion, and acceleration policies and procedures in order to implement the innovation plan. Student retention, promotion, and acceleration policies determined by the school will align with Colorado Academic Standards, as well as the goals and objectives outlined in the innovation plan. Students may demonstrate proficiency to earn a credit as determined by the competency structures associated with a course as detailed in the educational model of the innovation plan. If the school decides not to make changes to the retention, promotion, and acceleration policies, it will default to the existing district-adopted policies.</p> <p>As needed the school will consult the local board regarding any proposed changes for the next school year prior to March 1st of the current school year, with the exception of implementation year one (2016-2017).</p> <p>The ILT staff committee designated to provide governance over any changes to student retention,</p>

	<p>promotion, and acceleration policies and procedures will follow the school-based approval process for implementation plans at the direction of the ILT and principal. No changes to any student retention, promotion, and acceleration policies and procedures will be enacted until the ILT votes on its adoption during an announced public meeting, conducted pursuant to Colorado open meeting laws.</p>	
District Policy	IKF: Graduation Requirements – High School (IKF)	Area of Impact: Educational Program
Policy Language/ Summary	<p>Minimum high school graduation requirements for Aurora Public Schools are 22 units of credit as stated in IKE.</p> <p>Credit for courses will be awarded to those students who receive a passing grade for the course. A passing grade indicates that the student has met the standards embedded in that course.</p> <p>Graduation credits may be earned through approved programs or online courses.</p> <p>Effective with the class of 2015, courses in speech, theater, journalism, yearbook production, commercial broadcasting, and broadcast writing and television production will be awarded elective credit. All courses outside of the areas of English, mathematics, science, social sciences, and world language will receive elective credit. In addition to the core academic requirements, students may choose any combination of courses, including additional core academic courses, to meet the 22 credits required for graduation.</p> <p>Students who enroll in the District after the completion of their twelfth grade year must take and obtain a minimum of two (2) credits, one of which must be in a core academic area.</p> <p>In 2010 the Colorado Commission on Higher Education revised their admission requirements for in-state colleges and universities. Effective with the graduating class of 2015, Aurora Public Schools graduation requirements match the in-state college and university admissions requirements. Students will consult with their high school counselors and college admission offices to assure that their Individual Career and Academic Plans (ICAPs) outline course selections that qualify them for the college or university of their choice. ICAPs for all APS students are initiated in the 6th grade. This allows students to set career and academic goals and create a plan to achieve them.</p> <p>Students completing pathway plans of study will be eligible to receive a differentiated diploma. All plans of study will meet the minimum graduation requirements outlined above, and may include the requirements of earning college credit and industry certifications. The issuance of differentiated diplomas will allow Aurora Public Schools to assure that graduates meet postsecondary and workforce readiness requirements as called for in state legislation.</p> <p>The Aurora Public Schools Division of Equity in Learning shall determine the type of credit to be applied to each course.</p> <p>Exceptions to the above credit requirements for graduation may be made by the superintendent of schools or designee.</p> <p>Pilot schools may set their own graduation credit requirements as long as they are equal to or more rigorous than the district’s requirements.</p>	
Rationale for Innovation	<p>To implement a globally and culturally relevant curriculum, that is sufficiently rigorous and engaging to meet the need of its students and to align with the innovation plan, the school requires the authority and flexibility to determine its own student graduation requirements.</p>	

**Replacement
Policy**

In accordance with the innovation plan, school leadership, in collaboration with any delegated staff leadership committee, will have the authority to determine its own graduation credit requirements. The school-determined requirements will meet or exceed the minimum standards of the district and state. The school must demonstrate to the Board that any changes to graduation requirements for the following year meet or exceed state and district minimum standards by March 1st of the current school year.

Students may demonstrate proficiency to earn a credit as determined by the competency structures associated with a course as detailed in the educational model of the innovation plan. If the school decides not to make changes to its graduation requirements, it will default to the existing district-adopted requirements.

The school leadership team designated to provide governance over any changes to graduation requirements will follow the school-based approval process for implementation plans at the direction of the LT and principal. No changes to any graduation requirements will be enacted until the LT votes on its adoption during an announced public meeting, conducted pursuant to Colorado open meeting laws.

➤ **B) STATE STATUTE AND RULE WAIVERS WITH REPLACEMENT LANGUAGE**

ACHS seeks specific State Statute Waivers and Flexibilities necessary to effectively support and implement the innovation plan.

ACHS acknowledges that Innovation Schools may request waivers from state statutes and policies except as otherwise prohibited by the Innovation Schools Act.¹⁰ For each state statute from which the school requests a waiver, the table below includes a statute summary, rationale for innovation, and statute replacement language. The following waivers will be requested to support the models detailed in the innovation plan and in the Summary of Required Changes section above:

- C.R.S. 22-32-109(1)(f)
- C.R.S. 22-63-206
- C.R.S. 22-63-201
- C.R.S. 22-63-402
- C.R.S. 22-63-202
- C.R.S. 22-63-203
- C.R.S. 22-63-301
- C.R.S. 22-63-302
- C.R.S. 22-63-401
- C.R.S. 22-9-106
- C.R.S. 22-32-109(1)(n)(I)
- C.R.S. 22-32-109(1)(n)(II)(A)
- C.R.S. 22-32-109(1)(n)(II)(B)
- C.R.S. 22-32-109(1)(t)

Request for Waivers from State Statute		
State Statute	Section 22-32-109(1)(f): Local Board Duties Concerning Selection of Personnel and Pay (109)	Area of Impact: Talent Management – Hiring
Statute Description	In addition to any other duty required to be performed by law, each board of education shall have and perform the following specific duties: (f) (I) To employ all personnel required to maintain the operations and carry out the educational program of the district and to fix and order paid their compensation...A board of a district of innovation...may delegate the duty specified in this paragraph (f) to an innovation school.	

¹⁰ See 33-32.5-108 (1) and (2), C.R.S. for specificity on state statutes that cannot be waived out of using an innovation plan.

Rationale for Innovation	To strategically recruit, hire, and retain staff with qualities and credentials in alignment with the innovation plan, the school requires the authority to select staff and set rates of pay at or above existing schedules (interacts with 22-63-201 & 22-63-206).	
Replacement Policy	<p>Pursuant to state law, the APS board will delegate decision-making authority related to selection of school personnel and determination of compensation to the innovation school. The principal, in collaboration with the school leadership team and in alignment with the school innovation plan, will select school personnel directly and rates of pay will be at or above the district schedule. For all unique job descriptions the school leadership team shall determine the rate of pay during the budget cycle for the following year.</p> <p>The school retains the right to determine its hiring procedures and timelines, including but not limited to nomination, appointment, or commitment for employment as needed to support the innovation plan. The school principal may offer a written provisional offer of employment contingent upon a successful background check. Schools will work with the APS Department of Human Resources to develop the provisional offer letter. The process for issuing a final offer will follow existing APS policies and the offer will include supplemental documents including any additional information pertaining to working conditions in an innovation zone school, including but not limited to additional employment conditions, differences between the innovation school and the district compensation model(s) (if applicable), and differences in employment, and any differences in employee compensation (if applicable).</p> <p>The superintendent will retain authority over recruitment and hiring decisions for school principals.</p>	
State Statute	C.R.S. 22-63-206 Local board duties concerning school calendar (206)	Area of Impact: Talent Management – Staff Transfers
Statute Description	<p>(1) A teacher may be transferred upon the recommendation of the chief administrative officer of a school district from one school, position, or grade level to another within the school district, if such transfer does not result in the assignment of the teacher to a position of employment for which he or she is not qualified by virtue of academic preparation and certification and if, during the then current school year, the amount of salary of such teacher is not reduced except as otherwise provided in subsections (2) and (3) of this section. There shall be no discrimination shown toward any teacher in the assignment or transfer of that teacher to a school, position, or grade because of sex, sexual orientation, marital status, race, creed, color, religion, national origin, ancestry, or membership or nonmembership in any group or organization.</p> <p>(2) Notwithstanding the provisions of subsection (1) of this section, a teacher who has been occupying an administrative position may be assigned to another position for which he or she is qualified if a vacancy exists in such position, and, if so assigned, with a salary corresponding to the position. If the school district has adopted a general salary schedule or a combination salary schedule and policy, the board may consider the years of service accumulated while the teacher was occupying the administrative position when the board determines where to place the teacher on the schedule for the assigned position.</p> <p>(3) Notwithstanding the provisions of subsection (1) of this section, the salary of a teacher who has received additional compensation for the performance of additional duties may be reduced if said teacher has been relieved of such additional duties.</p> <p>(4) A teacher may enter into an agreement for an economic work-learn program leave of absence with a board of education that shall not affect the teacher's employment status, position on the salary schedule if the school district has adopted a general salary schedule or combination salary schedule and policy, or insurance and retirement benefits.</p>	

	(5) Nothing in this section shall be construed as requiring a receiving school to involuntarily accept the transfer of a teacher. All transfers to positions at other schools of the school district shall require the consent of the receiving school.	
Rationale for Innovation	To protect the strategic recruitment, hiring, and retention of staff with qualities and credentials in alignment with the innovation plan, the school requires the authority to refuse direct placements or involuntary transfers (interacts with 22-32-109(1)(f) & 22-63-201).	
Replacement Policy	The school may refuse direct placements or involuntary transfers of professional staff as initiated by the district. The school will not provide first opportunity to interview rights to district priority hiring pool candidates, but will consider them for employment. District employees who are qualified for a vacant position at the school will have an opportunity to apply for the position. The school will have the authority to determine which staff are contributed to the district hiring pool.	
State Statute	C.R.S. 22-63-201 Teacher Employment Act-Compensation & Dismissal Act-Requirement to hold a certificate (201)	Area of Impact: Talent Management – Teacher Hiring and Licensure
Statute Description	<p>(1) Except as otherwise provided in subsection (2) of this section, the board of a school district shall not enter into an employment contract with any person as a teacher, except in a junior college district or in an adult education program, unless such person holds an initial or a professional teacher's license or authorization issued pursuant to the provisions of article 60.5 of this title.</p> <p>(2) (a) The general assembly hereby recognizes that many persons with valuable professional expertise in areas other than teaching provide a great benefit to students through their experience and functional knowledge when hired by a school district. To facilitate the employment of these persons and comply with the requirements of federal law, the general assembly has statutory provisions to create an alternative teacher license and alternative teacher programs to enable school districts to employ persons with expertise in professions other than teaching. These provisions enable a school district to employ a person with professional expertise in a particular subject area, while ensuring that the person receives the necessary training and develops the necessary skills to be a highly qualified teacher. The general assembly strongly encourages each school district to hire persons who hold alternative teacher licenses to provide a wide range of experience in teaching and functional subject matter knowledge for the benefit of the students enrolled in the school district. (b) A school district may hire a person who holds an alternative teacher license to teach as an alternative teacher pursuant to an alternative teacher contract as described in section 22-60.5-207.</p> <p>(3) The board of a school district may enter into an employment contract with any person to serve as an administrator based upon qualifications set by the board of the school district. Nothing in this article shall be construed to require that an administrator, as a condition of employment, possess any type of license or authorization issued pursuant to article 60.5 of this title.</p>	
Rationale for Innovation	To strategically recruit, hire, and retain staff with qualities and credentials in alignment with the innovation plan, the school requires the authority to select staff and set rates of pay, including the flexibility to hire non-licensed teaching staff for non-core subjects (interacts with 22-32-109(1)(f) & 22-63-206).	
Replacement Policy	The school will employ highly qualified and licensed teachers for teaching of core content pursuant to the federal ESEA Act. Teachers in all necessary areas will be highly qualified. The school may employ non-licensed teachers for supplemental and enrichment instruction as necessary to implement the innovation plan. Any non-licensed staff will be hired under the established hiring process at the innovation school.	

State Statute	C.R.S. 22-63-402 Teacher Employment Act-Certificate required to pay teachers (402)	Area of Impact: Talent Management – Teacher Hiring and Licensure
Statute Description	No order or warrant for the disbursement of school district moneys shall be drawn in favor of any person for services as a teacher, except for services performed for a junior college district or in an adult education program, unless the person holds a valid teacher's license or authorization from the department of education. Such license or authorization shall be duly registered in the administrative office of the school district wherein the services are to be rendered. A teacher shall hold a valid license or authorization during all periods of employment by a school district. A person who performs services as a teacher without possessing a valid teacher's license or authorization shall forfeit all claim to compensation out of school district moneys for the time during which services are performed without the license or authorization.	
Rationale for Innovation	To strategically recruit, hire, and retain staff with qualities and credentials in alignment with the innovation plan, the school requires the authority to select staff and set rates of pay, including the flexibility to hire non-licensed teaching staff for non-core subjects. A waiver to C.R.S. 22-63-402 is required to pay any non-licensed teaching staff hired for non-core subjects.	
Replacement Policy	The school will employ highly qualified and licensed teachers for teaching of core content pursuant to the federal ESEA Act. Teachers in all necessary areas will be highly qualified. The school may employ non-licensed teachers for supplemental and enrichment instruction as necessary to implement the innovation plan. District moneys will be used to pay both licensed and non-licensed teachers hired to perform services consistent with the innovation plan. Any non-licensed staff will be hired under the established hiring process at the innovation school.	
State Statute	C.R.S. 22-63-202 Teacher Employment Act- Contracts in writing, damage provision (202)	Area of Impact: Talent Management – Contracts
Statute Description	<p>(1) Except for a part-time or substitute teacher, every employment contract entered into by any teacher or chief administrative officer for the performance of services for a school district shall be in writing. (2) (a) A teacher or chief administrative officer and the board may mutually agree to terminate the teacher's or chief administrative officer's employment contract at any time. (b) Each employment contract executed pursuant to this section shall contain a provision stating that a teacher or chief administrative officer shall not terminate his or her employment contract with the board without the agreement of the board unless [otherwise stated].</p> <p>(c.5)(III)(A) Any active nonprobationary teacher who was deemed effective during the prior school year and has not secured a mutual consent placement shall be a member of a priority hiring pool, which priority hiring pool shall ensure the nonprobationary teacher a first opportunity to interview for a reasonable number of available positions for which he or she is qualified in the school district.</p> <p>(B) When a determination is made that a nonprobationary teacher's services are no longer required for the reasons set forth in subparagraph (VII) of this paragraph (c.5), the nonprobationary teacher shall be notified of his or her removal from the school. In making decisions pursuant to this paragraph (c.5), a school district shall work with its local teachers association to develop policies for the local school board to adopt. If no teacher association exists in the school district, the school district shall create an eight-person committee consisting of four school district members and four teachers, which committee shall develop such policies. Upon notice to the nonprobationary teacher, the school district shall immediately provide the nonprobationary teacher with a list of all vacant positions for which he or she is qualified, as well as a list of vacancies in any area identified by the school district to be an area of critical need. An application for a</p>	

	<p>vacancy shall be made to the principal of a listed school, with a copy of the application provided by the nonprobationary teacher to the school district. When a principal recommends appointment of a nonprobationary teacher applicant to a vacant position, the nonprobationary teacher shall be transferred to that position.</p> <p>(C) This subparagraph (III) shall take effect at such time as the performance evaluation system based on quality standards established pursuant to this section and the rules promulgated by the state board pursuant to section 22-9-105.5 has completed the initial phase of implementation and has been implemented statewide. The commissioner shall provide notice of such implementation to the revisor of statutes on or before July 1, 2014, and each July 1 thereafter until statewide implementation occurs. (IV) If a nonprobationary teacher is unable to secure a mutual consent assignment at a school of the school district after twelve months or two hiring cycles, whichever period is longer, the school district shall place the teacher on unpaid leave until such time as the teacher is able to secure an assignment. If the teacher secures an assignment at a school of the school district while placed on unpaid leave, the school district shall reinstate the teacher's salary and benefits at the level they would have been if the teacher had not been placed on unpaid leave. (V) Nothing in this section shall limit the ability of a school district to place a teacher in a twelve-month assignment or other limited-term assignments, including, but not limited to, a teaching assignment, substitute assignment, or instructional support role during the period in which the teacher is attempting to secure an assignment through school-based hiring. Such an assignment shall not constitute an assignment through school-based hiring and shall not be deemed to interrupt the period in which the teacher is required to secure an assignment through school-based hiring before the district shall place the teacher on unpaid leave. (VI) The provisions of this paragraph (c.5) may be waived in whole or in part for a renewable four-year period by the state board of education pursuant to section 22- 2-117, provided that the local school board applying for the waiver, in conjunction with the superintendent and teachers association in a district that has an operating master employment contract, if applicable, demonstrates that the waiver is in the best interest of students enrolled in the school district, supports the equitable distribution of effective teachers, and will not result in placement other than by mutual consent of the teacher in a school district or public school that is required to implement a priority improvement plan or turnaround plan pursuant to article 11 of this title. Notwithstanding the provisions of this paragraph (c.5), a waiver shall not be granted for a request that extends the time for securing an assignment through school-based hiring for more than two years.</p>
<p>Rationale for Innovation</p>	<p>To strategically exit low performing staff and recruit/retain effective staff with qualities and credentials in alignment with the innovation plan, the school requires the authority to waive nonprobationary status and to establish its own hiring and termination and dismissal policies and procedures.</p> <p>ACHS requires flexibilities in staffing to allow for quick and actionable staffing decisions to ensure the students engage with the most-effective instructional staff at all times.</p>
<p>Replacement Policy</p>	<p>The school has the authority to establish its own dismissal policies and procedures in accordance with the innovation plan (interacts with C.R.S. 22-63-203, C.R.S. 22-63-301, C.R.S. 22-63-302, APS Policy GCQF, and Article 36 of the AEA Master Agreement). The school will seek waivers from this policy and all interacting policies.</p> <p>All employees shall work at Aurora Central High School on an annual contract. Teachers who have earned non-probationary status as outlined in APS Policy GCB maintain employment rights with APS during the period of assignment at Aurora Central High School. Such employees may request a voluntary transfer to another District school by March 14, 2016, and if such request is made by a non-probationary teacher with</p>

	the most recent evaluation rating of at least effective it shall be granted. In any subsequent years, transfer requests for the following school year must be made by March 1 of current school year. Non-probationary employees with an evaluation rating of less than effective may not work at Aurora Central High School and shall be subject to an involuntary transfer under Article 19, Section D, Mutual Consent Transfer Procedures.	
State Statute	C.R.S. 22-63-203 Teacher Employment Act- Requirements for probationary teacher, renewal & nonrenewal (203)	Area of Impact: Talent Management – Teacher Contracts
Statute Description	(1)(b) For any school district that has implemented the performance evaluation system based on quality standards pursuant to section 22-9-106 and the rules adopted by the state board pursuant to section 22-9-105.5, the provisions of this section shall apply only to probationary teachers and shall no longer apply when the teacher has been granted nonprobationary status as a result of three consecutive years of demonstrated effectiveness, as determined through his or her performance evaluations and continuous employment. (2) (a) During the first three school years that a teacher is employed on a full-time continuous basis by a school district, such teacher shall be considered to be a probationary teacher whose employment contract may be subject to nonrenewal in accordance with subsection (4) of this section. A school district may also consider a teacher employed on a part-time continuous basis by such district and by a board of cooperative services to be a probationary teacher whose contract may be subject to nonrenewal in accordance with subsection (4) of this section. An employment contract with a probationary teacher shall not exceed one school year.	
Rationale for Innovation	To strategically exit low performing staff and retain effective staff with qualities and credentials in alignment with the innovation plan, the school requires the authority to waive nonprobationary status and to establish its own termination and dismissal policies and procedures. ACHS requires flexibilities in staffing to allow for quick and actionable staffing decisions to ensure the students engage with the most-effective instructional staff at all times.	
Replacement Policy	The school has the authority to establish its own dismissal policies and procedures in accordance with the innovation plan (interacts with C.R.S. 22-63-202, C.R.S. 22-63-301, C.R.S. 22-63-302, APS Policy GCQF, and Article 36 of the AEA Master Agreement). The school will seek waivers from this policy and all interacting policies. All employees shall work at Aurora Central High School on an annual contract. Teachers who have earned non-probationary status as outlined in APS Policy GCB maintain employment rights with APS during the period of assignment at Aurora Central High School. Such employees may request a voluntary transfer to another District school by March 14, 2016, and if such request is made by a non-probationary teacher with the most recent evaluation rating of at least effective it shall be granted. In any subsequent years, transfer requests for the following school year must be made by March 1 of current school year. Non-probationary employees with an evaluation rating of less than effective may not work at Aurora Central High School and shall be subject to an involuntary transfer under Article 19, Section D, Mutual Consent Transfer Procedures.	
State Statute	C.R.S. 22-63-301 Teacher Employment Act- Grounds for dismissal (301)	Area of Impact: Talent Management – Teacher Dismissal
Statute Description	A teacher may be dismissed for physical or mental disability, incompetency, neglect of duty, immorality, unsatisfactory performance, insubordination, the conviction of a felony or the acceptance of a guilty plea, a plea of nolo contendere, or a deferred sentence for a felony, or other good and just cause. No teacher shall be dismissed for temporary illness, leave of absence previously approved by the board, or military leave of	

	absence pursuant to article 3 of title 28, C.R.S.	
Rationale for Innovation	To strategically exit low performing staff and retain effective staff with qualities and credentials in alignment with the innovation plan, the school requires the authority to waive nonprobationary status and to establish its own termination and dismissal policies and procedures. ACHS requires flexibilities in staffing to allow for quick and actionable staffing decisions to ensure the students engage with the most-effective instructional staff at all times.	
Replacement Policy	<p>The school has the authority to establish its own dismissal policies and procedures in accordance with the innovation plan (interacts with C.R.S. 22-63-202, C.R.S. 22-63-203, C.R.S. 22-63-302, APS Policy GCQF, and Article 36 of the AEA Master Agreement). The school will seek waivers from this policy and all interacting policies.</p> <p>All employees shall work at Aurora Central High School on an annual contract. Teachers who have earned non-probationary status as outlined in APS Policy GCB maintain employment rights with APS during the period of assignment at Aurora Central High School. Such employees may request a voluntary transfer to another District school by March 14, 2016, and if such request is made by a non-probationary teacher with the most recent evaluation rating of at least effective it shall be granted. In any subsequent years, transfer requests for the following school year must be made by March 1st of current school year. Non-probationary employees with an evaluation rating of less than effective may not work at Aurora Central High School and shall be subject to an involuntary transfer under Article 19, Section D, Mutual Consent Transfer Procedures.</p>	
State Statute	C.R.S. 22-63-302 Teacher Employment Act- Procedures for dismissal of teachers (302)	Area of Impact: Talent Management – Teacher Dismissal
Statute Description	<p>(1) Except as otherwise provided in subsection (11) of this section, a teacher shall be dismissed in the manner prescribed by subsections (2) to (10) of this section.</p> <p>(2) The chief administrative officer of the employing school district may recommend that the board dismiss a teacher based upon one or more of the grounds stated in section 22-63-301. If such a recommendation is made to the board, the chief administrative officer, within three days after the board meeting at which the recommendation is made, shall mail a written notice of intent to dismiss to the teacher. The notice of intent to dismiss shall include a copy of the reasons for dismissal, a copy of this article, and all exhibits which the chief administrative officer intends to submit in support of his or her prima facie case against the teacher including a list of witnesses to be called by the chief administrative officer, addresses and telephone numbers of the witnesses, and all pertinent documentation in the possession of the chief administrative officer relative to the circumstances surrounding the charges. Additional witnesses and exhibits in support of the chief administrative officer's prima facie case may be added as provided in subsection (6) of this section. The notice and copy of the charges shall be sent by certified mail to said teacher at his or her address last known to the secretary of the board. The notice shall advise the teacher of his or her rights and the procedures under this section.</p> <p>(3) If a teacher objects to the grounds given for the dismissal, the teacher may file with the chief administrative officer a written notice of objection and a request for a hearing. Such written notice shall be filed within five working days after receipt by the teacher of the notice of dismissal. If the teacher fails to file the written notice within said time, such failure shall be deemed to be a waiver of the right to a hearing and the dismissal shall be final; except that the board of education may grant a hearing upon a determination that the failure to file written notice for a hearing was due to good cause. If the teacher files a written notice of objection, the teacher shall continue to receive regular compensation from the time the</p>	

board received the dismissal recommendation from the chief administrative officer pursuant to subsection (2) of this section until the board acts on the hearing officer's recommendation pursuant to subsection (9) of this section, but in no event beyond one hundred days; except that the teacher shall not receive regular compensation upon being charged criminally with an offense for which a license, certificate, endorsement, or authorization is required to be denied, annulled, suspended, or revoked due to a conviction, pursuant to [section 22-60.5-107 \(2.5\)](#) or (2.6). If the final disposition of the case does not result in a conviction and the teacher has not been dismissed pursuant to the provisions of this section, the board shall reinstate the teacher, effective as of the date of the final disposition of the case. Within ten days after the reinstatement, the board shall provide the teacher with back pay and lost benefits and shall restore lost service credit.

(4) (a) If the teacher requests a hearing, it shall be conducted before an impartial hearing officer selected jointly by the teacher and the chief administrative officer. The hearing officer shall be selected no later than five working days following the receipt by the chief administrative officer of the teacher's written notice of objection. If the teacher and the chief administrative officer fail to agree on the selection of a hearing officer, they shall request assignment of an administrative law judge by the department of personnel to act as the hearing officer. (b) Hearing officers shall be impartial individuals with experience in the conducting of hearings and with experience in labor or employment matters. (c) Expenses of the hearing officer shall be paid from funds of the school district.

(5) (a) Within three working days after selection, the hearing officer shall set the date of the prehearing conference and the date of the hearing, which shall commence within the following thirty days. The hearing officer shall give the teacher and the chief administrative officer written notice of the dates for the prehearing conference and for the hearing including the time and the place therefor. (b) One of the purposes of the prehearing conference shall be to limit, to the extent possible, the amount of evidence to be presented at the hearing. (c) The parties and their counsel shall be required to attend the prehearing conference with the hearing officer.

(6) (a) Within ten days after selection of the hearing officer, the teacher shall provide to the chief administrative officer a copy of all exhibits to be presented at the hearing and a list of all witnesses to be called, including the addresses and telephone numbers of the witnesses. Within seven days after the teacher submits his or her exhibits and witness list, the chief administrative officer and the teacher may supplement their exhibits and witness lists. After completion of the seven-day period, additional witnesses and exhibits may not be added except upon a showing of good cause. (b) Neither party shall be allowed to take depositions of the other party's witnesses or to submit interrogatories to the other party. The affidavit of a witness may be introduced into evidence if such witness is unavailable at the time of the hearing.

(7) (a) Hearings held pursuant to this section shall be open to the public unless either the teacher or the chief administrative officer requests a private hearing before the hearing officer, but no findings of fact or recommendations shall be adopted by the hearing officer in any private hearing. The procedures for the conduct of the hearing shall be informal, and rules of evidence shall not be strictly applied except as necessitated in the opinion of the hearing officer; except that the hearing officer shall comply with the Colorado rules of evidence in excluding hearsay testimony. (b) The hearing officer may receive or reject evidence and testimony, administer oaths, and, if necessary, subpoena witnesses. (c) At any hearing, the teacher has the right to appear in person with or without counsel, to be heard and to present testimony of witnesses and all evidence bearing upon his proposed dismissal, and to cross-examine witnesses. By entering an appearance on behalf of the teacher or the chief administrative officer, counsel agrees to be prepared to commence the hearing within the time limitations of this section and to proceed expeditiously

once the hearing has begun. All school district records pertaining to the teacher shall be made available for the use of the hearing officer or the teacher. (d) An audiotaped record shall be made of the hearing, and, if the teacher files an action for review pursuant to the provisions of subsection (10) of this section, the teacher and the school district shall share equally in the cost of transcribing the record; except that, if a party is awarded attorney fees and costs pursuant to paragraph (e) of subsection (10) of this section, that party shall be reimbursed for that party's share of the transcript costs by the party against whom attorney fees and costs were awarded. (e) Any hearing held pursuant to the provisions of this section shall be completed within six working days after commencement, unless extended by the hearing officer on a showing of good cause, and neither party shall have more than three days to present its case in chief. Neither party may present more than ten witnesses at the hearing, except upon a showing of good cause.

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

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

(10) (a) If the board dismisses the teacher pursuant to the provisions of subsection (9) of this section, the teacher may file an action for review in the court of appeals in accordance with the provisions of this subsection (10), in which action the board shall be made the party defendant. Such action for review shall be heard in an expedited manner and shall be given precedence over all other civil cases, except cases arising under the "Workers' Compensation Act of Colorado", articles 40 to 47 of title 8, C.R.S., and cases arising under the "Colorado Employment Security Act", articles 70 to 82 of title 8, C.R.S. (b) An action for review shall be commenced by the service of a copy of the petition upon the board of the school district and filing the same with the court of appeals within twenty-one days after the written order of dismissal made by the board. The petition shall state the grounds upon which the review is sought. After the filing of the action for review in the court of appeals, such action shall be conducted in the manner prescribed by rule 3.1 of the Colorado appellate rules. (c) The action for review shall be based upon the record before the hearing officer. The court of appeals shall review such record to determine whether the action of the board was arbitrary or capricious or was legally impermissible. (d) In the action for review, if the court of appeals finds a substantial irregularity or error made during the hearing before the hearing officer, the court may remand the case for further hearing. (e) Upon request of the teacher, if the teacher is ordered reinstated by the court of appeals, or upon request of the board, if the board's decision to dismiss the teacher is

	<p>affirmed by the court of appeals, the court of appeals shall determine whether the nonprevailing party's appeal or defense on appeal lacked substantial justification. If the court of appeals determines that the nonprevailing party's appeal or defense on appeal lacked substantial justification, the court of appeals shall determine the amount of and enter a judgment against the nonprevailing party for reasonable attorney fees and costs incurred on appeal to the court of appeals. Any judgment entered pursuant to this paragraph (e) may be subject to stay as provided in rule 41.1 of the Colorado appellate rules. (f) Further appeal to the supreme court from a determination of the court of appeals may be made only upon a writ of certiorari issued in the discretion of the supreme court. Upon request of the teacher, if the teacher is ordered reinstated by the supreme court, or upon motion of the board, if the board's decision to dismiss is affirmed by the supreme court, the supreme court shall determine whether the nonprevailing party's appeal or defense on appeal to the supreme court lacked substantial justification. If the supreme court determines that the nonprevailing party's appeal or defense on appeal to the supreme court lacked substantial justification, the court shall determine the amount of and enter a judgment against the nonprevailing party for reasonable attorney fees and costs incurred on appeal to the supreme court. Any judgment entered pursuant to this paragraph (f) may be subject to stay as provided in rule 41.1 of the Colorado appellate rules.</p> <p>(11) (a) The board of a school district may take immediate action to dismiss a teacher, without a hearing, notwithstanding subsections (2) to (10) of this section, pending the final outcome of judicial review or when the time for seeking review has elapsed, when the teacher is convicted, pleads nolo contendere, or receives a deferred sentence for: (I) A violation of any law of this state or any counterpart municipal law of this state involving unlawful behavior pursuant to any of the following statutory provisions: Sections 18-3-305, 18-6-302, and 18-6-701, C.R.S., or section 18-6-301, C.R.S., or part 4 of article 3, part 4 of article 6, and part 4 of article 7 of title 18, C.R.S.; or (II) A violation of any law of this state, any municipality of this state, or the United States involving the illegal sale of controlled substances, as defined in section 18-18-102 (5), C.R.S. (b) A certified copy of the judgment of a court of competent jurisdiction of a conviction, the acceptance of a guilty plea, a plea of nolo contendere, or a deferred sentence shall be conclusive evidence for the purposes of this subsection (11).</p>
<p>Rationale for Innovation</p>	<p>To strategically exit low performing staff and retain effective staff with qualities and credentials in alignment with the innovation plan, the school requires the authority to waive nonprobationary status and to establish its own termination and dismissal policies and procedures. ACHS requires flexibilities in staffing to allow for quick and actionable staffing decisions to ensure the students engage with the most-effective instructional staff at all times.</p>
<p>Replacement Policy</p>	<p>The school has the authority to establish its own dismissal policies and procedures in accordance with the innovation plan (interacts with C.R.S. 22-63-202, C.R.S. 22-63-203, C.R.S. 22-63-301, APS Policy GCQF, and Article 36 of the AEA Master Agreement). The school will seek waivers from this policy and all interacting policies.</p> <p>All employees shall work at Aurora Central High School on an annual contract. Teachers who have earned non-probationary status as outlined in APS Policy GCB maintain employment rights with APS during the period of assignment at Aurora Central High School. Such employees may request a voluntary transfer to another District school by March 14, 2016, and if such request is made by a non-probationary teacher with the most recent evaluation rating of at least effective it shall be granted. In any subsequent years, transfer requests for the following school year must be made by March 1 of current school year. Non-probationary employees with an evaluation rating of less than effective may not work at Aurora Central High School and</p>

	shall be subject to an involuntary transfer under Article 19, Section D, Mutual Consent Transfer Procedures.	
State Statute	C.R.S. 22-63-401 Teacher Employment Act-Teachers subject to adopted salary schedule (401)	Area of Impact: Talent Management – Compensation
Statute Description	<p>(1) The board of a school district shall adopt by resolution a salary schedule that may be by job description and job definition, a teacher salary policy based on the level of performance demonstrated by each teacher, or a combination of the salary schedule and salary policy. Such salary schedule, salary policy, or combination schedule and policy shall be adopted in conjunction with or prior to the adoption of the budget for the following fiscal year. The schedule, policy, or combination schedule and policy shall remain in effect until changed or modified by the board. All teachers employed by the district shall be subject to such salary schedule, policy, or combination schedule and policy.</p> <p>(2) If a district chooses to adopt a salary schedule, the board shall place each teacher in the school district on the salary schedule at a level at least commensurate with, but not limited to, each teacher's education, prior experience, and experience in the district as provided in the salary schedule.</p> <p>(3) The adopted salary schedule, policy, or combination schedule and policy shall not be changed or modified during the school year in a manner so as to reduce the salary of a teacher for such school year; but the reassignment of a teacher with a reduction in salary pursuant to section 22-63-206 (2) or (3) shall not be included within the limitations of this subsection (3).</p> <p>(4) The salary or compensation of any teacher may be changed for any succeeding school year in accordance with the salary schedule, policy, or combination schedule and policy adopted by the employing board. There shall be no reduction in the salary of any classroom teacher unless there is a general reduction in the salaries of all teachers in the district according to the adopted salary schedule, policy, or combination schedule and policy.</p> <p>(5) The trustee or trustees of a trust for the benefit of a teacher compensation system in a school district coterminous with a city and county shall manage and invest the funds and assets held in trust pursuant to the standards and other provisions for trustees set forth in the "Colorado Uniform Prudent Investor Act", article 1.1 of title 15, C.R.S.</p>	
Rationale for Innovation	To strategically recruit, hire, and retain staff with qualities and credentials in alignment with the innovation plan, the school requires the authority and flexibility to determine compensation schedules and to set rates of pay at or above existing schedules.	
Replacement Policy	<p>Employees of the school shall be paid in accordance with the salary schedules or individual contracts adopted by the school, in accordance with the innovation plan. Placement of an employee on the appropriate salary schedule shall be made by the school leadership, consistent with the policies adopted by the Board of Education and with established regulations, as well as the flexibilities sought through the innovation plan (including pay portability/transferability).</p> <p>The school will use the district's compensation structure as a base compensation model, and incentive and extra-duty pay may be differentiated based on annual budget allocation and school needs. The school leadership team, in collaboration with any delegated staff leadership committee, will determine the following school year's compensation and incentive structures during the budgeting process for the following school year. If the school does not make changes to its compensation or incentive structures, it will default to the existing district schedules.</p>	

	The school leadership team (LT) designated to provide governance over any changes to incentive and extra-duty pay will follow the school-based approval process for implementation plans at the direction of the LT and principal. No changes to any supplemental or differentiated compensation will be enacted until the LT votes on its adoption during an announced public meeting, conducted pursuant to Colorado open meeting laws.	
State Statute	C.R.S. 22-9-106 Local board duties concerning performance evaluations (106)	Area of Impact: Talent Management - Performance Evaluation
Statute Description	<p>(1.5) (a) A local board or board of cooperative services may adopt the state model performance evaluation system established by the rules promulgated by the state board pursuant to section 22-9-105.5 or may develop its own local licensed personnel evaluation system that complies with the requirements established pursuant to this section and the rules promulgated by the state board. If a school district or board of cooperative services develops its own local licensed personnel evaluation system, the local board or board of cooperative services or any interested party may submit to the department, or the department may solicit and collect, data related to said personnel evaluation system for review by the department.</p> <p>(4) (a) Except as provided in paragraph (b) of this subsection (4), no person shall be responsible for the evaluation of licensed personnel unless the person has a principal or administrator license issued pursuant to article 60.5 of this title or is a designee of a person with a principal or administrator license and has received education and training in evaluation skills approved by the department of education that will enable him or her to make fair, professional, and credible evaluations of the personnel whom he or she is responsible for evaluating. No person shall be issued a principal or administrator license or have a principal or administrator license renewed unless the state board determines that such person has received education and training approved by the department of education.</p>	
Rationale for Innovation	To strategically exit low-performing staff and retain effective staff with qualities and credentials in alignment with the innovation plan, the school requires the authority and flexibility to determine its own personnel evaluation system.	
Replacement Policy	<p>1.5(a) In accordance with the innovation plan, the school may develop and adopt its own personnel evaluation system, which will comply with the requirements established pursuant to this section and the rules promulgated by the state board and Senate Bill 10-191.</p> <p>4(a) The principal has the authority to identify, prepare, and designate school-based evaluators to conduct staff evaluations. Pursuant to state regulations, evaluators will receive evaluation training but will not be required to hold a state administrator license. Additional informal feedback and observations may be solicited from select peer teachers and the school community as detailed in the innovation plan.</p> <p>Any changes to teacher performance evaluation systems will be detailed in AEA Master Agreements Article 36. The superintendent will retain authority over performance evaluation systems for school principals.</p>	
State Statute	22-32-109(1)(n)(I), C.R.S. Local board duties concerning school calendar (109)	Area of Impact: Calendar and Schedule
Statute Description	(n)(I) To determine, prior to the end of a school year, the length of time which the schools of the district shall be in session during the next following school year, but in no event shall said schools be scheduled to have fewer than one thousand eighty hours of planned teacher-pupil instruction and teacher-pupil contact during the school year for secondary school pupils in high school, middle school, or junior high school or less than nine hundred ninety hours of such instruction and contact for elementary school pupils or fewer	

	<p>than four hundred fifty hours of such instruction for a half-day kindergarten program or fewer than nine hundred hours of such instruction for a full-day kindergarten program. In no case shall a school be in session for fewer than one hundred sixty days without the specific prior approval of the commissioner of education. In extraordinary circumstances, if it appears to the satisfaction of the commissioner that compliance with the provisions of this subparagraph (I) would require the scheduling of hours of instruction and contact at a time when pupil attendance will be low and the benefits to pupils of holding such hours of instruction will be minimal in relation to the cost thereof, the commissioner may waive the provisions of this subparagraph (I) upon application therefor by the board of education of the district.</p>	
Rationale for Innovation	<p>To effectively implement the innovation plan the school requires increased flexibility around scheduling and use of time, including but not limited to increasing student learning time, common teacher planning time, data analysis, and professional learning relevant to student needs. Thus, the school requires a waiver from C.R.S 22-32-109(1)(n)(I) to determine its own school year and school day calendar.</p>	
Replacement Policy	<p>In accordance with the innovation plan, the school shall determine the length of time the school will be in session during the following year. To ensure that the school calendar is shared with the APS Board, school employees, and parents in a timely manner, school leadership team in collaboration with any delegated staff leadership committee, will determine the following year's school calendar by March 1st each year. For the first school year of implementation (2016-2017), the final calendar will be determined by April 1st, 2016. The school will coordinate with supports services as needed to ensure budget feasibility that any cost increases resulting from calendar changes through the innovation plan can be borne by the school and/or the ACTION Zone. Staff will have an opportunity to consent to calendar changes prior to approval of the final calendar for the following school year.</p> <p>The school year calendar adopted by the school will meet or exceed minimum district and state determinations for the length of time during which schools shall be in session during the next school year. The actual hours of teacher-pupil instruction and teacher-pupil contact shall meet or exceed the minimum hours set by the district and state for public instruction.</p>	
State Statute	<p>22-32-109(1)(n)(II)(A), C.R.S. Determine teacher-pupil contact hours (109)</p>	<p>Area of Impact: Calendar and Schedule</p>
Statute Description	<p>(n)(II)(A) The actual hours of teacher-pupil instruction and teacher-pupil contact specified in subparagraph (I) of this paragraph (n) may be reduced to no fewer than one thousand fifty-six hours for secondary school pupils, no fewer than nine hundred sixty-eight hours for elementary school pupils, no fewer than four hundred thirty-five hours for half-day kindergarten pupils, or no fewer than eight hundred seventy hours for full-day kindergarten pupils, for parent-teacher conferences, staff in-service programs, and closing deemed by the board to be necessary for the health, safety, or welfare of students.</p>	
Rationale for Innovation	<p>To effectively implement the innovation plan the school requires increased flexibility around scheduling and use of time, including but not limited to increasing student learning time, common teacher planning time, data analysis, and professional learning relevant to student needs. Thus, the school requires a waiver from C.R.S 22-32-109(1)(n)(II)(A) to determine its own school year and school day calendar.</p>	
Replacement Policy	<p>In accordance with the innovation plan, the school shall determine the length of time the school will be in session during the following year. To ensure that the school calendar is shared with the APS Board, school employees, and parents in a timely manner, the school leadership team in collaboration with any delegated staff leadership committee, will determine the following year's school calendar by March 1st each year. For</p>	

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

State Statute	22-32-109(1)(t), C.R.S. Determine educational program and prescribe textbooks (109)	Area of Impact: Educational Program
Statute Description	In addition to any other duty required to be performed by law, each board of education shall have and perform the following specific duties: (t) To determine the educational programs to be carried on in the schools of the district and to prescribe the textbooks for any course of instruction or study in such programs;	
Rationale for Innovation	To implement a globally and culturally relevant curriculum, that is sufficiently rigorous and engaging to meet the need of its students and to align with the innovation plan, the school requires the authority and flexibility to determine its own educational program and curricular materials.	
Replacement Policy	<p>In accordance with the innovation plan, school leadership in collaboration with any delegated staff leadership committee shall determine its own educational programs to be carried on in the school and shall prescribe the textbooks for any course of instruction or study in such programs.</p> <p>Any and all changes to sections of this policy are subject to the following procedures. Changes to curriculum may include the modification of existing materials and/or the adoption of research-based curricular and supplementary materials. All selected instructional materials will be research-based and aligned to Colorado State Standards. If the school decides not to make changes to courses of instruction, it will default to the existing district-adopted instructional materials.</p> <p>As needed the school will consult the local board regarding any proposed changes to the base curriculum for the next school year prior to March 1st of the current school year, with the exception of implementation year one (2016-2017).</p> <p>The school leadership team (LT) designated to provide governance over any changes to instructional material for any course of instruction will follow the school-based approval process for implementation plans at the direction of the LT and principal. No changes to any instructional material for any course of instruction will be enacted until the LT votes on its adoption during an announced public meeting, conducted pursuant to Colorado open meeting laws.</p>	

➤ C) COLLECTIVE BARGAINING AGREEMENT WAIVERS WITH REPLACEMENT LANGUAGE

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

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

- Article 19: Teacher Transfers - *To protect the strategic implementation of the innovation plan, the school requires the authority to refuse direct placements or involuntary transfers. ACHS requires flexibilities in staffing to allow for quick and actionable staffing decisions to ensure that students engage with the most-effective instructional staff at all times.*
- Article 20: Reduction in Force - *To protect the strategic implementation of the innovation plan, the school requires the authority to refuse direct placements or involuntary transfers, as well as the authority to determine which teachers are contributed to the district pool in the event of reduction in force. ACHS requires flexibilities in staffing to allow for quick and actionable staffing decisions to ensure that students engage with the most-effective instructional staff at all times.*
- Article 1: Definitions - *To strategically recruit, hire, and retain staff with qualities and credentials in alignment with the innovation plan, the school requires the authority to select staff, including the flexibility to hire non-licensed teaching staff for non-core subjects. This requires an expansion of the definition of “teachers” and “teaching staff” in Article 1 to include non-licensed, non-core teachers and staff members.*
- Article 11: Compensation - *To strategically recruit, hire, and retain staff with qualities and credentials in alignment with the innovation plan, the school requires the authority and flexibility to expand or modify incentive structures and/or extra-duty pay to reward and incentivize staff for high performance in areas of need.*
- Article 36: Performance Evaluation- *To strategically exit low-performing staff and retain effective staff with qualities and credentials in alignment with the innovation plan, the school requires the authority and flexibility to determine its own personnel evaluation system to ensure teachers receive frequent and actionable feedback in order to improve instruction for students. To ensure that students engage with the most-effective instructional staff at all times, the school will initiate annual contracts for all staff and*

dismissal for ineffective staff after one year.

- Article 13: Teacher Duty Day and Teaching Hours- *To effectively implement the innovation plan the school requires increased flexibility around scheduling and use of time. The length of the student school day will increase by 45 minutes, which will increase teacher “contact time,” but will not increase the teacher duty day. Teacher collaborative and independent planning time will be organized and protected to accommodate this.*

Innovation Replacement Policies for Additional Waivers from Collective Bargaining Agreements		
CBA Article/ Section	Article 19: Teacher Transfers	Area of Impact: Talent Management – Staff Transfers
Article Summary	<p>A. General Considerations</p> <p>1. Transfers shall mean only those changes involving moves from one (1) building (school location) to another. Reassignments to different grade levels or different areas of instruction within a building are not considered transfers. A transfer request shall be either voluntary and initiated by the employee or involuntary as initiated by the District. Return from leave as described in Articles 26, 30, 31, 32 and 33 and recall as described in Article 20 shall not be considered transfers under this Article. (2014)</p> <p>2. In making transfers of teachers, consideration shall be given to the effect on students, the effect on the educational program of the District, the interest of the teachers involved, and establishing a balance in the distribution of teachers with regard to experience, length of employment in the District, and other significant characteristics such as gender, age and ethnic background. (2014)</p> <p>3. Prior to filling a vacancy by hiring a new employee under contract (as opposed to using a substitute teacher in the vacancy), notice of that vacancy shall be posted on the District web site. (2014)</p> <p>4. Teachers who desire a change of assignment within a building shall discuss the matter with their principal, but shall not submit a transfer request form. Final determination of intra-building assignments or reassignments shall be made by the principal. (2014)</p> <p>5. Teachers who transfer through a voluntary transfer (Section B) or a mutual consent transfer (Section D) may transfer to a school only with consent of the hiring principal and with input from at least two (2) teachers employed at the school and chosen by the faculty of teachers at the school to represent them in the hiring process. (2014)</p> <p>B. Voluntary Transfers</p> <p>3. New teachers shall not be given assignments until all existing teachers requesting transfer to a particular open position have been considered by an administrator in the building where the vacancy exists. Administrators shall interview all candidates who have a reasonable chance of being selected for the position; however, an administrator is not required to interview all transfer candidates. (2014)</p> <p>C. Involuntary Transfers</p> <p>1. Teachers shall not be assigned without their consent to any position outside their areas of professional</p>	

competence. (2014)

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

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

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

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

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

D. Mutual Consent Transfer Procedures

1. The school District shall immediately provide the teacher with a list of all vacant positions for which s/he is qualified, as well as a list of vacancies in any area identified by the school District to be an area of critical need. To secure a mutual consent placement, the teacher shall apply and be considered for positions for which s/he is qualified. New teachers shall not be given assignments until all existing teachers requesting a mutual consent transfer to a particular open position have been considered by an administrator in the building where the vacancy exists. Administrators shall interview all candidates who have a reasonable chance of being selected for the position; however, an administrator is not required to interview all candidates. (2014)

2. A non-probationary teacher who does not secure a mutual consent placement by the end of the contract year, shall become a member of a priority hiring pool and will be provided first opportunity to interview for a reasonable number of available positions for which s/he is qualified in the School District. New teachers shall not be interviewed until all teachers in the priority hiring pool who are qualified for the vacancy have been provided the opportunity to interview for the position by an administrator in the building where the vacancy exists. (2014)

3. The School District has the ability to place the teacher in a twelve-month or other limited-term assignment, substitute assignment or instructional support role during the period in which the teacher is attempting to secure an assignment through school-based hiring. (2014)

4. If the teacher is unable to secure an assignment at a school of the School District after two (2) hiring cycles, the School District shall place the teacher on an unpaid leave of absence until such time the teacher is able to secure an assignment. For purposes of this Article, a hiring cycle shall be defined as the period of time commencing on April 1 and concluding on September 1. (2014)

	5. If the teacher secures a position at a school of the District while placed on unpaid leave, the School District shall reinstate the teacher’s salary and benefits to the level they would have been had the teacher not been placed on unpaid leave. (2014)	
Rationale for Innovation	To strategically recruit, hire, and retain staff with qualities and credentials in alignment with the innovation plan, the school requires the authority to select staff and set rates of pay. To protect the strategic implementation of the innovation plan, the school requires the authority to refuse direct placements or involuntary transfers, as well as the authority to determine which teachers to contribute to the district hiring pool.	
Replacement Policy	<p>The school may refuse direct placements or involuntary transfers of personnel as initiated by the district.</p> <p>The school will not provide first opportunity to interview rights to district priority hiring pool candidates, but will consider them for employment. District employees who are qualified for a vacant position at the school will have an opportunity to apply for the position.</p> <p>When a building must involuntarily transfer a staff member due to a drop in enrollment; turnaround; phase-out; reduction in program or reduction in building including closure, consolidation, or reconstitution, the teacher chosen for transfer shall be selected by the principal based on performance evaluations and effectiveness. The school will not be required to involuntarily transfer the last non-probationary employee hired into the building in the program area being reduced who is deemed effective by the existing evaluation system. The principal will not be required to then consider the next non-probationary teacher who was hired last into the building under the same procedure as outlined above. The teacher chosen must be transferred under the mutual consent procedures outlined below.</p> <p>The school will have the authority to determine which staff are contributed to the district hiring pool.</p>	
CBA Article/ Section	Article 20: Reduction in Force	Area of Impact: Talent Management - Staff Transfers
Article Summary	<p>1. A reduction in the number of teachers in the District shall be in accordance with Colorado statutes in effect when the reduction notice is mailed. As used in this Article, “teacher” means any person, including a specialist, as defined in Article 1, Section 6 of this Agreement. (2014)</p> <p>2. As used in this Article, “qualified” means that the teacher has the appropriate Colorado Department of Education licensure and endorsement or has the proper courses to meet regional or State of Colorado accreditation standards. The teacher's qualifications under this Article shall be judged on the transcripts, endorsements and certifications in that teacher's file in the Human Resources Office not later than 10 calendar days after the date the reduction notice is mailed to the teacher. Later obtained or noted endorsements and certifications and later additions to that teacher's transcript shall not be considered in connection with the reduction. (2014)</p> <p>3. If the Board in its judgment determines that teachers should be reduced (cancellation of employment) by reason of financial necessity, declining enrollment or for other reasons justifying a decrease in the number of teaching positions, the District shall institute the procedures set forth in this Article. (2014)</p> <p>The procedures in this Article shall apply to any reduction of a non-probationary teacher and to a reduction of a probationary teacher either at the semester or at the end of the school year when the probationary teacher has not been given a timely notice of nonrenewal of the teacher’s contract. The</p>	

	<p>provisions of this Article do not apply to the nonrenewal of the contract of a probationary teacher in accordance with Colorado statutes then in effect, whether or not said nonrenewal is caused by a reduction in the number of available positions. Likewise, the provisions of this Article do not apply to overages of teachers in a building or program area that can be handled under the voluntary or involuntary transfer provisions of this Agreement and that would not result in the teacher in an overage situation being reduced. (2014)</p> <p>5. Before District representatives recommend a reduction in force, subject to this Article, to the Board, the Association shall be notified of the conditions necessitating the reduction and the needs of the District. If possible, said notification shall be given by November 1 prior to an anticipated semester reduction and by April 15 prior to an anticipated end-of-the-year reduction. With such notification, the Superintendent, or the Superintendent’s designee, shall furnish the Association with relevant appropriate data concerning the reduction. Reductions shall only occur at the end of a semester or academic year. (2014)</p> <p>6. The District shall create a pool of teachers, not more than double the number of teachers to be reduced, to be considered for reduction in the program area affected by taking the following factors into account: (2014)</p> <p>a. Effectiveness, meaning teacher performance as determined by the teacher performance rating over the previous three (3) evaluation cycles as determined by the District’s performance evaluation system. If the teacher does not have three (3) years of performance ratings from the District, then the Superintendent or Superintendent’s designee shall consider only those available performance ratings. Nothing in this Article requires the consideration of evaluations conducted in other school districts.</p> <p>b. Length of service in the School District. (2014)</p> <p>After considering the factors above, the Superintendent or Superintendent’s designee shall also consider the following factors in recommending a teacher for inclusion in the pool for consideration for reduction: (2014)</p> <p>a. Education, licensing endorsements and other professional qualifications (2014)</p> <p>b. Probationary and non-probationary status (2014)</p>
<p>Rationale for Innovation</p>	<p>To protect the strategic implementation of the innovation plan, the school requires the authority to refuse direct placements or involuntary transfers, as well as the authority to determine which teachers are contributed to the district pool in the event of reduction in force. ACHS requires flexibilities in staffing to allow for quick and actionable staffing decisions to ensure the students engage with the most-effective instructional staff at all times.</p>
<p>Replacement Policy</p>	<p>6. <i>In the event of a reduction in force, the school shall create a pool of teachers, not more than double the number of teachers to be reduced, to be considered for reduction in the program area affected. The principal, in collaboration with the leadership team will have the authority to determine which personnel are contributed to the district pool in accordance with the innovation plan. Considerations may include performance evaluations and effectiveness, length of service in the school and school district, education and licensing endorsements, and other professional qualifications.</i></p>

CBA Article/ Section	Article 1: Definitions	Area of Impact: Talent Management – Teacher Hiring and Licensure
Article Summary	The terms “teachers” and “teaching staff” shall mean all licensed professional staff as specified in Article 2.1 and include all regularly assigned general instructional and/or subject-area classroom teachers of the District including content specialist, counselors, special education teachers, psychologists, social workers, nurses, regular part-time teachers, career and technical education teachers and teachers on special assignment. (2014)	
Rationale for Innovation	To strategically recruit, hire, and retain staff with qualities and credentials in alignment with the innovation plan, the school requires the authority to select staff and set rates of pay, including the flexibility to hire non-licensed teaching staff for non-core subjects. This requires an expansion of the definition of “teachers” and “teaching staff” in Article 1 to include non-licensed, non-core teachers and staff members.	
Replacement Policy	The school will employ highly qualified and licensed professional staff for teaching of core content pursuant to the federal ESEA Act. Teachers in all necessary areas will be highly qualified. The school may employ non-licensed employees for supplemental and enrichment instruction consistent with the innovation plan.	
CBA Article/ Section	Article 11: Compensation	Area of Impact: Talent Management – Compensation
Article Summary	<p>1. The minimum salary for full-time employees covered by this Agreement shall be as set forth in Appendix A. Employees working less than full time shall receive a prorated salary in the same ratio as their pro rata duty day is to a full-time employee's duty day. Teachers who are requested to and voluntarily assume an additional class during the duty day and beyond the established building schedule shall be paid at a rate calculated using a 187 (or 190) day calendar. (2014)</p> <p>3. The salary schedule in this Agreement is based upon a total of 187 duty days for returning employees and 190 duty days for employees who were not regularly assigned employees in the District during the previous school year. (2014)</p> <p>4. Duties performed after the normal school hours are considered part of the professional responsibility of the employee, and Appendix A includes compensation for all extra-duty activities except as provided in Sections 6 through 15 of this Article. (2014)</p>	
Rationale for Innovation	To strategically recruit, hire, and retain staff with qualities and credentials in alignment with the innovation plan, the school requires the authority and flexibility to determine compensation schedules and to set rates of pay at or above existing schedules.	
Replacement Policy	<p>Employees of the school shall be paid in accordance with the salary schedules or individual contracts adopted by the school, in accordance with the innovation plan. Placement of an employee on the appropriate salary schedule shall be made by the school leadership, consistent with the policies adopted by the Board of Education and with established regulations, as well as the flexibilities sought through the innovation plan (including pay portability/transferability).</p> <p>The school will use the district’s compensation structure as a base compensation model, and incentive and extra-duty pay may be differentiated based on annual budget allocation and school needs. School leadership, in collaboration with any delegated staff leadership team, will determine the following school</p>	

	<p>year’s compensation and incentive structures during the budgeting process for the following school year. If the school does not make changes to its compensation or incentive structures, it will default to the existing district schedules.</p> <p>The school leadership team (LT) designated to provide governance over any changes to incentive and extra-duty pay will follow the school-based approval process for implementation plans at the direction of the LT and principal. No changes to any supplemental or differentiated compensation will be enacted until the LT votes on its adoption during an announced public meeting, conducted pursuant to Colorado open meeting laws.</p> <p>ACHS reserves the right to require additional teacher duty days (up to 192) necessary to build faculty skills to sufficiently address performance challenge root causes and implement the innovation plan. This time will count as licensed project work beyond normal duties and outside of the duty day by APS contracted teachers (professional learning participant, tutoring, summer school etc.) and will be compensated for at a rate of \$30 per hour. Teachers may also be required to teach additional advisory and enrichment courses as detailed in the innovation plan, which will not count as an additional class for compensation purposes. Staff must consent to any increase in work days through the annual calendar vote process.</p> <p>Any changes to teacher working conditions will be outlined in the waiver for AEA Master Agreement Article 13. Faculty impacted by any changes to working conditions as detailed through the innovation plan will be made aware of those changes and have the opportunity to consent.</p>	
<p>CBA Article/ Section</p>	<p>Article 36: Performance Evaluation</p>	<p>Area of Impact: Talent Management - Performance Evaluation</p>
<p>Article Summary</p>	<p>A. General Consideration</p> <ol style="list-style-type: none"> 1. All teachers will be evaluated annually. (2014) 2. The responsibility for the evaluation of teachers rests with their principal(s), immediate supervisors, or the principals’ designee as outlined below. (2014) <ol style="list-style-type: none"> a. Section 22-9-106 (4) (a), C.R.S., allows performance evaluations to be conducted by an individual who has completed a training in evaluation skills that has been approved by the Colorado Department of Education (CDE). A teacher may fill the role of an evaluator if they are identified as the designee of an individual with a principal or administrator license and have completed the required training. (2014) <p>B. Observations:</p> <p>FORMAL: 1. Formal observations consist of a visitation of a class period or a class lesson, meeting or training. The observation should be conducted for an entire class period, lesson, meeting or training, or a minimum of 45 minutes. Probationary teachers will be formally observed a minimum of two (2) times per year. Non-probationary teachers will be formally observed a minimum of one (1) time per year. (2014)</p> <p>6. Evaluators of probationary teachers will conduct a minimum of one (1) formal observation prior to the end of the first semester. Evaluators of non-probationary teachers will conduct a minimum of one (1) formal observation prior to the end of January. (2014)</p> <p>INFORMAL</p> <p>8. Informal observations (minimum of 10 minutes) of the professional educator occur during day-to-day interactions within the educational setting. Such observations are a natural process, which acknowledges</p>	

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

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

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

C. Evaluation Procedures

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

MID YEAR REVIEW procedures are outlined in Article 36.

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

D. Ineffective Performance:

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

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

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

E. Evaluation Appeals

Per State Statute and Colorado Board of Education rules, the process to appeal a rating of ineffective or partially effective shall only apply to a non-probationary teacher after a second consecutive year of such rating. The appeals process shall be limited only to making a determination of whether a rating of ineffective was appropriate. (2015)

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

	<p>K. The appeal process shall be the final determination in regard to the final Performance Evaluation Rating and loss or retention of non-probationary status. If the appealed rating is upheld the teacher will begin the following school year as a probationary employee. (2015)</p> <p>L. If the superintendent or designee determines that a rating of ineffective or partially effective was not accurate, but there is not sufficient information to assign a rating of effective, the teacher shall receive a “no score” and shall not lose his or her non-probationary status. However, if in the following academic school year that Teacher receives a final Performance Evaluation Rating of ineffective or partially effective, this rating shall have the consequence of a second consecutive ineffective rating and the Teacher shall be subject to loss of non-probationary status. This subsequent rating of partially or ineffective may be appealed. (2015)</p>
<p>Rationale for Innovation</p>	<p>To strategically exit low-performing staff and retain effective staff with qualities and credentials in alignment with the innovation plan, the school requires the authority and flexibility to determine its own personnel evaluation system.</p>
<p>Replacement Policy</p>	<p>A. General Considerations</p> <p>1. All teachers at the school will be evaluated annually. Staff will have mid-year and end-of-year evaluation rating meetings.</p> <p>B. Observations</p> <p>FORMAL</p> <p>There will be no requirement for formal observations. Informal observations will be conducted a minimum of eight times per year (with the option of two of the eight informal observations being conducted by select peers who have received effective performance ratings).</p> <p>INFORMAL</p> <p>8. Informal observations (minimum of 10 minutes) of the professional educator occur during day-to-day interactions within the educational setting. Such observations are a natural process, which acknowledges performance beyond that seen in the formal observation. Informal observations will be conducted a minimum of eight times per year (with the option of two of the eight informal observations being conducted by select peers who have received effective performance ratings).</p> <p>9. Within two (2) working days of each informal observation, the teacher will be provided with documentation which includes the following: date and time of observation, quality standards observed, observations of the evaluator and an opportunity for the teacher to provide feedback. If desired the teacher may request a meeting to discuss the informal observation and provide additional evidence that support the teacher’s instructional practice. (2014)</p> <p>10. A minimum of one (1) week shall occur between each informal observation to allow the teacher the opportunity to implement feedback from the evaluator. (2014, 2015)</p> <p>Evaluation timelines and details will be determined by school leadership and shared with staff prior to the start of the following school year.</p> <p>D. Ineffective Performance</p> <p>All employees shall work at Aurora Central High School on an annual contract. Teachers who have earned non-probationary status as outlined in APS Policy GCB maintain employment rights with APS during the</p>

	<p>period of assignment at Aurora Central High School. Such employees may request a voluntary transfer to another District school by March 14, 2016, and if such request is made by a non-probationary teacher with the most recent evaluation rating of at least effective it shall be granted. In any subsequent years, transfer requests for the following school year must be made by March 1 of current school year. Non-probationary employees with an evaluation rating of less than effective may not work at Aurora Central High School and shall be subject to an involuntary transfer under Article 19, Section D, Mutual Consent Transfer Procedures.</p>	
<p>CBA Article/ Section</p>	<p>Article 13: Teacher Duty Day and Teaching Hours</p>	<p>Area of Impact: Calendar and Schedule</p>
<p>Article Summary</p>	<p>TEACHER DUTY DAY</p> <p>1. The length of the student school day, a matter of Board policy, is based upon judgment as to the value of time spent in school by the student and is not a negotiable subject. Reasonable notice shall be given by the Board to the Association of any contemplated changes in the length of the student school day. (2014)</p> <p>2. The teacher duty day shall be seven and one-half (7 ½) hours per day, exclusive of at least a 30- minute duty-free lunch and inclusive of required schoolwork time prior to the start and after the end of the student school day. The duty day shall be one (1) continuous period of time unless otherwise agreed to by the teacher involved. No teacher shall be given a non-continuous assignment unless the Association is first notified that the assignment shall or might be made. (2014)</p> <p>3. Teachers may be assigned duties that place them in direct teaching contact with students (referred to herein as “contact time”). The “contact time” may not exceed 30 hours per week including passing time. Teachers at the middle and high school levels shall not be required to have more than an average of five (5) classes per day, averaged over a quarter, unless otherwise agreed by the teacher; provided, however, when block scheduling is used at a middle school, the number of classes shall be the hours in the block rather than the number of subjects taught in the block. (2014)</p> <p>a. If a secondary teacher agrees to teach an additional class beyond the number stipulated in Section 3 of this article s/he will be eligible to enter into an agreement for services with his/her supervisor. (2014)</p> <p>b. If an elementary and/or K-8 teacher agrees to exceed the number of hours of contact time per week as stipulated in Section 3 of this article, s/he will be eligible to enter into an agreement for services with his/her supervisor. (2014)</p> <p>PLAN TIME AND SUPERVISION</p> <p>10. Teachers in elementary schools shall have 90 minutes of daily noncontact time immediately preceding or following the instructional day in blocks of not less than 30 minutes. By action of the principal in consultation with the school building council, individual elementary schools may choose alternative blocks of time immediately preceding or following the instructional day. Such time shall be utilized for teacher determined planning or preparation. Principals may require attendance at a meeting or professional learning activity during one (1) or more of those blocks, provided that such meetings and professional learning activities shall not consume more than 25 percent of any teacher's noncontact time per week, and supervision duties shall not exceed 35 minutes per week averaged over the school year. (2014)</p> <p>11. Teachers in K-8 and P-8 schools shall have 75 minutes of daily noncontact time immediately preceding or following the instructional day in blocks of not less than 30 minutes. By action of the principal in consultation with the school building council, individual K-8 and P-8 schools may identify the blocks of time immediately preceding or following the instructional day. Such time shall be utilized for teacher</p>	

	<p>determined planning or preparation. Principals may require attendance at a meeting or professional learning activity during one (1) or more of those blocks, provided that such meetings and professional learning activities shall not consume more than 25 percent of any teacher’s noncontact time per week, and supervision duties shall not exceed 35 minutes per week averaged over the school year. (2014)</p> <p>12. The hours per duty day during which a teacher is not in contact with the teacher’s students shall be used for teacher determined preparation, planning and consultations. Principals may require attendance at a meeting or professional learning activity or may assign supervision duties during this time, provided that such meetings, professional learning activities and supervision duties shall not consume more than 25 percent of any teacher's noncontact time per week, and supervision duties shall not exceed 35 minutes per week averaged over the school year. (2014)</p> <p>TEACHER WORK DAY</p> <p>17. Teacher work days are necessary for teachers to complete responsibilities of their position. Therefore, such days will be scheduled both at the beginning of, and during the school year. Schools will schedule at least one (1) full duty day or two (2), one-half days previous to the start of the school year as a non-contact teacher work day. This time will be designated for teachers to get ready for the school year and no meetings or other events will be scheduled during this time. This provision will only apply if there is a 187 day contract for returning teachers with four (4) consecutive non-student days at the beginning of the contract year. If either the contract days are reduced to less than 187 or non-student days are reduced to less than four (4) prior to the beginning of school, this provision will not apply. Any days identified on the calendar as teacher work days shall be teacher directed. No required meetings or other events will be scheduled during this time. (2014)</p>
<p>Rationale for Innovation</p>	<p>To effectively implement the innovation plan the school requires increased flexibility around scheduling and use of time, including but not limited to increasing student learning time, common teacher planning time, data analysis, and professional learning relevant to student needs. Thus, the school requires a waiver from Sections of Article 13 to determine its own school year and school day calendar, as well as to dictate teacher duty day, contact time, plan time, and work day.</p>
<p>Replacement Policy</p>	<p>TEACHER DUTY DAY</p> <p>1. The length of the student school day shall be determined by the school in accordance with the innovation plan. To ensure that the school calendar is shared with the APS Board, school employees, and parents in a timely manner, school leadership in collaboration with any delegated staff leadership committee, will determine the following year’s school calendar by March 1st each year. For the first school year of implementation (2016-2017), the final calendar will be determined by April 1st, 2016. The school will coordinate with supports services as needed to ensure budget feasibility that any cost increases resulting from calendar changes through the innovation plan can be borne by the school and/or the ACTION Zone. Staff will have an opportunity to consent to calendar changes prior to approval of the final calendar for the following school year. Reasonable notice shall be given by the Board to the Association of any contemplated changes in the length of the student school day.</p> <p>2. The teacher duty day shall be seven and one-half (7 ½) hours per day, exclusive of at least a 30- minute duty-free lunch and inclusive of required schoolwork time prior to the start and after the end of the student school day. The duty day shall be one (1) continuous period of time unless otherwise agreed to by the teacher involved. If a teacher and school mutually consent to a non-continuous assignment, the agreement will be shared with the Association.</p> <p>3. Teachers may be assigned duties that place them in direct teaching contact with students (referred to herein as “contact time”). The school shall determine the teacher duty day and teacher “contact time,”</p>

which may exceed 30 hours per week, in accordance with the innovation plan, including passing time. Teachers at the middle and high school levels shall not be required to have more than an average of five (5) core content classes per day, averaged over a quarter, unless otherwise agreed by the teacher. For the purposes of this article, core content areas will be defined as English, reading, or language arts; math; science (biology, chemistry, physics); foreign languages; social studies (civics, government, history, geography, economics); and the arts (visual arts, music). However, teachers may also be required to teach additional advisory and enrichment courses as detailed in the innovation plan, which will not count as additional classes for compensation purposes.

a. If a secondary teacher agrees to teach an additional class beyond the number stipulated in Section 3 of this article s/he will be eligible to enter into an agreement for services with his/her supervisor. (2014)

PLAN TIME AND SUPERVISION

12. The hours per duty day during which a teacher is not in contact with the teacher's students shall be used for teacher determined preparation, planning and consultations, as outlined in the innovation plan. The process for establishing non-contact time will coincide with the process for developing the school calendar as detailed above. Principals may require attendance at a meeting or professional learning activity or may assign supervision duties during this time. Non-contact time may be established yearly to align with the annually developed school calendar and master schedule. The school will exceed statutory minimums for calendar and hours of teacher pupil contact and schedule.

TEACHER WORK DAY

17. Teacher work days are necessary for teachers to complete responsibilities of their position. Therefore, such days will be scheduled both at the beginning of, and during the school year. Schools will schedule at least one (1) full duty day or two (2), one-half days previous to the start of the school year as a non-contact teacher work day. This time will be designated for teachers to get ready for the school year and no meetings or other events will be scheduled during this time. This provision will only apply if there is a 187 day contract for returning teachers with four (4) consecutive non-student days at the beginning of the contract year. If either the contract days are reduced to less than 187 or non-student days are reduced to less than four (4) prior to the beginning of school, this provision will not apply. Any days identified on the calendar as teacher work days shall be teacher directed. No required meetings or other events will be scheduled during this time. (2014)

ACHS reserves the right to require additional teacher duty days (up to 192) necessary to build faculty skills to sufficiently address performance challenge root causes and implement the innovation plan. This time will count as licensed project work beyond normal duties and outside of the duty day by APS contracted teachers (professional learning participant, tutoring, summer school etc.) and will be compensated for at a rate of \$30 per hour. Teachers may also be required to teach additional advisory and enrichment courses as detailed in the innovation plan, which will not count as an additional class for compensation purposes. Staff must consent to any increase in work days through the annual calendar vote process.

For positions subject to the master agreement that are not governed by this rule, all postings, offer letters, and evaluation documents will indicate as such, alongside an explanation for the waiver.

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

**Appendix A: Evidence of Majority Support from Administrators, Teaching Staff,
and the School Accountability Committee**



Aurora
Public
Schools

**Aurora Central
High School**

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www.aps.k12.co.us

Administrators

Date: 3/1/16

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

Gerardo De La Garza / Principal

Nathan Smith / Assistant Principal

Jennifer Pock / Assistant Principal

Matthew Ashlock / Assistant Principal

Aurora Central High School Accountability Committee – Statement of Support



Aurora
Public
Schools

Date: 3-10-2016

**Aurora Central
High School**

11700 E. 11th Ave.
Aurora, CO 80010

Phone
303-340-1600

Fax
303-326-1270

Web
www.aps.k12.co.us

Dear APS School Board:

We, the School Accountability Committee (SAC)/Instructional Leadership Team (ILT) for Aurora Central High School (ACHS), are writing to express our support for ACHS' application for Innovation Status.

As members of the SAC/ILT, we believe that seeking Innovation School Status will provide our school with the flexibility to design instructional models that can meet the needs of all students in our school community as well as provide other flexibilities the school may wish to exercise.

The plan was created in conjunction with our input, as well as other stakeholders, and as SAC members we are fully supportive in ACHS' efforts to obtain Innovation Status. Please do not hesitate to contact the SAC members with any questions or concerns that may arise.

[Signature]

J. Reba

Bill Luebker

[Signature]

[Signature]

Sylvia Jones

[Signature]

[Signature]

A. Campbell

Sharon Summers

[Signature]

[Signature]

Alan W. Sipes

Vote report

The threshold for the plan to pass is:

- 50% for all staff
- 60% for all licensed staff

Eligible "Licensed staff" does NOT include:

1. Staff that are assigned to the school for less than 50% of their time


Classified Staff Tally	Total Classified Staff	32	Percentage of Yes Votes <u>75</u> %
	Number of YES Votes	24	
	Number of NO Votes	9	
	Percentage of YES votes	75	
Licensed Staff Tally	Total Licensed Staff	130 131	Percentage of Yes Votes <u>84</u> %
	Number of YES Votes	110	
	Number of NO Votes	21	
	Percentage of YES votes	84	


Vote Summary:

	Yes	No	% Yes
Overall (Classified + Licensed) Plan Passes	✓		82
Licensed Staff Plan Passes	✓		84

Voting Committee Sign Off:


Administrator


Association Representative


Classified Employee

Appendix B: Evidence of Support from Additional School Community Stakeholders



Aurora
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Parents

As a parent at Aurora Central High School, I support the adoption of the Aurora Central's application for Innovation Status. The plan was developed with the input of families, students (where applicable), teachers, staff, administration and community partners. I believe that this plan will provide students with greater opportunities to ensure the school meets the needs of all students and supports teachers and school staff.

Padres

Como padre o miembro de la comunidad de la Escuela Aurora Central, yo apoyo la aplicación del estado de innovación de esta escuela. Este plan fue desarrollado con la aportación de las familias, los estudiantes, los maestros, el personal, la administración y los miembros de la comunidad. Yo creo que este plan proveerá a los estudiantes mayores oportunidades para asegurar que la escuela provee para las necesidades educacionales de los estudiantes y apoya a los maestros y el personal de la escuela.

Signature	Date
-----------	------

Signature	Date
-----------	------

Maria de Jesus Coronel
 Maria Zamora
 Maria Elvira Cruz 02-25-16
 Patricia Villalpando G.
 Evelia Gatica
 Ana machuca
 Mirtha del Aguila
 Sandra Pito l.
 Maria Mejia.
 Araceli Caro



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Signature	Date	Signature	Date
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Maria Perry-Tyson 2/19/16
Robert Torres 2/19/16
Daniel Collins 2/19/16
Alicia L. Davis 2/19/16
Jeanie Early 2/19/16
J. Ketchup 2/19/16
Michael W. 2/19/16
amstrong 2-19-16
Jan 2/19/16
Chavez 2/19/16
Julie 2-19-16
Luz Solares 2-19-16
Randy Cook 2-19-16



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Signature	Date	Signature	Date
<i>[Handwritten Signature]</i>	02-11-2016		
<i>[Handwritten Signature]</i>	02-11-2016		
<i>[Handwritten Signature]</i>	02-11-2016		
<i>[Handwritten Signature]</i>	02-11-2016		
<i>[Handwritten Signature]</i>	02-11-2016		
<i>[Handwritten Signature]</i>	2-11-2016		
<i>[Handwritten Signature]</i>	2-11-2016		
<i>[Handwritten Signature]</i>	2-11-16		
<i>[Handwritten Signature]</i>	2-11-16		
<i>[Handwritten Signature]</i>	2-11-16		



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Signature	Date	Signature	Date
<i>Paula</i>	2/17/16	<i>[Signature]</i>	2/17/2016
<i>Rebecca Ferris</i>	2/17/16	<i>[Signature]</i>	02/17/2016
<i>Araceli Ferris</i>	2016	<i>Dora Ruano</i>	2-17-16
<i>Sandra Ramos</i>	2-17-16	<i>[Signature]</i>	2-17-16
<i>Elizabeth Jimenez</i>	2-17-16	<i>Nivala</i>	2-17-16
<i>[Signature]</i>		<i>Ana S. Ortega</i>	2/17/16
<i>Emilia</i>	2/17/16	<i>Patricia Villalpando</i>	02/17/2016
<i>Alvin Moran</i>	2/17/16	<i>Erica Taylor & Jesse Jackson</i> 2/17/16	
<i>[Signature]</i>	2-17-16	<i>Claudia</i>	2/17/16
<i>Kasso</i>	2-17-16	<i>Araceli Hernandez</i>	2/17/16
<i>[Signature]</i>	02-17-16	<i>Mary Medina</i>	2-17-16
<i>Xeonor Herrera</i>	Feb/17/16		
<i>Saul Martinez</i>	02/17/16		



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Signature	Date	Signature	Date
Alba Canales	02-17-16	[Signature]	02/17/16
Christina [Signature]	02/17/16	[Signature]	02/17/16
Shane [Signature]			
[Signature]	2/17/16	Laura Torres	2/17/16
Georgina Suarez	2-17-16	Jody Prehish	2/17/16
Juliana Mantua	2-17-16	Maria A. Ojardis	2/17/16
Marty [Signature]	2/17/16	[Signature]	2/17/16
[Signature]	2/17/16	Maria Diaz	2/17/16
Danielle [Signature]	2-17-16	Patricia Logan	2/17/16
Maria [Signature]	2/17/16	[Signature]	2-17-16
[Signature]	2/17/16	Claribel Marquez	2/17/16
[Signature]	02-17-16	Enrique Angeles	2/17/16
[Signature]	2-17-16	Juana Ordaz	2/17/16
		Cristina Portillo	2/17/16
		Mariana [Signature]	2/17/16
		Nuvia Zamarron	2/17/16



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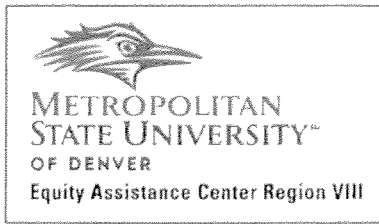
Fax
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Community Partners

As a community partner of Aurora Central High School, I support the adoption of Aurora Central's application for Innovation Status. The plan was developed with the input of families, students (where applicable), teachers, staff, administration and community partners. I believe that this plan will provide students with greater opportunities to ensure the school meets the needs of all students and supports teachers and school staff.

Signature	Relationship to School	Date
<i>Randy J. Hill, PhD</i>	<i>Executive Director Aurora Mental Health Center</i>	<i>2/16/16</i>



EQUITY ASSISTANCE CENTER REGION VIII
Campus Box 63-A, Post Office Box 173362
Denver, Colorado 80217-3362
303.556.6065 Phone
303.556.6073 Fax
www.msudenver.edu/eac

February 29, 2016

Greetings:

As a community partner of Aurora Central High School, we join with others in signing the letter of support for the adoption of Aurora Central's application for Innovation Status. Inasmuch as the plan was developed with the input of families, students (where applicable), teachers, staff, administration and community partners, we believe that it will provide opportunities to ensure the school meets the needs of all students and supports teachers and school staff.

Sincerely,

Marilyn Chipman, Ph.D.

Educational Equity Coordinator

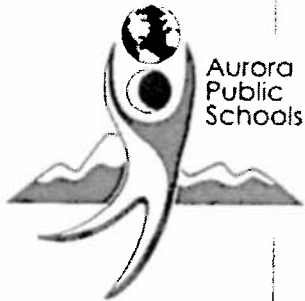
Affiliate Professor of Education

Office Phone: (303) 556-6625 / Cell: (720) 326-8837

Email: chipmanM@msudenver.edu

www.msudenver.edu/eac/aboutus





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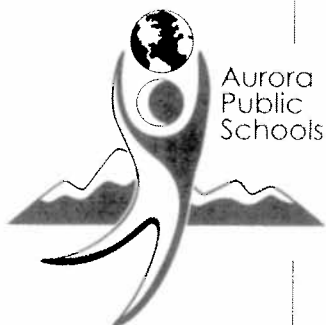
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Signature	Relationship to School	Date
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	Lutheran Family Services Youth Education & Employment Specialist	2/16/14
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Signature	Relationship to School	Date
<i>[Signature]</i>	GRASP	2/11/16
<i>[Signature]</i>	Aurora Strong Resilienc ^{ce}	2/11/16
<i>[Signature]</i>	Colorado GEAR UP	3/1/16
<i>[Signature]</i>	BOYS HOPE GIRLS HOPE	3/1/16
<i>[Signature]</i>	" "	3/1/16
<i>[Signature]</i>	Friends for Youth - Mentoring Program	3/1/16

[Signature] GOODWILL DENVER 3/2/16 -



FRIENDS OF AURORA CENTRAL HIGH SCHOOL
ALUMNI ASSOCIATION

March 6, 2016

To the Aurora Public Schools Board of Education and the Colorado State Board of Education,

The Friends of Aurora Central High School alumni association was born out of an appreciation for what Aurora Central High School gave to each of us and a desire to organize and give back to staff and students.

Our role is to support students and those who work in the building, and serve as advocates for them. As part of that role, we want to express our support for the proposed Innovation Plan. We are fortunate to have one of our members, Janet Kiyota, serve on the Aurora Central Site Design Team.

It is imperative that ALL students have access to an education that will prepare them for the opportunities and challenges they will face after high school. In a competitive world economy where education and/or training after high school is increasingly the norm for access to good jobs, the innovation plan developed by the Aurora Central Site Design Team is an excellent first step.

This plan is an important opportunity to set consistent, focused, rigorous expectations for all students; a necessary foundation for making the changes needed to improve student achievement and ultimately their success will translate to the local economy.

When creating the plan, every decision was always prefaced with, "Is this best for the kids?"

We understand that this transition may be a challenge for staff. We hope that consideration is giving to those staff members who have proven their commitment to Aurora Central students throughout the years. Their investment in the school should be honored and acknowledged. And while we support those who have history working at the school, attracting and retaining excellent educators is of the utmost importance. We are pleased to see that issue addressed in the plan.

The proposed Innovation Plan is a strategic and intentional plan to address the needs of the school's current population. As proud graduates of Aurora Central, we believe this plan is a sound first step to get the school back on track.

Sincerely,

A handwritten signature in black ink that reads "Steve Hesser". The signature is written in a cursive, slightly slanted style.

**Steve Hesser, president
Friends of Aurora Central High School**

Appendix C: APS Graduation Policies (*High Schools Only*)

Aurora Public Schools High School Graduation Requirements

Effective with the Graduating Class of 2015

Minimum High School Graduation Requirements

<i>English</i>	4.0 units of credit
<i>Mathematics</i>	4.0 units of credit
<i>Science</i>	3.0 units of credit
<i>Social Sciences</i>	3.0 units of credit
<ul style="list-style-type: none"> ● <i>Included in the 3.0 Social Sciences credits are 1.0 unit of U.S. history and 0.5 unit of Civil Government</i> 	
<i>World Language</i>	1.0 unit of credit
<i>The remaining 7.0 units of credit may be elective or additional core academic courses.</i>	
<i>Additional Credits</i>	7.0 units of credits
Minimum credits to graduate	22.0 units of credit required for graduation

Minimum High School Graduation Requirements

for the Classes of 2012, 2013 and 2014

<i>English</i>	4.0 units of credit
<i>Mathematics</i>	3.0 units of credit
<i>Science</i>	2.5 units of credit
<i>Social Sciences</i>	3.0 units of credit
<ul style="list-style-type: none"> ● <i>Included in the 3.0 Social Sciences credits are 1.0 unit of U.S. history and 0.5 unit of Civil Government</i> 	
<i>The remaining 9.5 units of credit may be elective or additional core academic courses.</i>	

<i>Additional Credits</i>	9.5 units of credit
Minimum credits to graduate	22.0 units of credit required for graduation
<i>Please be aware that college admissions require additional academic credits.</i>	

Appendix D: School Budgets

L370-Aurora Central High School

		2013-14	2014-15	2014-15	2015-16	2015-16
		Actual	FTE	Budget	FTE	Budget
Instructional Programs						
F10 L370 SRE00 Instructional Programs JC106 GRANT0000 Total Grade OP000	0110-Salaries	-	-	-	3.00	-
F10 L370 SRE00 Instructional Programs JC201 GRANT0000 Total Grade OP000	0110-Salaries	4,048,304	81.78	4,713,921	91.77	5,641,191
F10 L370 SRE00 Instructional Programs JC201 GRANT0000 Total Grade OP543	0110-Salaries	(21,610)	-	-	-	-
F10 L370 SRE00 Instructional Programs JC201 GRANT0000 Total Grade OP543	0150-Extra Duty Pay	72,366	-	183,207	-	63,250
F10 L370 SRE00 Instructional Programs JC207 GRANT0000 Total Grade OP543	0120-Temporary Employees	12,340	-	-	-	-
F10 L370 SRE00 Instructional Programs JC213 GRANT0000 Total Grade OP000	0110-Salaries	227,094	4.00	189,859	4.00	267,507
F10 L370 SRE00 Instructional Programs JC218 GRANT0000 Total Grade OP000	0110-Salaries	247,271	3.00	370,636	2.05	128,707
F10 L370 SRE00 Instructional Programs JC407 GRANT0000 Total Grade OP543	0150-Extra Duty Pay	37,578	-	-	-	-
F10 L370 SRE00 Instructional Programs JC415 GRANT0000 Total Grade OP000	0110-Salaries	58,371	2.00	66,069	2.00	65,600
F10 L370 SRE00 Instructional Programs JC415 GRANT0000 Total Grade OP000	0130-Overtime	294	-	-	-	-
F10 L370 SRE00 Instructional Programs JC415 GRANT0000 Total Grade OP543	0150-Extra Duty Pay	740	-	-	-	-
F10 L370 SRE00 Instructional Programs JC000 GRANT0000 Total Grade OP000	Employee Benefits	1,288,453	-	1,562,321	-	1,742,144
F10 L370 SRE00 Instructional Programs JC000 GRANT0000 Total Grade OP543	Employee Benefits	15,865	-	7,352	-	14,693
F10 L370 SRE00 Instructional Programs JC000 GRANT0000 Total Grade OP543	Purchase Prof. & Tech (0300)	48,108	-	1,000	-	1,500
F10 L370 SRE00 Instructional Programs JC000 GRANT0000 Total Grade OP543	Purchased Property (0400)	893	-	1,500	-	2,620
F10 L370 SRE00 Instructional Programs JC000 GRANT0000 Total Grade OP543	Other Purchased (0500)	16,471	-	38,220	-	38,145
F10 L370 SRE00 Instructional Programs JC000 GRANT0000 Total Grade OP543	Supplies (0600)	168,484	-	125,727	-	165,679
F10 L370 SRE00 Instructional Programs JC000 GRANT0000 Total Grade OP543	Property (0700)	8,601	-	43,900	-	43,800
F10 L370 SRE00 Instructional Programs JC000 GRANT0000 Total Grade OP543	Other Objects (0800)	6,661	-	6,925	-	7,105
	Total Instructional Programs	6,236,285	90.78	7,310,637	102.82	8,181,941
Attendance Services						
F10 L370 SRE00 P2112 JC218 GRANT0000 Total Grade OP543	0110-Salaries	3,846	-	-	-	-
F10 L370 SRE00 P2112 JC000 GRANT0000 Total Grade OP543	Employee Benefits	3,768	-	-	-	-
	Total Attendance Services	7,614	-	-	-	-
Counseling Services						
F10 L370 SRE00 P2122 JC211 GRANT0000 Total Grade OP000	0110-Salaries	399,975	6.00	397,756	6.00	415,965
F10 L370 SRE00 P2122 JC000 GRANT0000 Total Grade OP000	Employee Benefits	102,669	-	109,618	-	116,876
F10 L370 SRE00 P2122 JC000 GRANT0000 Total Grade OP543	Purchase Prof. & Tech (0300)	755	-	755	-	700
F10 L370 SRE00 P2122 JC000 GRANT0000 Total Grade OP543	Other Purchased (0500)	744	-	1,900	-	1,900
F10 L370 SRE00 P2122 JC000 GRANT0000 Total Grade OP543	Supplies (0600)	442	-	745	-	745
F10 L370 SRE00 P2122 JC000 GRANT0000 Total Grade OP543	Other Objects (0800)	1,645	-	2,000	-	800
	Total Counseling Services	506,228	6.00	512,774	6.00	536,986
School Nurse Services						
F10 L370 SRE00 P2134 JC233 GRANT0000 Total Grade OP000	0110-Salaries	62,771	1.00	69,966	1.00	72,335
F10 L370 SRE00 P2134 JC000 GRANT0000 Total Grade OP000	Employee Benefits	18,743	-	19,003	-	20,112
F10 L370 SRE00 P2134 JC000 GRANT0000 Total Grade OP543	Other Purchased (0500)	107	-	300	-	300
F10 L370 SRE00 P2134 JC000 GRANT0000 Total Grade OP543	Supplies (0600)	918	-	1,000	-	1,000
	Total School Nurse Services	82,538	1.00	90,269	1.00	93,747
Professional Learning						
F10 L370 SRE00 P2213 JC201 GRANT0000 GRD63 OP543	0150-Extra Duty Pay	2,513	-	1,543	-	1,600
F10 L370 SRE00 P2213 JC207 GRANT0000 GRD63 OP543	0120-Temporary Employees	15,023	-	8,693	-	8,693
F10 L370 SRE00 P2213 JC415 GRANT0000 GRD63 OP543	0120-Temporary Employees	-	-	1,495	-	500
F10 L370 SRE00 P2213 JC000 GRANT0000 GRD63 OP543	Employee Benefits	3,201	-	2,268	-	2,184
F10 L370 SRE00 P2213 JC000 GRANT0000 GRD63 OP543	Purchase Prof. & Tech (0300)	738	-	-	-	5,800
F10 L370 SRE00 P2213 JC000 GRANT0000 GRD63 OP543	Other Purchased (0500)	1,631	-	352	-	2,200
F10 L370 SRE00 P2213 JC000 GRANT0000 GRD63 OP543	Supplies (0600)	2,701	-	2,700	-	3,075
	Total Professional Learning	25,806	-	17,051	-	24,052
Media Specialists						
F10 L370 SRE00 P2220 JC000 GRANT0000 Total Grade OP543	Other Purchased (0500)	0	-	500	-	300
F10 L370 SRE00 P2220 JC000 GRANT0000 Total Grade OP543	Supplies (0600)	9,280	-	16,058	-	4,082
F10 L370 SRE00 P2220 JC000 GRANT0000 Total Grade OP543	Property (0700)	4,134	-	2,300	-	1,600
	Total Media Specialists	13,414	-	18,858	-	5,982
Office of the Principal						
F10 L370 SRE00 P2400 JC105 GRANT0000 Total Grade OP000	0110-Salaries	123,231	1.00	121,891	1.00	124,634
F10 L370 SRE00 P2400 JC106 GRANT0000 Total Grade OP000	0110-Salaries	307,820	3.00	257,622	-	263,418
F10 L370 SRE00 P2400 JC213 GRANT0000 Total Grade OP000	0110-Salaries	24,186	-	64,640	-	-
F10 L370 SRE00 P2400 JC218 GRANT0000 Total Grade OP000	0110-Salaries	54,103	-	-	-	-
F10 L370 SRE00 P2400 JC358 GRANT0000 Total Grade OP543	0110-Salaries	12,637	-	-	-	-
F10 L370 SRE00 P2400 JC358 GRANT0000 Total Grade OP543	0150-Extra Duty Pay	7,344	-	32,392	-	35,887
F10 L370 SRE00 P2400 JC382 GRANT0000 Total Grade OP000	0110-Salaries	64,090	1.00	64,352	1.00	67,178
F10 L370 SRE00 P2400 JC382 GRANT0000 Total Grade OP000	0130-Overtime	349	-	-	-	-
F10 L370 SRE00 P2400 JC414 GRANT0000 Total Grade OP000	0110-Salaries	124,312	5.00	186,237	7.00	199,068
F10 L370 SRE00 P2400 JC414 GRANT0000 Total Grade OP000	0130-Overtime	128	-	-	-	-
F10 L370 SRE00 P2400 JC414 GRANT0000 Total Grade OP543	0120-Temporary Employees	30	-	-	-	-
F10 L370 SRE00 P2400 JC501 GRANT0000 Total Grade OP000	0110-Salaries	26,217	1.00	29,445	1.00	31,604
F10 L370 SRE00 P2400 JC501 GRANT0000 Total Grade OP000	0130-Overtime	263	-	-	-	-
F10 L370 SRE00 P2400 JC506 GRANT0000 Total Grade OP000	0110-Salaries	295,554	9.00	325,987	9.00	339,868
F10 L370 SRE00 P2400 JC506 GRANT0000 Total Grade OP000	0130-Overtime	1,489	-	1,000	-	1,000
F10 L370 SRE00 P2400 JC515 GRANT0000 Total Grade OP000	0110-Salaries	42,347	1.00	42,470	1.00	44,449
F10 L370 SRE00 P2400 JC515 GRANT0000 Total Grade OP000	0130-Overtime	205	-	-	-	-
F10 L370 SRE00 P2400 JC608 GRANT0000 Total Grade OP543	0150-Extra Duty Pay	975	-	-	-	-

L370-Aurora Central High School

		2013-14	2014-15	2014-15	2015-16	2015-16
		Actual	FTE	Budget	FTE	Budget
F10 L370 SRE00 P2400 JC000 GRANT0000 Total Grade OP000	Employee Benefits	316,878	-	329,132	-	345,432
F10 L370 SRE00 P2400 JC000 GRANT0000 Total Grade OP543	Employee Benefits	5,402	-	6,264	-	7,272
F10 L370 SRE00 P2400 JC000 GRANT0000 Total Grade OP543	Purchase Prof. & Tech (0300)	5,971	-	633	-	625
F10 L370 SRE00 P2400 JC000 GRANT0000 Total Grade OP543	Purchased Property (0400)	-	-	-	-	500
F10 L370 SRE00 P2400 JC000 GRANT0000 Total Grade OP543	Other Purchased (0500)	11,164	-	8,670	-	8,700
F10 L370 SRE00 P2400 JC000 GRANT0000 Total Grade OP543	Supplies (0600)	50,578	-	18,565	-	22,800
F10 L370 SRE00 P2400 JC000 GRANT0000 Total Grade OP543	Property (0700)	44,036	-	10,000	-	10,000
F10 L370 SRE00 P2400 JC000 GRANT0000 Total Grade OP543	Other Objects (0800)	11,534	-	3,000	-	3,425
	Total Office of the Principal	1,530,842	21.00	1,502,300	20.00	1,505,860
Location Total		8,402,728	118.78	9,451,889	129.82	10,348,568

School Level Summary - All Schools

Learning Community: All Schools | School: All Schools | School Type: All Schools | Grade Level: All | Grade: 09 | Term*: Academic Year | Exclude Programs*: None

Click on the **groups** in the demographic charts to filter to that **group** in the other tables and charts.

Note: FRL data is from October count.

*Term filter only applies to ADA totals, chronically absent, behavior, grades, on track, and ...

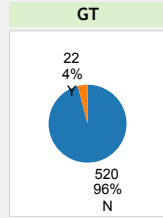
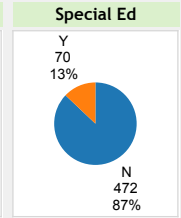
Total Enrollment

Race / Eth	N	%
Amer. Ind.	3	1%
Asian	55	10%
Black	98	18%
Hispanic	342	63%
White	19	4%
Hawaiian	6	1%
2+	19	4%
Total	542	100%

ELL

Non ELL	FEP
133	95
25%	18%

NEP	LEP
107	207
20%	38%

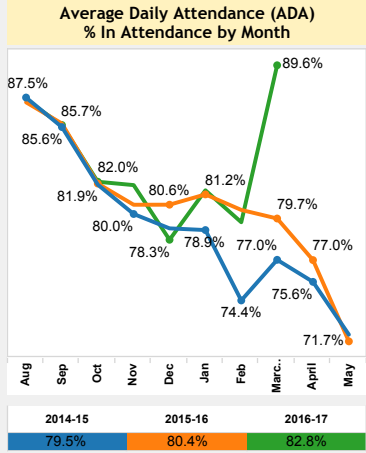


Longitudinal FRL

Year	Free	n
2014-15	78.0%	n=462
2015-16	71.5%	n=382
2016-17	71.5%	n=393

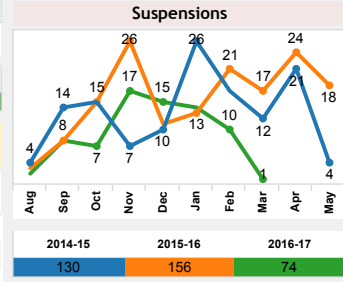
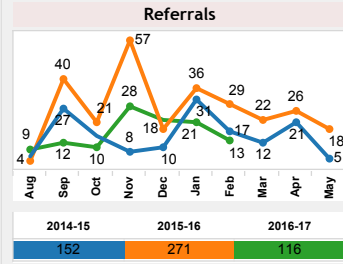
2015-16 Accountability Ratings

Achievement Does Not Meet (27.3%)
Growth Approaching (51.2%)
Postsecondary & Workforce Readiness Approaching (38.9%)
Overall P Improvement (40.4%)



Restorative Justice?

All events including RJ

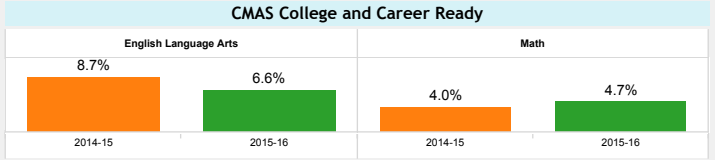


Expulsions

Year	Count
2014-15	4
2015-16	3
2016-17	1

Chronically Absent - Academic Year

	2014-15	2015-16	2016-17
#Severe	290	275	204
%Severe	40.5%	40.8%	31.3%
#Moderate	145	139	154
%Moderate	20.3%	20.6%	23.6%
#CA	435	414	358
%CA	60.8%	61.4%	54.9%



TS GOLD

Count of Domains within or above Widely Held Expectations

Year	Count
2014-15	152
2015-16	271
2016-17	116

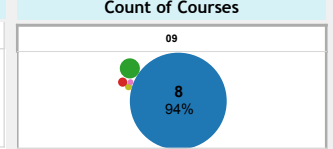
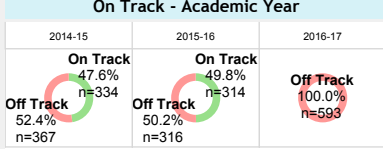
READ*

*Prior year numbers are students reported as SRD on the state submission, current year numbers are students with READ plans.

Year	Count
2014-15	152
2015-16	271
2016-17	116

Grades by Term - Academic Year

Year	A,B,C or Adv&P Only	1+ PP or D	1+ U or F
2014-15	6.1%	74.6%	66.0%
2015-16	8.6%	73.9%	69.9%
2016-17	3.6%	74.8%	50.1%



School Level Summary - All Schools

Learning Community: All Schools | School: All Schools | School Type: All Schools | Grade Level: All | Grade: All | Term*: Academic Year | Exclude Programs*: None

Click on the **groups** in the demographic charts to filter to that **group** in the other tables and charts.

Note: FRL data is from October count.

*Term filter only applies to ADA totals, chronically absent, behavior, grades, on track, and ...

Total Enrollment		ELL		Special Ed		GT	
Race / Eth	N %	Non ELL	FEP	Y			
Amer. Ind.	15 1%	554 26%	613 28%	258 12%			
Asian	219 10%						
Black	373 17%						
Hispanic	1,400 65%						
White	83 4%						
Hawaiian	14 1%						
2+	45 2%						
Total	2,152 100%						

Longitudinal FRL		2015-16 Accountability Ratings	
2014-15	2015-16	Achievement Does Not Meet (27.3%)	
Free 70.0% n=1,532	Free 65.1% n=1,414	Growth Approaching (51.2%)	
		Postsecondary & Workforce Readiness Approaching (38.9%)	
		Overall P Improvement (40.4%)	

Average Daily Attendance (ADA) % In Attendance by Month		
Aug	Sep	Oct
84.7%	83.3%	81.0%
77.5%	76.7%	74.3%
78.9%	78.1%	75.4%
79.7%	76.7%	75.6%
77.3%	76.9%	71.9%
87.7%		

Restorative Justice? All events including RJ		
2014-15	2015-16	2016-17
312	640	310

Referrals		
Aug	Sep	Oct
23	95	126
9	39	65
21	18	50
82	68	38
49	53	39

Suspensions		
Aug	Sep	Oct
18	34	37
16	45	49
17	33	40
18	35	30
57	43	38
30	45	39

Expulsions		
2014-15	2015-16	2016-17
11	8	4

Grades by Term - Academic Year		
2014-15	2015-16	2016-17
6.9%	71.2%	65.6%
8.4%	68.9%	66.0%
5.0%	67.3%	48.4%

On Track - Academic Year		
2014-15	2015-16	2016-17
On Track 48.1% n=1,160	On Track 49.3% n=1,184	On Track 15.5% n=350
Off Track 51.9%	Off Track 50.7%	Off Track 84.5%
n=1,253	n=1,217	n=1,911

Count of Courses	
09	10
8 94%	8 84.5%
	7

Chronically Absent - Academic Year		
2014-15	2015-16	2016-17
#Severe 1,172	1,171	1,028
%Severe 43.8%	43.0%	39.4%
#Moderate 504	521	549
%Moderate 18.8%	19.1%	21.1%
#CA 1,676	1,692	1,577
%CA 62.6%	62.1%	60.5%

Combination Report for 2016-17 Students

School: All
 Grade: 09
 Team: All
 Teacher: All
 Course: All
 Period: All
 Data Year: Current Ye..



On Track Rule: Q2/S1

Grade.. Q1

Grades to Display: Reading

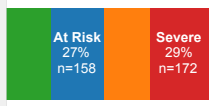
Interim Assessment.. BAS

BAS Term: Baseline

State Assessment: 2016 CMAS ELA

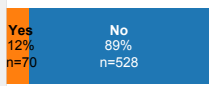
Access Display: 2016 ACCESS Reading

Chronic Absence

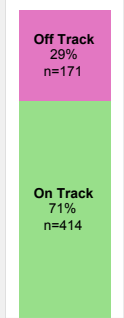


Display: Referrals
Flag for: 1

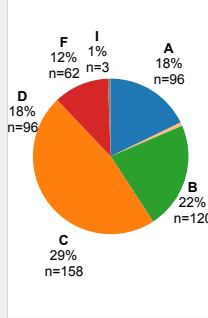
1 or More Referrals



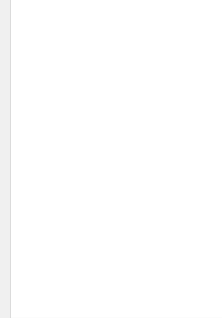
On Track



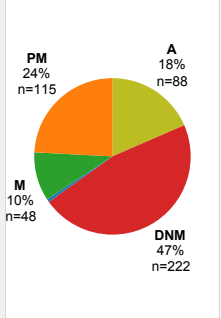
Q1 Reading Grades



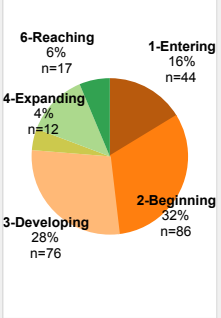
BAS



2016 CMAS ELA



2016 ACCESS Reading



Select Student List: Secondary

Interim Assessment for Student List: Acuity Form A

Click on the graphs above to filter the student list below.

Ethnicity

	N	%
Amer. Ind.	3	1%
Asian	56	9%
Black	111	19%
Hispanic	373	63%
White	24	4%
Hawaiian	7	1%
Two +	21	4%
Total	595	100%

Gender

	N	%
M	301	51%
F	294	49%

Gifted

Not Gifted	96% (n=573)
------------	-------------

ELL

Special Ed

Student Name	Grade	IEP	ELL	Reading Grade	Math Grade	Science Grade	Social Studies Grade	2016 CMAS ELA	2016 CMAS Math	2016 CMAS Sci	2016 CMAS SS	Chronic Absence	Percent Attendance	N Referrals	N Suspensions	GPA	Count of Fs	Credits	On Track	Access Completed PL 2016	PSAT: READING AND WRITING SCORE	PSAT: MATH	PSAT: TOTAL SCORE	ACT Composite	Interim Math	Interim Reading
Aalayah Franklin (50110897)	09	Y..	-	C	D	D	AU	-	-	-	-	Severe	29.5%	0	0	0.44	12	1.3	0	-	-	-	-	-	-	-
Aaliyah Crump (50093893)	09	-	-	B	A	B	C	M	D..	P..	-	-	92.4%	0	0	3.58	0	3.8	1	-	-	-	-	-	-	-
Abami Kottu (50098762)	09	-	4LEP	C	A	B	B	A	PM	P..	-	-	94.9%	0	0	3.33	0	3.8	1	4.6	-	-	-	-	-	-
Abdirahman Hassan (50088910)	09	-	1NEP	A	A	D	C	DNM	D..	P..	-	-	97.5%	0	0	3.17	0	3.8	1	1.9	-	-	-	-	-	-
Abdullah Al Refaie (50107063)	09	-	1NEP	A	C	AU	-	-	-	-	-	Moderat..	86.4%	0	0	2.60	1	3.3	1	-	-	-	-	-	-	-
Abdullah Dahib (50113221)	09	Y..	-	-	-	-	-	-	-	-	-	-	95.7%	0	0	-	0	0.0	0	-	-	-	-	-	-	-
Abigail Lopez Mendoza (50013481)	09	-	FEP	B	A	C	D	PM	M	A	-	Moderat..	83.9%	0	0	2.83	0	3.8	1	-	-	-	-	-	-	-
Abimael Cosme Garcia (50005223)	09	-	FEP	C	C	C	B	A	PM	P..	-	-	97.5%	0	0	3.33	0	3.8	1	-	-	-	-	-	-	-
Adaevia James (50014855)	09	-	-	C	A	D	D	DNM	D..	P..	-	Severe	77.1%	0	0	1.67	6	2.6	0	-	-	-	-	-	-	-

Combination Report for 2016-17 Students

School: All

Grade: All

Team: All

Teacher: All

Course: All

Period: All

Data Year: Current Ye..

Percent in Attendance



On Track Rule:

Q2/S1

Grade..

Q1

Grades to Display:

Reading

Interim Assessment..

BAS

BAS Term:

Baseline

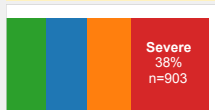
State Assessment:

2016 CMAS ELA

Access Display:

2016 ACCESS Reading

Chronic Absence



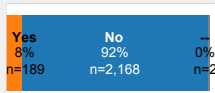
Display:

Referrals

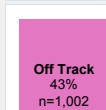
Flag for:

1

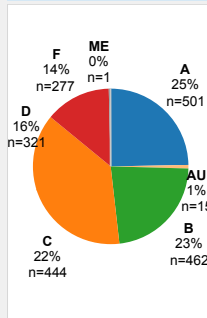
1 or More Referrals



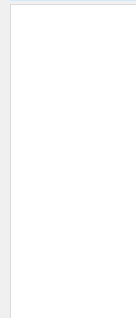
On Track



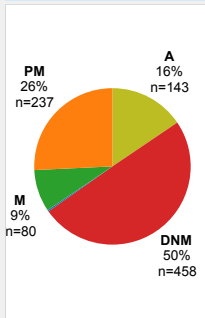
Q1 Reading Grades



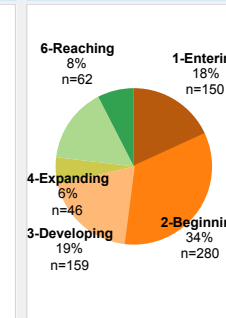
BAS



2016 CMAS ELA



2016 ACCESS Reading



Ethnicity

	N	%
Null	2	0%
Amer. Ind.	16	1%
Asian	240	10%
Black	421	18%
Hispanic	1,520	65%
White	89	4%
Hawaiian	15	1%
Two +	49	2%
Total	2,352	100%

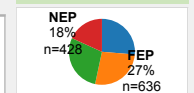
Gender

	M	F
	54%	46%
	n=1,269	n=1,083

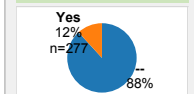
Gifted

Not Gifted	97% (n=2,270)
------------	---------------

ELL



Special Ed



Select Student List:

Secondary

Interim Assessment for Student List:

Acuity Form A

Click on the graphs above to filter the student list below.

	Grade	IEP	ELL	Reading Grade	Math Grade	Science Grade	Social Studies Grade	2016 CMAS ELA	2016 CMAS Math	2016 CMAS Sci	2016 CMAS SS	Chronic Absence	Percent Attendance	N Referrals	N Suspensions	GPA	Count of Fs	Credits	On Track	Access Composite PL 2016	PSAT: READING AND WRITING SCORE	PSAT: MATH	PSAT: TOTAL SCORE	ACT Composite	Interim Math	Interim Reading
A-Nigha Crawford Williams (50038..	12	--	--	--	--	--	--	--	--	A	--	Severe	50.6%	0	0	2	0	20.0	1	--	--	--	--	15	--	--
A'Jalia Jordan (50062055)	10	--	--	B	A	A	--	A	A	--	--	Severe	79.7%	1	1	3	2	10.5	1	--	--	--	--	--	--	--
Aalayah Franklin (50110897)	09	Y..	--	C	D	D	AU	--	--	--	--	Severe	29.5%	0	0	0	12	1.3	0	--	--	--	--	--	--	--
Aaliyah Crump (50093893)	09	--	--	B	A	B	C	M	D..	P..	--	--	92.4%	0	0	4	0	3.8	1	--	--	--	--	--	--	--
Aantony Abinash (50093999)	11	--	FEP	B	A	A	A	--	--	--	--	Moderat..	87.3%	0	0	4	0	15.8	1	6.0	400	340	740	--	--	--
Aaron Kimball (50032211)	10	--	--	--	--	--	--	DNM	PM	--	--	--	91.5%	0	0	0	0	1.5	0	--	--	--	--	--	--	--
Aaron Ramirez (50113746)	10	--	3LEP	--	--	--	--	--	--	--	--	--	#####	0	0	--	1	0.0	0	--	--	--	--	--	--	--
Aba Jamal (50072920)	11	--	2NEP	D	D	D	B	--	--	--	--	--	93.2%	0	0	2	1	17.0	1	2.8	440	410	850	--	--	--
Abami Kottu (50098762)	09	--	4LEP	C	A	B	B	A	PM	P..	--	--	94.9%	0	0	3	0	3.8	1	4.6	--	--	--	--	--	--

Home Visits

Home visit information is from the home visit tab in Infinite Campus.

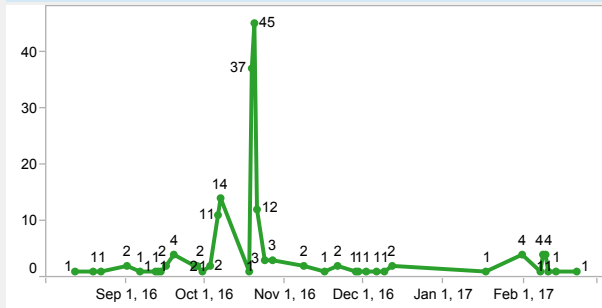
School Name
Aurora Central HS

End Year
2016-17

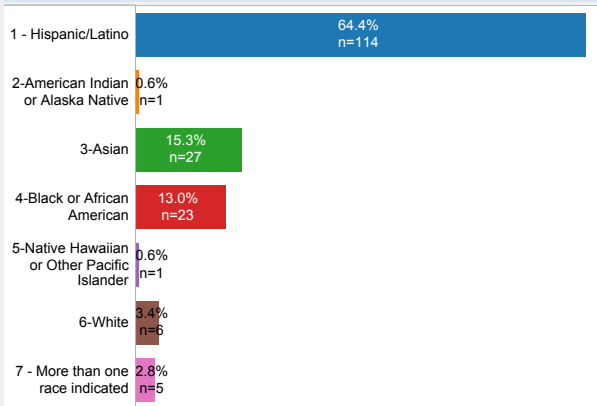
Count of Home Visits

2013-14	2014-15	2015-16	2016-17
367	115	34	177

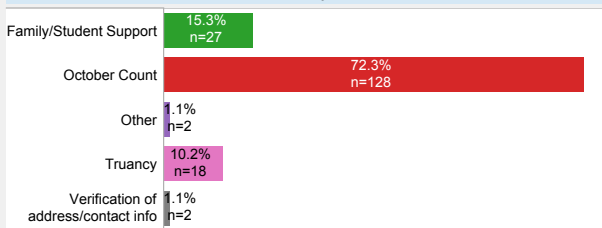
Home Visit by Date



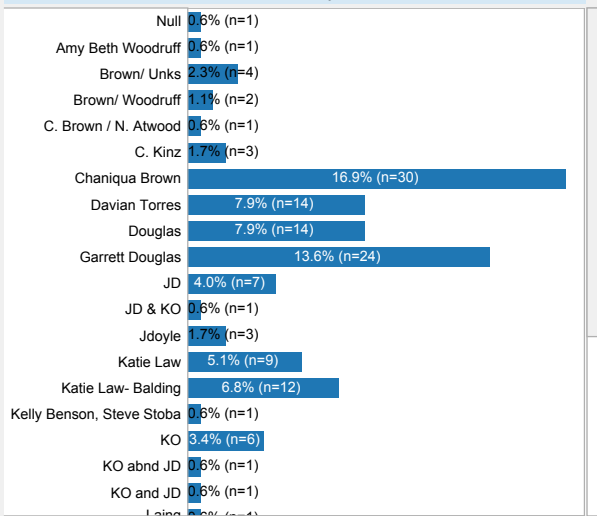
Home Visit by Race Ethnicity



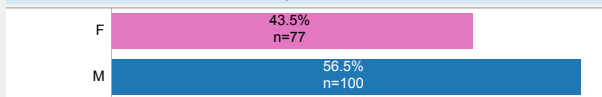
Home Visit by Reason



Home Visits by Staff



Home Visit by Student Gender





Aurora
Public
Schools

Aurora International Leadership ACTION Zone

**Providing Responsive, Systematic
Supports to APS' International
Leadership ACTION Zone Schools**

Table of Contents

Executive Summary	2
Introduction To the International Leadership ACTION Zone	3
CDE Recommendations for the International Leadership ACTION Zone and Central High School.....	4
International Leadership ACTION Zone schools’ shared interests and shared goals.....	6
Zone Criteria	8
Selection of Schools For the International Leadership ACTION Zone	9
Selection of the theme and the role of the Zone Advisory Committee	10
Development of common elements and Role of the Zone Design Team.....	11
Development of Applications and the Role of the School Design Teams	12
Provisions for entering or exiting the International Leadership ACTION Zone	12
Shared Innovations	13
Economies of Scale Achieved through Shared Innovations	15
Coordinated Activities to Achieve Results.....	16
A climate and culture of international leadership	17
A comprehensive talent management strategy.....	17
Data driven, student-centered instruction	17
Strong family and community partnerships	18
Responsive support systems.....	18
International Leadership ACTION Zone Autonomy.....	19
Flexibilities Granted to the International Leadership ACTION Zone	19
Flexibilities Not Granted to the International Leadership ACTION Zone	20
District Infrastructure to Manage the International Leadership ACTION Zone	21
Managing ACTION Zone Performance	24
Roles and responsibilities of the district in managing performance.....	24
Roles and Responsibilities of the ACTION Zone schools in managing performance.....	25
Attachments	27

Executive Summary

Rationale for the International Leadership ACTION Zone

APS has a vision to be a school district where “Every student shapes a successful future.” To this end, the district has implemented a new strategic plan (APS 2020) and a reform framework (CORE) designed to foster disruptive innovation and move the strategic levers of readiness, talent and flexibility. The Colorado Innovation Schools Act provides districts and schools with the ability to pull these levers in service of such disruptive innovation. The schools discussed within this document are using these levers.

In order to serve the needs of students and families in the Original Aurora neighborhood in a more targeted fashion that recognizes and embraces the assets in those students, families, and community, Original Aurora schools were invited to initiate the process of developing an innovation application under the common theme of International Leadership. Four schools have submitted innovation applications as part of this initial process: Boston K-8, Aurora Central High School, Crawford Elementary, and Paris Elementary.

These schools will share a common goal: after five years, through their individual and collective efforts, each school will be a performance school.

The individual school plans included here detail the necessary people, time, money, and program freedoms necessary for the schools to reinvent themselves. The International Leadership ACTION Zone will focus on four areas to achieve their collective goal:

- Create a climate and culture of international leadership for every student
- Focus on student-centered, data-driven instruction
- Develop a comprehensive talent strategy so that all faculty and staff can succeed
- Develop strong family and community partnerships to support students and schools

The ACTION Zone schools will be supervised by and work closely with a new Office of Autonomous Schools, which will be the hub of a network of responsive support systems for schools, families, and partners to leverage in pursuit of these ambitious goals. This office will use tools including but not limited to performance management, coaching, and redesigning systems and processes to guide the implementation of plans, to ensure that schools achieve outcomes, and to address the myriad challenges associated with any such complex change.

Introduction To the International Leadership ACTION Zone

Our Collective School Story

On any given day in Boston K-8, Crawford Elementary, or Paris Elementary School, young children enter a building filled with a tremendous variety of faces. Faces of children who are excited to learn, of children so shy as to be afraid of their teacher and classmates, and children who are incredibly curious about items that are not the focus of the lesson of the moment. Additionally, these children come from a diverse range of countries—some of which have multiple languages both in their home countries and in their classroom.

At the same time, the older siblings of the children in the schools described above are entering Aurora Central High School, where the same factors as above apply, but the pressures related to being closer to adulthood—and to the end of the K-12 experience—make the tensions much greater. Students' attention is stolen from current classwork by a number of practical concerns: how can I help provide for my family? How can I plan for life after graduation? How can I acquire a set of skills that will secure myself a place in the world? Will I graduate with a meaningful credential at all? The different ways in which students choose to answer these questions range from the heroic to the tragic. As a community of schools, we must adapt and change how we serve students so that they can answer these questions effectively so that they are confident in their plan, their set of skills, and their credential.

As a community of four schools, we serve siblings, cousins, and communities that all share one of the most diverse cities in the country. The number of languages and cultures represented provide us with an amazing opportunity to learn from our students, and for us to create the conditions in which our students can teach each other. The International Leadership ACTION Zone provides us an incredible opportunity to help students capitalize on this global body of knowledge. Our students, as a matter of course, learn to recognize the different experiences of peers who are different than them and understand how they became neighbors in Original Aurora. They must communicate with peers to understand and to make themselves understood. And finally, the more students learn about themselves, their peers, and their world, the more motivated they are to take action. We believe that through the International Leadership theme, we can provide a new set of instructional experiences that are rigorous enough to provide students with necessary skills while also being engaging enough to keep their focus on developing a plan for their future and attaining a diploma and other postsecondary credentials. We are excited to apply for state innovation status and to become Aurora Public Schools' International Leadership ACTION Zone.

Origin of the ACTION Zone

Aurora Public Schools has launched a set of reform initiatives that seek to empower the diverse Aurora communities—communities of families and students, staff and stakeholders—to drive the reform efforts in APS forward. These efforts, collectively known as the Communities Organized to Reach Excellence, or CORE framework, are an outgrowth of the strategic planning process initiated in 2013.

While the CORE framework consists of multiple strategies, this application is the culmination of a year’s worth of work to bring one initiative from that strategic work to fruition: the APS International Leadership ACTION Zone.

In March of 2015, Aurora Public Schools announced the development of the Aurora Community-Based Transformation, Innovation and Opportunity Network (ACTION) Zone concept. The intent is for APS to develop up to three ACTION Zones. All ACTION Zones will be comprised of three to five schools that have attained state innovation status and share similar interests. The four schools applying to be members of the first International Leadership ACTION Zone are: Boston K-8, Aurora Central High School, Crawford Elementary, and Paris Elementary (pending State Board of Education innovation status approval).

The five schools in this International Leadership ACTION Zone will be adopting a common theme: International Leadership. APS leadership, community stakeholders and leaders, and school families, students, and staff all believe that this instructional theme will engage students and community, create an opportunity to galvanize community support, bring additional resources to the school, and better capitalize on the assets of the students and families within the Zone.

CDE Recommendations for the International Leadership ACTION Zone and Central High School

International Leadership ACTION Zone Recommendations

The CDE recommended that Aurora’s Innovation Zone application develop specific innovations, performance targets, and a series of “non-negotiables” that each school should be required to implement. The non-negotiables for each school are articulated in the theory of action, as are student achievement and school improvement goals. Both of these are explained in greater detail throughout this document and in the accompanying school plans.

Central High School Recommendations

Aurora Central High School’s has an accreditation status as a school entering year 5 of the state accountability clock. The International Leadership ACTION Zone design incorporates CDE recommendations—both those of CDE itself and the State Review Panel—in the Zone design. Both CDE

and the State Review Panel recommended the innovation pathway for Central, and CDE further recommended including Central in the District's International Leadership ACTION Zone. CDE also stipulated three specific "non-negotiables" for Central: the recruitment of a strong turnaround leader, the involvement of the district in rigorous performance management activities, and the granting of sufficient autonomy to the school to quickly enact reforms that will result in lasting improvements.

Leader Recruitment

APS has made significant investments in developing the capacity of its current leaders. By partnering with the Relay Graduate School of Education (5 leaders) and the University of Virginia's Turnaround Program (7 leaders), the district currently has 20% of its principals engaged in building the capacities necessary for them to qualify as "strong turnaround leaders."

Selection and Recruitment Processes for the Central High School Leader

APS has reinvented its principal selection process to align with research findings of the Wallace Foundation's Principal Pipeline initiative. First, APS is raising the bar for the candidates that make it into and beyond the principal selection pool. Second, the in-person interview experiences have been changed in order to better match the particular skills of qualified candidates with the desires of school communities. Candidates are expected to successfully complete a battery of activities that includes initial screenings, a set of in-person interviews and performance tasks, school advisory panels, and superintendent interviews. These activities are all aligned to a set of quality standards for leaders that aligns with best practice research for principals.

Given the recent history at Aurora Central and the development of the International Leadership ACTION Zone, several factors will garner additional attention throughout the hiring process. First, prospective candidates will have to demonstrate an understanding of how the International Leadership theme will be made tangible in all aspects of the school design. Second, the leader will have to be able to develop a strong entry plan that effectively integrates both the demands of implementing an innovation plan while simultaneously addressing the most urgent and important factors that have resulted in Aurora Central's progression on the state accountability clock. In particular, the ability to manage a number of simultaneous initiatives that provide immediate results for current students while also judiciously steering the phased-in redesign called for in the application will be critical. Third, the faculty and community must be convinced that the leader will value the process that led to the development of the innovation plan, particularly through distributing leadership judiciously through the instructional leadership team that is collectively charged with leading lasting change through the innovation process. Fourth, the principal must be able to develop an administrative team that can support the development of a faculty that can accelerate student achievement every day. And finally, the leader must be able to join

a team of school leaders collectively charged with implementing the shared strategies detailed in in this document and in each of the schools' individual innovation applications.

Performance management

APS, in response to this requirement, will be shifting resources to create an “office of autonomous schools” within the Division of Accountability and Research. This office will have leadership and management responsibilities over the International Leadership ACTION Zone. Initially, three positions will be added to ensure the Zone schools can fulfill their obligations under both the approved innovation plan and the mandates of the turnaround clock. These positions will include an Executive Director, with the authority to evaluate school leaders and lead performance management sessions, as well as a position dedicated to the development of data collection and reporting systems for the innovation zone schools. Additionally, a Director of Innovation will support schools in making the appropriate course corrections to maintain a positive trajectory towards meeting zone targets. This office is described in more detail in the section entitled “District Infrastructure,” on page 21.

Appropriate autonomies

The waivers sought and autonomies desired for each school are described in detail in the accompanying school plans, and are summarized on page 14. Each school is applying for waivers pertaining to school staffing, budgeting, curriculum, and calendar.

International Leadership ACTION Zone schools' shared interests and shared goals

Our schools share several of the same key interests:

- Our schools serve the most diverse student groups all of APS.
- We collectively educate approximately 3,700 students, the vast majority of who reside in the Original Aurora neighborhood in Northwest Aurora and who comprise over 10 percent of the entire APS traditional school student population.
- The Zone schools account for 39.1% of the refugees in the district (541 of 1383) and 33.1% of immigrants (516 of 1558). They represent 55 of the 135 countries represented in APS.
- Three of the four schools in the International Leadership ACTION Zone are currently on the state Accountability Clock, including our neighborhood high school, Aurora Central.

Given these similarities, our International Leadership ACTION Zone schools are well situated to leverage the shared interests, the shared strengths of our community, our families, our students, and our staff to address our root causes and meet our student achievement goals for our schools while also achieving the 3 strategic goals for all APS students. That is, each Zone student will:

- Have a plan for their future, and
- Will acquire a set of skills to implement his or her plan, and
- Obtain credentials that will open doors.

In order to serve our students, solve the shared challenges between our schools, and achieve our goals, we have collectively decided to apply for state innovation status using the Zone provision of state statute, 22-32.5-101, the "Innovation Schools Act of 2003."

The International Leadership ACTION Zone Theory of Action

In order to serve our students and families, we have agreed on the following theory of action:

If we develop a climate and culture of international leadership for every student, and

If we focus on meeting the needs of all learners through rigorous, standards-based data driven instruction, and

If we develop our staff capacity through a comprehensive talent strategy, and

If we form and use strong family and community partnerships, and

We are supported by responsive support systems, then

Our students will graduate with a plan, a set of skills to implement that plan, and a credential that will open doors and our International Leadership ACTION Zone schools will exit priority improvement status within three years.

We describe the development of our International Leadership ACTION Zone theory of action and its relationship to our proposed innovations in greater detail in the section regarding coordinated activities, which begins on page 16. The "if" statements in the theory of action also constitute the series of non-negotiables to which each Zone school must adhere.

The overarching goals for the Zone schools are student achievement goals as described in the theory of action, but each school also has additional initiatives and will develop implementation plans. While the overall Zone goals are to exit priority status within three years, the specific goals for each Zone school are summarized in table 1.

Table 1: International Leadership ACTION Zone school goals

School	Year				
	1	2	3	4	5
	2016-17	2017-18	2018-19	2019-20	2020-21
Boston	50.5%	54.5%	59.0%	63.5%	68.0%
	Improvement	Improvement	Performance	Performance	Performance
A Central	49.4%	55.9%	60.0%	64.0%	68.0%
	Improvement	Improvement	Performance	Performance	Performance
Crawford	63.0%	66.5%	70.5%	73.5%	77.0%
	Performance	Performance	Performance	Performance	Performance
Paris	43.8%	48.0%	53.0%	58.0	63.0%
	Priority Improvement	Improvement	Improvement	Improvement	Performance

Zone Criteria

The innovation law requires four key criteria be met in order for a Zone to be approved. This document seeks to explain the International Leadership ACTION Zone through answers to these four criteria. Additionally, this document seeks to address how the Zone will help the three schools on the accountability clock address our goal of exiting priority improvement status for all schools within 3 years.

Those four criteria are:

- How innovations in the public schools in the innovation zone would be integrated to achieve results that would less likely to be accomplished alone,
- An estimate of any economies of scale that would be achieved by innovations implemented jointly by the public schools within the innovation zone
- Evidence of consent of a majority of the administrators, educators, and school accountability committee for each school, and

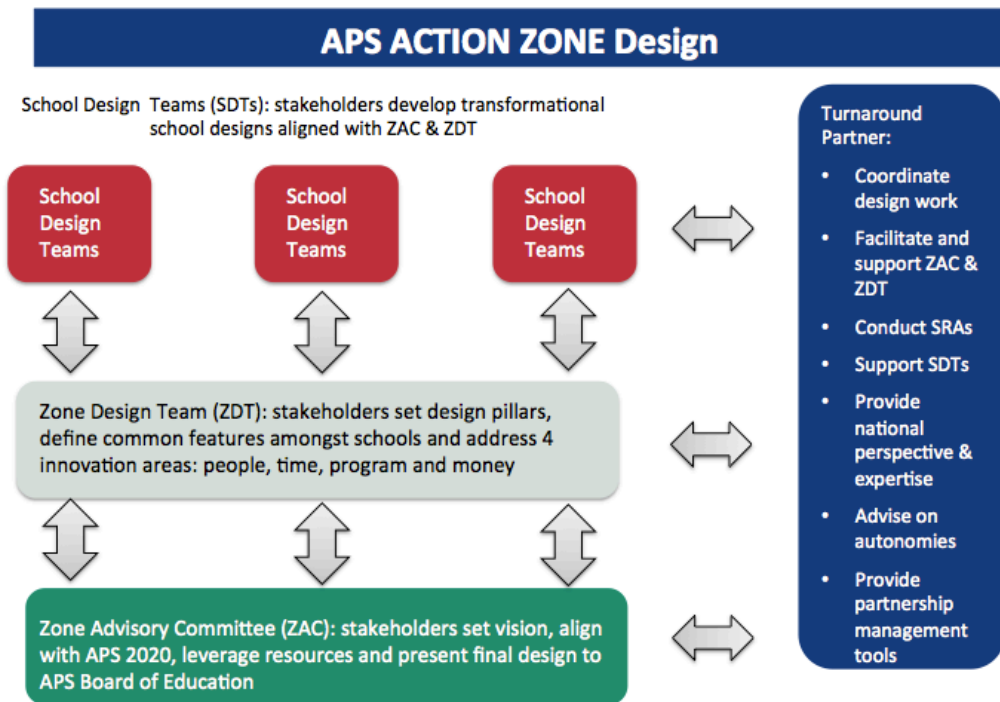
- The strategies and procedures that are used in implementing and integrating the innovations within the public schools in the zone.

Additionally, within each of the sections that answer these four questions, we have responded to recommendations from both the state review panel and the subsequent CDE letter regarding Aurora Central in particular, and all International Leadership ACTION Zone schools on the accountability clock in general.

Selection of Schools For the International Leadership ACTION Zone

The International Leadership ACTION Zone design necessitates each prospective school applying for innovation status. To do so, the school must demonstrate both (a) the school’s connection to a theme and (b) the need for waivers from current state/district policies to meet school achievement goals. The process for developing the theme and creating the innovation applications is described below. In Aurora’s ACTION Zone design, 3 interrelated teams and a turnaround partner have been involved in the creation of the ACTION Zone, as described in figure 1 below.

Figure 1: Action Zone Design



Selection of the theme and the role of the Zone Advisory Committee

The Zone Advisory Committee (ZAC) is comprised of people and/or organizations that bring business and postsecondary workforce expertise. The members of the ZAC have clear connections to the Original Aurora Neighborhood and Aurora Central High School, as well as ties to the Aurora community. (see attachment 1 for biographies of the ZAC members)

The ZAC acts as a committee of strategic advisors charged with recommending the most appropriate theme for the International Leadership ACTION Zone and the achievement and postsecondary workforce outcomes that will serve as strategic goals for the zone design. These goals are not meant to conflict with the target outcomes from the CDE. Rather, these goals will be designed to be relevant to the students and their families.

In order to achieve the goals of accelerating student achievement and lifting the Zone schools out of improvement status, geographic proximity alone was insufficient for the task. Aurora commissioned a group of community experts to establish a theme to which school would need to commit in order to apply for innovation status in the International Leadership ACTION Zone.

Four themes were originally considered for the International Leadership ACTION Zone. Each of these four themes originally surfaced during family and community focus groups conducted through the APS 2020 strategic planning process. These four themes also had connections to the Original Aurora Neighborhood. In brief, the four themes originally considered were:

- Arts Innovation
- Health Sciences
- Intergenerational Success
- International Leadership

Over the course of four workshops convened during the fall of 2015 and winter of 2016, the Zone Advisory Committee deliberated which theme was most appropriate. Ultimately, the theme of international Leadership was recommended to the superintendent because it best satisfied three criteria:

- Market research revealed that this theme had the best chance of finding a suitable partner that could support and sustain a K-12 feeder pattern of schools for the long-term; and
- The theme was academically rigorous, relevant, and tied to strong outcomes. and
- The theme was believed to be engaging for the greatest number of communities and families because it capitalized on student assets and experiences.

As a case in point, one potential theme partner, the International Studies Schools Network, shows that ISSN schools outperform demographically similar schools on state assessments in about 66% of such comparisons. Additionally, ISSN schools had a graduation rate of 89%, substantially higher than the typical graduation rate for students in urban school systems of about 61%. These results have been consistent over seven years of data collection.

Initial invitation to the Zone

Once the initial theme was established, schools were invited to participate in the International Leadership Action Zone application process.

Given the status of Boston K-8 and Central High School on the accountability clock, and given the state recommendations regarding innovation status for Central High School, these two schools were informed that the innovation process would serve as part of their turnaround strategy.

In addition to these three schools, all other schools within the geographical feeder pattern were eligible to apply for the Zone. District staff invited schools, both individually and at principal meetings for all schools, to participate in the innovation application process. All schools were informed that the process was not binding until the State Board approved the plans. This invitation process resulted in the inclusion of Crawford Elementary, Paris Elementary, and West College Preparatory Academy in the process (While West is not in the same learning community as the other four schools, its interest and its geographic proximity to the other schools warranted inclusion in the application process.)

After the five schools joined the innovation application process, they became members of the Zone Design Team and commissioned School Design Teams, described below.

Development of common elements and Role of the Zone Design Team

The Zone Design Team (ZDT) is comprised of school and community stakeholders who provide support and guidance to the school design teams (SDT) in order to author effective plans while also ensuring that the non-negotiables for the Zone are met. The ZDT is also tasked with accessing outside people or organizations with relevant expertise and will also work with the International Leadership ACTION Zone schools as described above.

The ZDT also sets the “design pillars” for Zone 1. The design pillars address the major components of the zone and the common, non-negotiable features that all schools in the International Leadership ACTION Zone would share. At a minimum, the ZDT should address the four major innovation areas of people, time, programs and money to ensure that school designs choose appropriate autonomies to pursue so that they can achieve the school and International Leadership ACTION Zone goals.

Development of Applications and the Role of the School Design Teams

The School Design Team (SDT) is composed of building stakeholders, including parents, and at the high school level, students. The SDT designs the school-level plans that are responsive to the parameters set by the ZAC and ZDT, will ensure that family and community input is obtained throughout the design process, and that the schools seek and obtain consent for the innovation plans and positive votes on necessary waivers to collective bargaining rights, if necessary.

Provisions for entering or exiting the International Leadership ACTION Zone

Given that the five ACTION Zone schools are collocated in the upper northwest quadrant of the city and are serving a very diverse student population (especially in terms of country of origin), it is APS's intention that the schools in the ACTION Zone will retain the international leadership theme into perpetuity. However, APS is engaging in a district-wide suite of reforms that will have the effect of changing the conditions and capacities afforded to all schools. The further growth and strengthening of the P-20 Community Model, the further devolution of funding to schools to support student achievement (such as the current Differentiated Support Structures funding formula) and other initiatives meant to support school leadership could change the conditions and capacity across the district to manage turnaround. Should the district learn scalable practices from the ACTION Zone efforts and create more effective support mechanisms for schools, it is possible that some schools may no longer need the initial supports offered in the new infrastructure to support the Zone. What is certain, however, is that those flexibilities that facilitate the establishment and successful implementation of the International leadership theme, the anticipated student gains, and the improvements to teacher recruitment, retention, and performance will be sought in renewal, while other supporting waivers may not be pursued.

Entry Criteria

Not all of the schools in the Aurora Central feeder pattern are currently in the ACTION Zone. Should a school not currently in the Zone desire to enter the International Leadership ACTION Zone, it must satisfy the following conditions:

- The school must agree to the International Leadership ACTION Zone pillars
- The school must commission a Design Team and apply for innovation status
- The school must adopt the International Leadership theme
- The school must fulfill all statutory and policy requirements for the Zone and obtain State Board approval for the innovation plan.

Exit Criteria

Should a school desire to exit the ACTION Zone prior to the renewal of the initial innovation application after the 3rd year of State approval, the following criteria must be satisfied:

- Relinquish all waivers obtained through the Zone
- Satisfy, or be on track to satisfy, if applicable, all accountability clock requirements
- Obtain the consent of the APS Board of Education to exit the Zone through non-renewal
- Obtain the consent of a majority of the school administrators, staff, and the school accountability committee to exit innovation status

Should a school fail to make sufficient progress against its achievement targets set forth in the school's innovation plan, the APS Board of Education reserves the right to rescind its approval of innovation status and to seek the support of the state in revoking the innovation school status. Only under the following conditions should the board take such action:

- The school fails to make such progress against the goals set in the innovation application and the related implementation plans that it cannot achieve the 3 year targets, and
- The school fails to achieve at a rate that will allow it to exit the state accountability clock.

Should the school lose its innovation status, APS reserves the right to exercise other options under the law to intervene in the operation of the school so as to provide students with an appropriate education. Such options include, but are not limited to:

- Reconstitution of the school,
- Contracting with an independent operator to manage the school,
- Conversion of the school to a district charter school,
- And closure (if practicable)

Shared Innovations

The International Leadership ACTION Zone member schools are seeking 6 common waivers across all schools in order to (a) achieve economies of scale and (b) achieve results that are likely to be greater than those that would be achieved by working alone. These six state waivers address the areas of people, time, money, and program. The benefits of scale the schools expect to realize and the shared activities for each school are discussed in great detail in their individual plans, but are summarized below. Those innovations that are not shared across all the schools reflect the different circumstances and context of each school, targeting the specific root causes of school performance challenges. Dismissal authority and budget autonomy, are discussed briefly here, as they lack shared waivers for technical reasons but will employ similar strategies to meet their individual school goals.

All International Leadership ACTION Zone schools are seeking to rapidly improve the quality of instruction students receive each day in order to achieve the goal of exiting priority improvement status within 3 years, but have different strategies (described in their plans). Three schools (Boston, Central, and Paris) are seeking waivers pertaining to dismissal authority. All three schools in priority improvement/turnaround status are seeking such waivers, but only Central is seeking annual contracts. The other three schools are seeking to remove nonprobationary teachers from the Zone after two consecutive years rated as less than effective. Crawford Elementary has made significant gains in the last two years and will continue to use strategies meant to capitalize on recent success.

Aurora Public Schools local board policies, as written, allow for significant changes to individual school budgeting processes and procedures, obviating the need to seek specific waivers to school budget policy. However, significant freedom in budgeting processes will be granted to schools that receive innovation status.

Table 2 lists all state waivers being requested by the Zone schools.

Table 2: Waivers being sought by International Leadership ACTION Zone schools.

Waiver	Resulting Flexibility	Schools Seeking Waiver			
		Central	Boston	Paris	Crawford
Hiring Authority	Flexibility and decision-making authority around recruitment and hiring. Contingent employment offers.	Yes	Yes	Yes	Yes
Staff Transfers	School not subject to mandatory placements or involuntary transfers. In the event of overages or reductions in force, school determines who is contributed to district pool.	Yes	Yes	Yes	Yes
Licensure	Supplementary and enrichment does not require license	Yes	Yes	Yes	Yes
Contracts/ Nonprobationary Nonrenewal - Annual Contracts	Waive probationary or nonprobationary status to allow Annual Contracts	Yes	No	No	No
Contracts/ Nonprobationary Nonrenewal - 2 year Ineffective	Amend nonprobationary status to allow 2 year dismissal	No	Yes	Yes	No
Dismissal Authority - Annual Contracts	Annual Contracts - dismissal of ineffective staff	Yes	No	No	No

Waiver	Resulting Flexibility	Schools Seeking Waiver			
		Central	Boston	Paris	Crawford
Dismissal Authority - 2- Year Ineffective	2-Year Dismissal (2 consecutive years of ineffective for nonprobationary teachers = dismissal)	No	Yes	Yes	No
Dismissal Authority - Classified Staff	Classified Dismissal	Yes	Yes	Yes	No
Compensation	Flexibility and decision-making authority around compensation structure and/or extra-duty pay	Yes	No	Yes	No
Performance Evaluation	Flexibility with Evaluations and Observations	Yes	Yes	Yes	Yes
Ineffective Performance (Performance Eval.)	Edits to Performance Evaluation - Ineffective Performance/ Dismissal/ Appeals	Yes	Yes	Yes	No
Calendar	Can set School Year and Day, Teacher Duty Day, Plan Time, Etc.	Yes	Yes	Yes	Yes
Textbooks & Curric.	Choose own Textbooks & Curric.	Yes	Yes	Yes	Yes
Grading and Assessment	Adjust Grading and Assessment	Yes	Yes	Yes	Yes
Rank and GPA	Adjust Rank and GPA	Yes	No	No	No
Retention, Promotion, Acceleration	Adjust Retention, Promotion, Acceleration	Yes	No	No	No
Grad Requirements	Adjust/enhance Grad Requirements	Yes	No	No	No

Economies of Scale Achieved through Shared Innovations

Cost savings due to scale size

The International Leadership ACTION Zone schools will be able to achieve economies of scale in a number of areas. Two key partners, Mass Insight Education and the International Leadership theme partner, will be affordable as partners in the Zone initiative because of the scale effects of belonging in a Zone. The district has been able to gain philanthropic support for these partners in the Zone initiative in part because the Zone collectively serves over 10 percent of the traditional school student population.

The development of the Autonomous schools office is also made possible by the scale size of the International Leadership ACTION Zone. The presence of shared waivers and shared strategies (described

below) allows for the efficient reallocation of resources to support 3 new positions serving the International Leadership ACTION Zone with no net financial impact on the district.

Another manner in which costs can be reduced by taking advantage of scale effects is through maximizing the value of contracted services across the schools. Many contracted services in schools, such as professional development, have discounted rates for larger numbers of teachers. By taking advantage of reduced rates for contracted services across five schools, the marginal cost of providing a service falls, thereby preserving resources for other purposes.

Use of staff time efficiencies

The most significant advantage of the Zone, in terms of savings, will be the combined savings of staff time gained through the coordination of activities. For example, the development of a single talent management strategy for all schools will allow activities to be planned and delivered once (for all schools) instead of multiple times (once for each school), reducing the total workload for all schools and saving resources:

- Staff recruitment and hiring
- Staff summer institutes (new teacher induction, International Leadership theme induction)
- Zone-wide professional development days during the school year
- Development of new policies and procedures to align with the innovation plan
- Development of new curricular resources to implement the International Leadership theme,

Coordinated Activities to Achieve Results

In accordance with the International Leadership ACTION Zone design and the CDE recommendations for Central High School in particular and the Zone in general, APS will coordinate several “non-negotiable” activities to ensure that the outcomes gained by the schools will be greater than the results possible if each school acted alone. Those non-negotiable activities, known as the Zone “pillars,” are:

- A climate and culture of international leadership
- A comprehensive talent management strategy
- Data driven, student-centered instruction
- Strong family and community partnerships
- Responsive support systems

By collaborating across these five areas, the Zone schools will have greater access to expertise and resources than if they acted alone. By leveraging this resource collectively, the schools will increase their

opportunity to make student achievement and school improvement gains. Key activities for each pillar are described here.

A climate and culture of international leadership

The International Leadership ACTION Zone schools will collectively and individually implement a number of strategies to ensure that the theme guides the formation of a strong climate and culture. While individual school efforts are detailed in their individual plans, those strategies are summarized here:

International Leadership Professional Development

Both during the summer and on the Zone-wide professional development days during the school year, Zone faculty and staff will participate collectively in a series of partner-provided professional development sessions meant to prepare staff to implement the theme. Specific events include, but are not limited to, joint participation in:

- New teacher orientation
- An initial International Leadership Staff Institute, which will be delivered by the International Leadership Theme partner
- New leader training

A comprehensive talent management strategy

All schools have sought waivers to implement a Zone-specific talent strategy. In order to implement that strategy, the schools will collectively seek to implement the following activities:

- Teacher recruitment and hiring.
- Teacher professional development strategies (in addition to those listed above)
- Principal professional development

Data driven, student-centered instruction

The development of theme-related curricula, instructional materials, and other educational supports will be undertaken at the zone level. One of the advantages of an Innovation Zone sharing the same instructional program is the opportunity for vertical alignment, particularly for schools in the same feeder patterns. By working collectively to develop instructional materials within subject areas, the schools can create and/or implement over the three years of the plan:

- K-12 scopes and sequences and materials for the international leadership theme
- Aligned assessments to track student progress
- Zone-wide protocols for the review of student data individually, by data teams, and grade- or department- level teams

- Zone wide rubrics and expectations for the implementation of rigorous assignments (using Hess’ cognitive rigor matrix or similar tools), walkthrough protocols for implementation of the theme and curricula, and other such materials to support student learning;
- Pilot programs for revised ELL programs, in accordance with APS’ agreement with the Office for Civil Rights for ELL instruction.

Strong family and community partnerships

Currently, family and community partnerships are uneven across the five schools. For example, Crawford, with an in-school health center, enjoys strong parent and community involvement, Boston K-8 has no such asset to leverage to improve community involvement. Through the support of the International Leadership ACTION Zone Autonomous schools office, the current bright spots for partnerships can be documented and leveraged across other schools.

Additionally, partnerships at each school are currently less strategic and structured around their Unified Improvement Plans than is desirable. The Autonomous schools office, working in concert with school principals, instructional leadership teams, and family and community liaisons, will serve as a “clearinghouse” for community partnerships that can help both schools and partners develop the capacities necessary to implement the individual innovation plans at the school level. Examples of family and community partnership alignment opportunities include, but are not limited to:

- Strengthening the linkages between schools and APS’ Welcome Center for newcomer families;
- Managing the partnerships with capacity-building entities, such as Mass Insight Education and the International Leadership Theme partner;
- Brokering agreements with the City of Aurora’s many departments and other key partners to provide more coordinated access to out-of-school-time opportunities for Zone school students, and to integrate the International Leadership theme into such partnerships where appropriate;
- More effectively integrating the services and supports of current Zone school partners into the school’s operation. Partners such as the ARC of Aurora, the Colorado African Organization, RISE Colorado, and the Aurora Central Alumni Association would all benefit from a more coordinated, aligned series of access points to the schools;
- Using performance management tools to measure the success of partnerships so that they can be strengthened over time.

Responsive support systems

The schools in the International Leadership ACTION Zone have all committed to working with the Autonomous Schools office, which will lead Zone- and school-wide performance management activities in concert with other district offices charged with ensuring the effective and efficient delivery of services to students and families. Current initiatives already underway in the district to improve performance will be augmented to provide “Zone-wide” data as well as school specific data. For example, school

dashboards for the Zone will have their data combined, where appropriate, in a Zone dashboard that can be used to track shared strategies. Several possible areas for such dashboard and data integration include, but are not limited to:

- Student achievement on assignments developed for the international leadership theme
- School walkthrough data developed for the International Leadership ACTION Zone initiatives
- Teacher recruitment and hiring across all five schools
- The planning, development, and successful completion of teacher professional development activities
- Student attendance interventions across schools
- Suspension and other culture indicators

The effective management of performance data at the Zone level will allow schools to more effectively meet their student achievement and school improvement goals for the duration of the initial three years of the innovation plans.

In addition to performance management, each Zone school will be able to share the resources of the Autonomous schools office. The three positions in that office, described below, will serve as a “force multiplier” for the Zone schools by serving as customer service, project management, and business process reengineering supports as the schools develop the systems and processes necessary for the successful implementation of the International Leadership ACTION Zone. Additionally, the coaching supports provided through the office will improve the effectiveness of each school leader as s/he implements his/her innovation plan.

International Leadership ACTION Zone Autonomy

Flexibilities Granted to the International Leadership ACTION Zone

The APS policy environment is structured to allow the district flexibility in implementing the Board’s desires with minimal time lost to constant Board policy decisions and revisions for operating procedures. Therefore, many of the flexibilities granted to the International Leadership ACTION Zone are changes to district procedure, not of board policy. In order to codify the flexibilities afforded to the Zone schools, a set of parallel procedures for the Zone will be developed for district interactions that satisfy the following criteria:

1. By default, resource allocations and implementation procedures *within individual Zone schools* will be considered flexible wherever there is a clear connection to the innovation plan provided

there is no legal reason to restrict such funding. (Schools will continue to comply with Title 1, Read Act, IDEA, TECTA, and other such relevant regulations.)

2. Procedures and protocols regarding the people, time, and program changes for which the schools receive waivers will be modified to implement the plan.
3. By default, the school will still receive services from other district offices in the same scope and manner as currently constructed. However, if a school seeks to change the manner in which a service is received, it can do so provided that the total scope of the service is “cost neutral” to the providing office. In other words, the school can change the manner in which a service is provided as long as it does not change the overall work load of the partner office.

Implications of granted flexibilities

The impact of these flexibilities on the schools will be significant. Each individual school plan will detail the manner in which the flexibilities will be implemented through the replacement policy language. Each school will build and maintain, through the Autonomous schools office, performance management and issue tracking systems, protocols, and procedures in order to ensure that any changed service can be monitored and maintained to ensure the effective operation of the schools.

Flexibilities Not Granted to the International Leadership ACTION Zone

While International Leadership ACTION Zone schools will have significant flexibility to redesign services and supports to the Zone schools (with the support of the Autonomous schools office), there are limitations on these flexibilities. The following criteria will be used to determine where flexibilities are not granted:

1. By default, if a resource allocation or implementation procedure cannot be modified for an International Leadership ACTION Zone school without negatively impacting other schools, that flexibility will not be granted. Specific instances will include, but not be limited to:
 - a. Contracting individually with food service or transportation providers for day-to-day services;
 - b. Changing the structure of district-designed programs for students with disabilities in district-wide programs for full-time settings
 - c. Changing the individual student funding allocations or school budgeting allocations in such a manner as would necessitate the transfer of funds from another school
 - d. Changing enrollment procedures or policies for students;
 - e. Changing IT and other fundamental services in such a manner that the district must change its capacities in order to effectively meet reporting/service requirements
 - f. Facilities changes and or operating schedules (such as for maintenance) that would impact other schools’ ability to be maintained
2. By default, any district policy and/or that must be followed to ensure that students receive appropriate services and supports under the law cannot be waived, but may be modified if the

Zone can develop replacement procedures that satisfy the intent of the procedure without violating the governing laws.

3. The ACTION Zone also affirms the following statement: “The School District recognizes that the Plan to Create an Innovation School Zone will not impact or in any way diminish the schools’ or District’s obligations to comply with all obligations under the Individuals with Disabilities Education Act (“IDEA”), the federal IDEA regulations, the Colorado Exceptional Students’ Educational Act (“ECEA”), or the Colorado Rules for the Administration of the Exceptional Students’ Educational Act.”

District Infrastructure to Manage the International Leadership ACTION Zone

In order to implement the International Leadership ACTION Zone effectively so that both the student achievement and school improvement goals are accomplished, APS is developing an Office of Autonomous Schools. This office, which will have oversight over both charter schools and the ACTION Zone schools, will be located within the Division of Accountability and Research.

Independence from other divisions reinforces the autonomous nature of the International Leadership ACTION Zone. By placing it with the charter schools, there is more freedom to reinvent the systems and processes necessary to support these schools in alignment with their innovation plans. This will allow the district two clear advantages.

The lines of authority between this office and the schools are clear. By situating the schools within the same office as charter schools, district and school personnel will more easily be able to interact with these schools in accordance with the “charter-like” freedoms inherent in the innovation plans. As roles and responsibilities between district supports are defined and refined over time, they can be created anew, free from precedent that may not be in the best interests of implementing the school plan.

The ability to monitor, manage, and report on progress is easier when business processes are built with performance management in mind. These processes will allow for more efficient and effective design and delivery of the performance management structures necessary to report on progress to the State Board, the CDE, and Aurora community stakeholders while also providing schools with the data necessary to course-correct as challenges inevitably occur.

The roles and responsibilities of the office are as follows:

- Executive Director, Autonomous Schools. The Executive Director is charged with the overall supervision and development of the office, and ultimately with the achievement of the International Leadership ACTION Zone goals.

- Director, Innovation. The Director will have responsibility for developing expertise in the theme of International Leadership and in coaching the school leaders as they continue to develop their own skills in the International Leadership ACTION Zone pillars.
- Specialist, Performance Management. The specialist will develop and manage the business and performance management processes necessary for the International Leadership ACTION Zone to both (a) manage the complex relationships necessary to support autonomous schools and (b) analyze and report on progress in the Zone to facilitate transparency while also providing the information necessary for schools to guide their continuous improvement.

Table 3, below, provides greater detail on these positions.

Table 3: Office of Autonomous Schools Positions

Chief Accountability and Research officer	Executive Director: 50% Charter, 50% ACTION Zone	Director	Manager
Oversee evaluation of all district schools	Supervise and evaluate all district Charters and State Innovation schools (13 schools) Establish systems and processes for supporting all state-level innovation schools. 50% (20% Action Zone, 30% charter)	Support plan Development and review for all ACTION Zone schools. (20%)	Coordinate development, writing, and revision of plans (20%)
Convene and manage the Zone Design Team charged with shepherding the ACTION Zone process	Supervise and evaluate the effectiveness of ACTION Zone school leaders and Office Staff (10%)	Support plan Implementation and developing district in-house expertise in International Leadership (30%), (2&3)	Design, develop, implement, and monitor all performance evaluation in the ACTION Zone(s) (25%)
Coordinate with district and state stakeholders to ensure smooth Innovation application processes	Assume responsibility for the management of all grants and develop funding streams to support ACTION Zone maintenance/ expansion (10%)	Serve as leadership coach (15%) for all schools around the 4 ACTION Zone pillars Talent strategy, instruction, partnerships, district systems, and International Leadership	Codify trends across Innovation Zone schools to inform school leaders of PD, curricular, finance, human resource, and operations needs in schools to satisfy Innovation Plans (25%)
Ensure the adequate funding and management of funds for the ACTION Zones through district budgeting process	Oversee the implementation of all ACTION Zone pillars. (Action Zone 1: Talent strategy, instruction, partnerships, district systems, and Culture of International Leadership (15%)	Supervise Manager, contracted supports for plan implementation. Cultivate and create systems for school leaders to manage partners (15%)	Design, develop, and implement partnership management systems and processes for the ACTION Zone schools on behalf of school communities (25%)
	Work collaboratively with Board, District, City, School, and Community Leaders to ensure success of the ACTION Zone(10%)	Build and manage relationships with schools/APS Teams (15%)	Work collaboratively with district/school staff to resolve issues impeding success
	Charter duties: 35%; Action Zone duties: 75%) Other duties as assigned: 5%	Other duties as assigned (5%)	Other duties as assigned (5%)

The projected general funds budget for the Office of Autonomous Schools is as follows:

Cost Type	Title	Reports To	Total Cost	FTE Count	Cost
Personnel	Chief of Accountability and Research	Supt	180,000	0.5	90,000
Personnel	Executive Director, Autonomous Schools	Chief, Accountability and Research	140,000	1	140,000
Personnel	Program Manager, Innovation Schools	Executive Director, Autonomous Schools	80,000	1	80,000
Personnel	Director of Innovation	Executive Director, Autonomous Schools	105,000	1	105,000
Nonpersonnel	Supplies				3,000
Nonpersonnel	Equipment				6,000
Total Cost					424,000

The above budget is based upon the following assumptions:

- Assumes 4 schools are in the Zone
- Assumes that most funds for individual school innovations are directed to school budgets
- Assumes that current projected contract costs are the same next year
- Assumes Salary and Benefits

Additionally, grants and philanthropic support will be sought to continue APS partnerships with the lead turnaround partner and the international leadership theme partner, both of whom are under contract during the 2015-16 school year.

Managing ACTION Zone Performance

The ultimate responsibility for managing the performance of the ACTION Zone lies with the Executive Director, Autonomous Schools and the School Principals. However, a series of processes and procedures to monitor performance will be established to ensure that the following criteria are satisfied:

- Annual and quarterly reporting to all local and state authorities, with annual summative data on performance, will be completed as required by Colorado law and APS policy
- At appropriate intervals during the school year (e.g., monthly or quarterly), Zone and school staff will convene performance meetings to track the progress of the zone, including but not limited to the following types of data:
 - **Implementation data** tracking the effective implementation of innovations and other school initiatives;
 - **Interim outcomes** (formative assessment) for items including but not limited to student achievement, staff recruitment, retention, and performance, school culture and climate, and family and community partnership participation
 - **Zone-wide implementation and performance data**, so that schools can share promising practices, replicate “bright spot” practices, and make necessary course corrections to shared strategies
 - **Zone-wide interim (formative) and annual (summative) outcome data** so that schools can collaboratively problem-solve, and track the effective implementation of shared strategies intended to either (a) increase outcomes beyond what schools could achieve acting alone or (b) take advantage of economies of scale.

Roles and responsibilities of the district in managing performance

The district responsibility for managing performance of all schools in the International Leadership Action Zone will be delegated to the Executive Director of Autonomous Schools, who will report to the Chief of Accountability and Research. All performance management responsibilities will be conducted through this office, developed in close collaboration with the Division of Accountability and Research and all other district offices.

In order to support the effective management of Zone school performance, the Autonomous Schools office shall hire a performance specialist. The specialist will be tasked with the effective implementation of all performance management systems and processes, and will report to the Executive Director, Autonomous schools, or their designee. The specialist will use current district tools and processes as the default system for managing performance. However, in order to create a singular, comprehensive

performance management system for the zone, the specialist will be empowered to recommend tools and processes that will augment the standard district system.

At a minimum, the Zone performance management system will track and prepare reports for the following data:

- Innovation plan strategies and outcomes, at both the school and Zone level:
 - Comprehensive talent strategy implementation and outcome data
 - Implementation and outcome data for school-specific and Zone-wide data driven instruction initiatives
 - Climate and culture data for the school, with a particular emphasis on the development of the Climate and Culture of International Leadership
 - Family and Community partnership implementation and outcome data
- Uniform Improvement Plan strategies and outcomes
- Performance management systems related to federal and state grants such as Tiered Intervention Grants
- Philanthropic grants with reporting requirements
- Talent development strategy outcomes and indicators
- Implementation plans and timelines, which the ACTION Zone staff will monitor for reasons including, but not limited to:
 - Assisting schools in assessing the feasibility of implementation schedules so as to guard against the risks of school capacity overreach
 - Serving a risk management function, preventing ineffective implementation due to implementing too many conflicting projects simultaneously
 - Aligning implementation plans and schedules across the Action Zone schools so as to both capitalize on opportunities for shared innovation and economies of scale
 - Providing project management services and incorporating performance management metrics and targets into implementation from the beginning in order to promote continuous improvement and organizational learning that can be scaled to the district level, if applicable.

Roles and Responsibilities of the ACTION Zone schools in managing performance

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

Participation in Zone-wide performance management activities

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

Individual school initiatives

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

Student achievement data tracking at the school level

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

Some schools, notably Central High School, will pilot the NWEA Measures of Academic Progress (MAPs) or other comparable standards-based, personalized interim assessment tool in order to implement the competency-based model in the out years.

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

Attachments

Attachment 1: Zone Advisory Committee Biographies

Norm Brownstein

Norm Brownstein graduated from Aurora Central High School.

A founding member and Chairman of the Board of Brownstein Hyatt Farber Schreck, Norm is nationally recognized for his extensive experience in real estate law, commercial transactions and public policy advocacy. Resident in the firm's Denver office, his policy practice spans the economic spectrum, extending to telecommunications, financial services, agriculture, tax and health care interests.

Norm has helped dozens of major organizations and corporations successfully develop and execute myriad legislative and regulatory strategies, including Apollo Global Management, Ardent Healthcare, Western Union, Caesars Entertainment, Federal Express, Ares Management, Guggenheim Partners, Neiman Marcus, Simon Properties, National Association of Real Estate Investment Trusts, Real Estate Roundtable, Comcast, Intelsat, the National Cable & Telecommunications, T-Mobile and the Vector Group.

In light of these and many successes in other legal areas, the National Law Journal named Norm one of the "100 Most Influential Lawyers in America" and Norm was named as one of Lawdragon's 500 Top Leading Lawyers in America. He has also been included in the Best Lawyers in America and Colorado Super Lawyers. Active in community affairs, Norm is involved in many activities on behalf of the University of Colorado and the American Israel Public Affairs Committee (AIPAC), where he is currently vice president. He is presently a director of National Jewish Health and a trustee of the Simon Wiesenthal Center. Norm is a past presidential appointee of the U.S. Holocaust Memorial Council (1996-2006).

Jim Kelley

Jim attended the following Aurora Public Schools: Sixth Avenue Elementary, South Jr. High and Aurora Central, graduating from Aurora Central, class of 1972.

Jim is a managing director and co-founder of Vestar Capital Partners. Prior to forming Vestar in 1988, he was a private equity executive with the First Boston Corporation in New York.

Currently a director of Sun Products, St. John Knits and HealthGrades, Jim previously served as a director for Celestial Seasonings, Del Monte Foods, Consolidated Container, Michael Foods and Wabtec, among others. He is also a board member at the National Fish and Wildlife Foundation and The Nature

Conservancy Patagonia. Previous community boards include The Denver Foundation and the Clayton Foundation.

Jim earned a B.S. from the University of Northern Colorado, an M.B.A. from Yale University and a J.D. from the University of Notre Dame. Originally from Colorado, Jim is married with three children and lives in Denver.

Mariana Ledezma-Amorosi

Ms. Ledezma-Amorosi is a native of Guadalajara, Mexico. After moving to Colorado in 1999; she started her career in community development committed to serving the underserved and under- represented through a grassroots community development process. She worked for City of Aurora doing outreach to the Hispanic community to teach recently arrived immigrants about codes and regulations; she served as a liaison between the Hispanic community and the Aurora Police Department and spearheaded some of the neighborhood revitalization efforts in the Original Aurora area.

Ms. Ledezma-Amorosi also spent 4 years working for Adams County Community Development where she managed 2 large grants that funded programs in human services, affordable housing, community and economic development and neighborhood revitalization activities. She has provided oversight to over 21 non-profit organizations and 5 municipalities. Ms. Ledezma-Amorosi also worked directly with residents to increase their capacity in the areas of advocacy, constituency and community building and leadership development.

Prior to joining CPHP, Mariana worked at the Stapleton Foundation as the Director of Neighborhood Connections, where she worked with Community Based Organizations to provide capacity building and technical assistance.

Mary Lewis

Mary Lewis was elected to the APS Board of Education in 2007, and elected President of the Board in November, 2011. She is a long-time community activist and volunteer in Aurora. She has served as the president of the Conservatory Homeowners Association; was appointed by Governor Ritter to the Child Welfare Action Committee; supports Harvest of Hope, a fundraiser for the Africa Initiative of Church World Service; is the treasurer for the Aurora Action Coalition for Community Service; a member of the Aurora Housing Collaborative; and long-time volunteer with Habitat for Humanity and Aurora Warms the Night.

Lewis is a graduate of New Mexico State University and holds a bachelor's degree in Police Science. She married David Lewis in 1981 and moved to Aurora that same year. She and David have been foster

parents to many children. They have two grown children, who attended the Aurora Public Schools, and two grandchildren who are currently enrolled in the district.

Ruben Medina

Ruben currently works for the city of Aurora and is the facility manager for The Moorhead/Hoffman Youth and Community centers. He also serves on numerous boards and commissions including, the Denver Foundation, Stapleton Foundation, Fletcher Elementary School and RISE Colorado.

Ruben started his career in the emergency medical field and at 20 years old owned his own ambulance service. He was a firefighter and a member of the search and rescue team as well as a member of the medical team at Children's Hospital.

Ruben spent 20 years working for the Metro Denver YMCA organization and during that time was involved in a variety of programs. In the past 30 years Ruben has worked in numerous professional roles as coach, trainer and referee for high school and USA National wrestling teams.

Over the years, Ruben has facilitated several seminars on community engagement, wealth building and motivational skills.

George "Skip" Noe

Noe was sworn in as Aurora's city manager on Dec. 20, 2010. Most recently, Noe was a management consultant in Corpus Christi, Texas, with more than 30 years experience in city management. He served as the city manager and deputy city manager for the city of Corpus Christi between 1999 and 2008 where he managed 3,300 employees and an annual budget of more than \$500 million.

He also worked for the Texas cities of San Antonio, College Station and Kingsville as well as Fort Collins, Colo. Noe holds a bachelor's degree in English and political science from St. Mary's University in San Antonio, Texas, where he graduated Cum Laude. He is also a Labor Relations Fellow from the Labor-Management Relations Service in Washington, D.C. Throughout his career Noe has worked on many key projects and issues including strategic performance measurement, development and public works projects, information technology and telecommunications, destination development and economic development, public safety, budget challenges and many others.

As city manager, Noe is responsible for overseeing the city's \$626.4 million budget and 2,665 full-time employees, and managing day-to-day city operations under the Aurora City Council's direction. With the retirement of one deputy city manager and subsequent elimination of that position, Noe also directly supervises the Police and Fire departments as well as the Office of Development Assistance.

Betsy Oudenhoven

Dr. Betsy Oudenhoven assumed duties as Community College of Aurora's president in December 2013 after a lengthy list of accomplishments as VP of Student Affairs.

Student Affairs under her guidance worked closely with Academic Affairs to support CCA's academic mission and explore creative ways to foster student achievement. Her main tasks in her Student Affairs post included providing vision, innovation, direction, coordination, supervision, evaluation, and analysis in such areas as admissions, registration and records, advising, retention, financial aid, recruiting, student life, accessibility services and student success. Within two years, Oudenhoven helped implement numerous new policies, including: mandatory new student orientation for all first-time college students; on-campus counseling to serve students in need of short-term help or crisis intervention; new SARS software added to advising to increase access, customer service, departmental efficiency, and better management of the advising caseload; reinstatement of a Career Center to provide individual services, internships, employer relations, and career fairs on campus; and reorganization of the student conduct function, including a more proactive approach to behavioral intervention to address campus safety and student retention.

Prior to joining CCA, Oudenhoven served in higher education in varied roles such as assistant director, manager, director, dean, and vice president, dating back to 1979. Oudenhoven earned a Doctor of Philosophy in Higher Education from Loyola University in Chicago, a Master of Arts in Counseling and Guidance from the University of Colorado in Boulder, and a BS in Psychology from St. Lawrence University in Canton, N.Y.

Maisha Pollard

Maisha Pollard- Fields is a dynamic and passionate mother, wife, daughter, public servant and alum of Colorado State University. When asked what is your calling, she replied, "My passion is Health and my duty is to serve". Mrs. Pollard began her career in the intensive care unit at King Drew Medical Center located in the heart of South Central Los Angeles, where she developed a sincere commitment to improving the lives of children and families whom live on the fringes of poverty. Maisha has also worked as an Infectious Disease Nurse practitioner and Public Health Nurse, where she specialized in the treatment, diagnosis and case management of HIV and AIDS patients. She is currently the Deputy Medical Director for Aurora Mental Health and is responsible for building out an integrative care model for vulnerable adults and children with mental illness.

In 2010, Maisha moved to back to Aurora, Colorado to help her mother Representative. Rhonda Fields run for the state legislature and establish the Fields Foundation and Dayton Street Opportunity Center. Maisha serves as the executive director of the Fields Foundation, a non-profit in Aurora, CO, established

after the horrific death of Javad Marshall Fields and Vivian Wolfe, Maisha's brother. Javad and his finance Vivian were murdered 30 days after graduating from Colorado State University in relation to him being a witness to a murder.

The Families created the Fields Foundation to ensure every child has a healthy start, a fair and safe head start in life towards a successful passage to adulthood. The Vision of the Fields Wolfe Memorial Fund is to empower children youth and families by providing access to health care, quality education, and positive character development. After a 3 year capital campaign Maisha was able to successfully raise over 400,000 for the build out of the Dayton Street Opportunity Center, a One-Stop- Community Resource Center, working to close the opportunity gap through early childhood education, health care, mental health services, and employment.

Karen Porter

Karen Porter is a parent of two Aurora Public School (APS) students. One Aurora Central High School 2014 graduate and her youngest child currently enrolled in Aurora Central with concurrent courses at Community College of Aurora.

Karen has served on multiple APS committees including budget, calendar, principal hiring panel and the African American Forum. She has also served as the District Accountability Chair and Chair Elect. Karen has a strong philosophy of parent's becoming knowledgeable to empower and expand opportunities for their children.

Aaron Thompson

Aaron Thompson attended Crawford Elementary, West Middle School, and Aurora Central High School.

Aaron Thompson's practice focuses on legal analysis, briefing, and strategy in complex trial and commercial litigation. He has represented clients in matters including data breach notification, constitutional challenges, and bankruptcy matters, in addition to more focused litigations involving corporate securities and regulatory inquiries. Aaron also has experience in issues involving zoning, land use planning, expert testimony, and spoliation of evidence. Aaron has performed extensive appellate work on behalf of clients and as Judicial Fellow at the Colorado Supreme Court and as a Clerk at the Colorado Court of Appeals, where he worked on criminal and civil appeals.

Aaron is a regular contributor to the firm's Class Action Lawsuit Defense blog.



Mass Insight Education | Aurora Public Schools

Introduction

Aurora Public Schools has taken a number of important steps towards improving performance. The district’s “Aurora Public Schools 2020: Shaping the Future - Implementation Plan” indicates a clear, strategic move towards school improvement. The plan identifies the goal of creating three community-focused Innovation Zones within the district by 2020. The plan also identifies a number of mid-sized action items that align well with Mass Insight Education’s expertise.

The critical piece of this partnership is collaborative work with the community. Within that collaboration, Mass Insight proposes to engage in a partnership to support the development of a community-focused zone through a process of facilitated school redesign for a select number of schools. Mass Insight Education would support the development of these school redesigns and then create management structures which will allow for successful implementation. A locally-driven, collaborative school redesign process that capitalizes on local strengths while securing the necessary resources and supports will accelerate student achievement. We also anticipate identifying practices that can be implemented in subsequent zones and perhaps across the district to support the district’s delivery of services to students, schools, and families.

About Mass Insight Education

Founded in 1997, Mass Insight Education is a Boston-based non-profit organization committed to transforming public schools into high-performing organizations and closing achievement gaps. We engage in performance-based partnerships with schools, districts, state education agencies, and other organizations that express a passion for student outcomes and continuous improvement.

In order to create lasting and systemic improvement, we embrace and leverage multiple entry points for reform. MIE believes an effective entry point is the use of external “power levers” that have the potential to radically change the conditions under which the district operates. These levers include public engagement, community/political strategies, and communications, specifically, public engagement strategies that establish outside stakeholders – in particular parent, advocacy, civic, and business communities – as advocates for reform.

Table of Contents

Introduction	.....	p. 1
About MIE	.....	p. 1
Proposed Scope of Work	.....	p. 2
Timeline	.....	p. 5
Cost Structure	.....	p. 5
Staffing	.....	p. 5
Assurances	.....	p. 6
Our Impact	.....	p. 7

Proposed Scope of Work

The proposed partnership will help the schools in the proposed ACTION Zone make progress towards Aurora’s 3 goals, namely that every student will have:

- Goal 1:** A Plan for His or Her Future
- Goal 2:** A Set of Skills to Implement His or Her Plan
- Goal 3:** Credentials that Open Doors

We propose a one year engagement with two additional option years that correspond to the following phases:

- 1) Build and implement a **community engagement and school redesign support strategy** to foster collaboration between communities, schools, and key partners, resulting in school designs around common “Design Pillars” that emerge through the engagement and design process and lead to the creation of an ACTION Zone that secures CDE Innovation School Status.
- 2) Work collaboratively with Aurora leaders to promote the implementation of an **internal lead partner management strategy** that will facilitate the coordination and resource allocation between the zone schools and the central office, ensuring support, providing quality assurance, and developing sustainability for the schools in the zone.
- 3) **Increase Aurora’s capacity** for both operating successful schools at scale and building excellence in these schools for the longer process of sustained improvement while continuing to support the Zone in delivering upon the promises made in the initial redesign plan and adjusting to meet new conditions.

The tables below describe the activities and deliverables associated with each of the three phases of work. Each phase will begin with a kick-off meeting and a work plan. Phase I is divided into two parts and is designed to last one year, while phases 2 and 3 are contingent upon a successful phase I implementation and are designed to last one year per phase.

Phase I: Community Engagement and School Design Support

Phase I will focus on developing and supporting a community engagement strategy to identify desired design pillars, a design advisory council to provide guidance during the school design processes, and developing the individual school designs. Where possible, work during this phase will occur simultaneously across all Zone schools.

<i>Phase I Activities:</i>	<i>Phase I Anticipated Deliverables:</i>
<ul style="list-style-type: none"> • Support the development of a Zone Advisory Committee through board capacity-building activities, strong board management processes, and clear communications • Support the development of the Zone Design Team with strong capacity-building and management processes • Project manage the implementation of the school design process undertaken by the Zone Design Team and the School Design Teams • Visit Zone schools and administer up to five (5) School Readiness Assessments in elementary, middle, and high schools chosen 	<ul style="list-style-type: none"> • School Design Process Project Plan • Zone Advisory Committee and Zone Design Team Charters, norms, and operating procedures • Zone design team / school design team responsibility matrices and other management tools • Stakeholder input meeting agendas, protocols, and after-action reports • School design team meeting facilitation guides, checklists, and other protocols and tools • School Readiness Assessment Reports, which will use Mass Insight’s High

<p>by the district</p> <ul style="list-style-type: none"> Analyze school performance data and interview Aurora staff to collaboratively identify a cluster of schools for the Zone Support the development and implementation of a comprehensive community engagement strategy for the school redesign processes for chosen schools Support communications functions in the Zone schools, including audience-specific messaging and developing various modes of communication Assess current partnerships and develop a Partnership Management Plan for Zone schools Collaborate with school design teams to develop teacher/staff support plans to acclimate teachers and staff to new school design and to support their development 	<p>Performing – High Poverty framework to assess school readiness for turnaround, and make school-specific recommendations</p> <ul style="list-style-type: none"> Recommendations for schools to include in the Zone, based on the 5 School Readiness Assessments ACTION Zone communication toolkit for school, district, and community partner stakeholders Partnership management plans and/or new partnership charters/contracts Performance-based partnership agreements with school-level partners and evaluation metrics Teacher support plan, aligned to local school design plan and also to district-wide teacher evaluation initiatives
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Phases II and III: Additional Optional Contract Years

Phase II: Zone Management Strategy

Phase II will create conditions within the district for the zone management strategy, assess readiness at the system and school levels, and determine key needs in the selected cluster of schools. This phase will assess the selected schools’ readiness for a central office shift to Zone-based management. It will also aid the Partnership Zone’s management team in preparing for school-centered reform efforts in the Zone.

<i>Phase II Activities:</i>	<i>Phase II Anticipated Deliverables:</i>
<ul style="list-style-type: none"> Develop, implement, and train Zone staff in a performance management system and strategy for the Zone to manage the process, including performance goals, indicators, and tools Develop and recommend an internal lead partner organizational design for Aurora staff to adopt in leading and managing the performance of schools in the Partnership Zone, defining staff roles and on-boarding plans for Zone staff members and principals Create a process for Internal Lead Partner incubation, in order to create a new organizational unit to support transforming the selected schools Review and refine performance monitoring systems as needed, providing ongoing support 	<ul style="list-style-type: none"> Performance management systems and processes, including dashboards, agendas, protocols Project management reports on school design process, design implementation, and issue tracking and resolution Internal Lead Partner Office Charter, operating procedures, and work plans Internal Lead Partner communications toolkit for schools, central office, and community partner communications Internal Lead Partner performance contracts with schools and central office Detailed job descriptions for Zone staff Performance management documents and tools, including self-assessment guides and

<p>around implementation of school design plans, program evaluation, communications and community strategy, and leadership support</p> <ul style="list-style-type: none"> • Continue support for talent management, including evaluation of current practices and development of long-term strategies for recruitment, selection, retention, placement, and leadership development • Continue support for partnership development, including evaluation of current practices and development of new tools to enrich and/or grow local partnerships in accordance with school design team plans, MOA/contract development support • Build performance contracts for the Internal Lead Partner aligned to school-specific student outcomes/goals • Support the implementation of the resource allocation and development strategy to fund and sustain the Zone • Continue support for the Zone Advisory Team and the Zone Design Team 	<p>benchmarking information from similar school districts</p> <ul style="list-style-type: none"> • Strategic plan for the Zone and its schools, including a plan for ongoing community and partner engagement • Zone Resource and Development plan to be used to secure both financial and in-kind resources to promote the sustainability of the Zone • Resource maps for all partnerships, grants, and other external resources being brought to the Zone schools
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Phase III: Increasing District Capacity and Zone Sustainability

Phase III will focus on the growth and sustainability of the work in the Zone and the replication of best practices throughout the district by scaling zone management practices throughout the district. This could occur through the continued codification of supports in the original zone and business process reengineering across central office units to move to “Zone practices” across all internal APS offices. Another option would be to replicate the original zone concept, incorporating lessons learned, with a second cluster of schools.

<i>Phase III Activities:</i>	<i>Phase III Anticipated Deliverables:</i>
<ul style="list-style-type: none"> • Continue codifying Partnership Zone systems and processes, including revisions to the school improvement plans, to develop a culture of continuous improvement • Create a long-term strategy with formal structures for strategic partner collaboration and communication at the district- and school-level • Articulate successes and challenges and develop recommendations for further work to secure the success of the Zone and/or scale the Zone model through the district • Continue support for the Internal Lead Partner, 	<ul style="list-style-type: none"> • School-level strategic plans that incorporate all existing required plans (UIP) and augment as needed to become comprehensive (strategic development plan, for example) • Long-term management strategy and processes • Case study detailing successes and challenges • Revised communications and engagement strategy • Facilitated focus group sessions • Financial sustainability report • Recommendations for expansion • Specific findings and recommendations

<p>which will have the primary responsibility for ensuring that Zone schools are progressing against their student achievement and other goals on-time and on-budget</p> <ul style="list-style-type: none"> • Benchmark Aurora ACTION Zone progress against other Mass Insight Education zones and other similar governance structures • Collaborate with APS Zone stakeholders to identify means of learning with other districts using Zones to promote organizational learning 	<p>related to how central office should provide Zone schools with school-focused supports through the Internal Lead Partner model</p> <ul style="list-style-type: none"> • Benchmark analysis of APS’ ACTION Zone • White papers, briefing documents, or other collateral materials used to share emerging and promising Zone practices across MIE engagements
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Timeline

The contract proposal above assumes a guaranteed one year in total with a cost of \$600,000, followed by two option years at \$600,000 per year.

	Year 1	Optional Year 2	Optional Year 3
Phase I: Community Engagement and School Design Support	→		
Phase II: Zone Management Strategy		→	
Phase III: Increasing District Capacity and Zone Sustainability			→

Cost Structure

The costs to complete this project are presented below. Costs presented are for direct, client-facing work, in addition to the amortization of some indirect costs such as operational staff, travel, administration, general supplies and materials, and current/future investments made in developing our field practice and national policy agenda.

Year	Project Phase	Cost
1	Phase I	\$600,000
	Total	\$600,000
Year	Additional Optional Project Phases	Cost
2	Phase II: Optional	\$600,000
3	Phase III: Optional	\$600,000
	Total	\$1,200,000

Near the conclusion of each subsequent year, APS and MIE would need to determine whether or not the currently proposed additional phases would be enacted as written, if changing conditions necessitated a different scope of work, or if the partnership would be considered complete at the end of the year.

Staffing

MIE works with its district partners to create teams that work directly with the district over the course of a project. The MIE team will be led by an individual with significant experience operating complex engagements in public school systems. This individual will draw on other individuals within MIE with the expertise and skills aligned to the projects in this scope. Additional members of the MIE team will lend expertise to support discrete components of the work plan.

Assurances

MIE asks schools, districts, and partners to take accountability for performance in exchange for capacity and conditions; we do the same for ourselves. Our proposal identifies a number of deliverables that indicate the completion of each project and subproject. We hold ourselves accountable for these deliverables; however, we require the following from the client in order to do so:

- 1) **Capacity and support:** We pursue projects that are deeply collaborative in nature, and therefore expected to be more effective and sustainable. Our work is highly dependent upon significant access to and support from our clients and partners. To ensure that the work is completed in a timely and highly effective manner, the client must commit proper capacity to working with MIE on these activities. Furthermore, APS staff working with Mass Insight must have sufficient authority to direct colleagues and Mass Insight consultants to carry out initiatives that are in-scope on behalf of the Superintendent.
- 2) **Favorable working conditions:** Our work is complex, and dependent upon policies, politics, and environments that can be challenging. While we pride ourselves on the ability to navigate difficult

conditions, unexpectedly poor conditions may cause unintended and understandable barriers to completing the deliverables exactly as described.

- 3) **Flexibility:** Together, we are paving new paths with innovative and ambitious projects, such as that which is described in this scope of work. Our work is necessarily dynamic. We ask our clients to be understanding of the occasional need to revisit and modify components of the work plan in order to pursue our intended outcomes.
- 4) **Communication:** Changes to the scope of work or deliverables will require mutual agreement. We make every effort to communicate early and often about the changing nature of our work and ask our clients to do the same.
- 5) **Transparency and access:** Given the collaborative nature of our work, it is critical that we establish reciprocal transparency and access. MIE must have access to staff within the APS and all necessary and relevant APS information.
- 6) **Periodic check-ins:** APS and MIE will have periodic meetings to discuss the status of the contract and work plan. These periodic check-ins are essential in order to benchmark our progress and troubleshoot any issues that may arise. The MIE team and the APS leadership will collaboratively determine the agenda for these meetings.
- 7) **Work space at APS:** In order to have a meaningful and lasting impact, it is imperative that the MIE team has an embedded relationship with Superintendent's Office and APS. MIE will regularly have staff on the ground in Aurora.

Our Impact

Mass Insight Education is a mission-driven organization. We forge collaborative and embedded partnerships, and hold ourselves accountable for results. We have dramatically increased AP access, participation, and achievement in Massachusetts, and recently expanded this work to other states. We initiated turnaround partnerships in 2010 after publishing *The Turnaround Challenge*. Early results from our turnaround partnerships show promising impact.

- In **Jefferson Parish, Louisiana**, where MIE has been working since 2012, the number of failing schools decreased from 18 to four. Of the 71 schools in the district, 43 schools have improved by at least one letter grade in the state's school performance rating system.
- In **Evansville, Indiana**, the school system experienced the largest gains in the state's accountability system and is now the highest-performing large, urban school district in the state as the number of failing schools has decreased by approximately 50 percent.
- In **Providence, Rhode Island** Mass Insight has been integral in designing the school system's Carnegie-Funded "Opportunity by Design" schools. Design leaders have been hired, community stakeholders—including students—have been engaged formally, and the design teams have been through formal research, design, and prototyping activities supported by Mass Insight staff. The schools are on schedule to launch in 2015-16.
- Mass Insight Education has established the largest academic **AP/STEM program in Massachusetts**, successfully scaling from 10 schools and 1,500 students to over 70 schools and 10,000 students annually. We have doubled the number of students enrolling in and passing AP courses in Massachusetts, with 85 percent of our low-income students persisting in two- and four-year colleges.