

## 2015 TIERED INTERVENTION GRANT

### PART I: COVER PAGE *(Complete and attach as the first page of proposal)*

<b>Name of Lead Local Education Agency (LEA)/Organization:</b>	Aurora Public Schools (Adams-Arapahoe 28J)				
Mailing Address: 15701 E. 1 <sup>st</sup> Avenue, Suite 217					
District Code: 0180			DUNS #: 010621852		
<b>District Turnaround Project Manager:</b>	Lisa Escárcega				
Mailing Address: 15701 E. 1 <sup>st</sup> Avenue, Suite 112					
Telephone: 303-340-0861			E-mail: laescarcega@aps.k12.co.us		
<b>Program Contact Person (if different):</b>	Amy Beruan				
Mailing Address: 15701 E. 1 <sup>st</sup> Avenue, Suite 217					
Telephone: 303-340-0864			E-mail: ajberuan@aps.k12.co.us		
<b>Fiscal Manager:</b>	Jesús Escárcega				
Telephone: 303-340-0864			E-mail: jdescarcega@aps.k12.co.us		
<b>Region:</b> <i>Indicate the region(s) this proposal will directly impact</i>					
<input checked="" type="checkbox"/> Metro <input type="checkbox"/> Pikes Peak <input type="checkbox"/> North Central <input type="checkbox"/> Northwest <input type="checkbox"/> West Central <input type="checkbox"/> Southwest <input type="checkbox"/> Southeast <input type="checkbox"/> Northeast					
<b>Total LEA Request:</b> <i>Indicate the total amount of funding you are requesting for each year as well as the overall total. Please note: An individual budget will be required for each school site totaling to the amount listed below.</i>					
Year 1 (May 30, 2015 – September 30, 2016)	Year 2 (July 1, 2016 – September 30, 2017)	Year 3 (July 1, 2017 – September 30, 2018)	Year 4 (July 1, 2018 – September 30, 2019)	Year 5 (July 1, 2019 – September 30, 2020)	Total
\$285,874	\$400,485	\$307,135	\$210,197	\$131,766	\$1,335,457

**Please note:** If the grant is approved, funding will not awarded until all signatures are in place. Please attempt to obtain all signatures before submitting the application.

The Year 1 grant period may be a pre-implementation year. In this case, the electronic budget would only need to reflect costs for Year 1. The full budget will be required with plan due January, 2016. However, estimated costs for additional years must be reflect in the Total LEA Request above.

**PART IA: SCHOOLS TO BE SERVED**

*Complete the following information by identifying each priority and focus school, as applicable, the LEA commits to serve and identify the model that the LEA will use in each priority and focus school, as applicable.*

*The models the LEA may include are: (1) turnaround; (2) restart; (3) closure; (4) transformation; (5) state-determined model, if approved; (6) evidence-based whole school reform model; and (7) early learning model.*

SCHOOL NAME	NCES ID #	PRIORITY	FOCUS (if applicable) <sup>1</sup>	INTERVENTION
Paris Elementary School	080234000075	X	N/A	transformation

<sup>1</sup>An LEA in which one or more priority schools are located must serve all of these schools before it may serve one or more focus schools.

**PART IB: LEA/School Information Page**

*(Complete and attach as the third page of proposal. If there are more than 3 participating schools the district may duplicate this page and attach it after page 3.)*

**District Name: Aurora Public Schools (Adams-Arapahoe 28J)****District Code: 0180****School Contact Information****School #1 Name: Paris Elementary School****School Code: 6728**

Contact Name and Title: Tammy Stewart

Telephone: 303-341-1702

E-mail: tlstewart@aps.k12.co.us

Is school currently receiving a School Improvement Grant funded through 1003(a) funds?

Yes

No

**School #2 Name:****School Code:**

Contact Name and Title:

Telephone:

E-mail:

Is school currently receiving a School Improvement Grant funded through 1003(a) funds?

Yes

No

**School #3 Name:****School Code:**

Contact Name and Title:

Telephone:

E-mail:

Is school currently receiving a School Improvement Grant funded through 1003(a) funds?

Yes

No

## **PART IC: Certification and Assurance Form**

*(Complete and attach as the fourth and fifth pages of proposal)*

*The School Board President and Board- Appointed Authorized Representative must sign below to indicate their approval of the contents of the application, and the receipt of program funds.*

On \_\_\_\_\_ August 4 \_\_\_\_\_, 2015 the Board of \_\_\_\_\_ Adams-Arapahoe 28J \_\_\_\_\_ hereby applies for and, if awarded, accepts the state funds requested in this application. In consideration of the receipt of these grant funds, the Board agrees that the General Assurances form for all state funds and the terms therein are specifically incorporated by reference in this application. The Board also certifies that all program and pertinent administrative requirements will be met. These include the Office of Management and Budget Accounting Circulars, and the Department of Education's General Education Provisions Act (GEPA) requirement. In addition, the Board certifies that the district is in compliance with the requirements of the federal Children's Internet Protection Act (CIPA), and that no policy of the local educational agency prevents or otherwise denies participation in constitutionally protected prayer in public schools.

In addition, school districts that accept 1003(g) School Improvement funding for the **Tiered Intervention Grant** agree to the following:

### **Federal Assurances:**

- Use its Tiered Intervention Grant to implement fully and effectively an intervention in each school that the LEA commits to serve consistent with the final requirements;
- Establish annual goals for student achievement on the state's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each school that it serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable its Tier III schools that receive School Improvement funds;
- Report to the Colorado Department of Education (CDE) the school-level data required under section III of the final requirements, including baseline data for the year for the year prior to SIG implementation (program guidance can be found at: <http://www.cde.state.co.us/fedprograms/guidance-on-school-improvement-grants>.)
- Each priority and focus school the LEA commits to serve will receive all of the State and local funds it would receive in the absence of the school improvement funds and that those resources are aligned with the interventions;

### **State Assurances:**

- If the applicant implements a restart model in a priority school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements;
- Monitor and evaluate the actions a school has taken, as outlined in the approved School Improvement Grant application, to recruit, select and provide oversight to external providers to ensure their quality;
- Monitor and evaluate the actions schools have taken as outlined in the approved School Improvement Grant application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools on how they can sustain progress in the absence of School Improvement Grant funding;
- Provide the Colorado Department of Education such information as may be required to determine if the grantee is making satisfactory progress toward achieving the goals of the grant (e.g., CSAP/TCAP by State Assigned Student IDs, school level non-performance data). The district will report to CDE, at least quarterly, the school level interim measures of student learning required under section III of the final requirements (program guidance can be found at: <http://www.cde.state.co.us/fedprograms/guidance-on-school-improvement-grants>);

- Align current and future funding sources in support of improvement goals, including commitment to identify and reallocate existing local funds for the purpose of sustaining the improvement work after federal funds expire;
- Participate in ongoing professional learning opportunities focused on school and district improvement;
- Commit to working with CDE to monitor progress on the UIP and make adjustments to the plan accordingly;
- Provide data on attainment of performance targets to CDE to inform decision around the continuation of funding;
- Participate fully in on-site visits conducted by CDE to every funded school during the grant cycle;
- Work collaboratively with CDE, as appropriate, in the selection of a strong school leader or partner, such as a Charter Management Organization (CMO), Education Management Organization (EMO) or other provider;
- Work cooperatively with CDE and provider(s), if applicable, in waiving district policies, procedures or practices that are deemed to be impediments to improvement, such as scheduling of the school day and year; staffing decisions; budgeting; and/or to obtain innovation school status for identified schools;
- Commit to engaging in significant mid-course corrections in the school if the data do not indicate attainment of or significant progress toward achievement benchmarks within the first year of implementation, such as replacing key staff, leadership or external providers;
- Notify the community of the intent to submit an application and that any waiver request will be made available for public review prior to submission of the application;
- Participate in the development and submission of any reports necessary to meet statutory requirements (e.g., EdFacts, CSPR) within the time frames specified;
- Maintain appropriate fiscal and program records. Fiscal audits of funds under this program are to be conducted by the recipient agencies annually as a part of their regular audit;
- Submit budget revision(s), if applicable, to CDE on a **quarterly** basis for review and approval;
- Submit Annual Financial Reports as part of their annual review with CDE. CDE will utilize the information as a measure of performance and leading indicator of performance in subsequent year(s);
- Contracts with education providers must include a performance guarantee to increase student achievement based on services provided.

As a partner in the Tiered Intervention Grant, CDE agrees to provide the LEA with support and tools to foster successful implementation of the School Improvement Grant program. Specifically, **CDE will:**

- Provide the LEA with guidance about the specific types of changes and interventions each of the models require;
- Provide the LEA with descriptions and examples of special district governance structures that will ensure necessary freedom and support for interventions in identified schools;
- Provide the LEA with a description of the changes in policy or practice that may be required to ensure necessary flexibility for dramatic improvement in identified schools;
- Periodically review school and district UIPs and provide feedback;
- Meet regularly with School/District to review performance data and implementation of improvement efforts, as defined in the UIP;
- Provide guidance regarding allocation of 1003(g) and other funds in support of dramatic improvement of achievement in the school(s);
- Provide support for quarterly budget revisions;
- Provide ongoing technical assistance; and

- Define a set of leading indicators and overall performance targets that the identified school(s) and external providers, if applicable, will be required to demonstrate during the course of the reform effort; additionally interim measures and implementation benchmarks that the LEA may use to hold school(s) and provider(s) accountable.

IF ANY FINDINGS OF MISUSE OF FUNDS ARE DISCOVERED, PROJECT FUNDS MUST BE RETURNED TO THE COLORADO DEPARTMENT OF EDUCATION. The Colorado Department of Education may terminate a grant award with thirty (30) days notice if it is deemed by CDE that the applicant is not fulfilling the requirements of the funded program as specified in the approved project application, or if the program is generating less than satisfactory results.


JulieMarie A. Shepherd, Ph.D.

\_\_\_\_\_  
Name of Board President

  
\_\_\_\_\_  
Signature of Board President


D. Rico Munn

\_\_\_\_\_  
Name of District Superintendent

  
\_\_\_\_\_  
Signature of District Superintendent

Amy Beruan

\_\_\_\_\_  
Name of Program Contact

  
\_\_\_\_\_  
Signature of Program Contact

**PART ID: WAIVERS** *(Complete and attach as the sixth page of proposal)*

N/A (District) requests a waiver of the requirements it has selected below. *Please note:* If the district does not intend to implement the waiver with respect to each participating school, then it must indicate for which schools it will implement the waiver.

- Implementing a schoolwide program in a Title I participating school that does not meet the 40 percent poverty eligibility threshold.

### **Rural Flexibility**

---

The Colorado Department of Education required that any LEA eligible for services under subpart 1 or 2 of part B of Title VI of the ESEA Rural Education Assistance Program (REAP) that proposes to modify one element of the Turnaround or Transformation model, the LEA must describe how it will still be able to meet the intent and purpose of that element in order to successfully implement the selected school intervention model. LEAs intending to modify an element must complete the Rural Flexibility section of the action plan template for the Turnaround or Transformation models. The description must include the following information:

- Identification of the specific element of either the Turnaround or Transformation model that the LEA proposes to modify; and
- LEA's rationale for the need to modify the element identified;

Note: If an LEA that is eligible for services under subpart 1 or 2 of part B of Title VI of the ESEA Rural Education Assistance Program (REAP) selects the Early Learning Model, it cannot modify the requirement to replace the principal who led the school prior to the implementation of the model. A list of LEAs that are eligible for services under the Rural Education Assistance Program (REAP) can be found at the following U.S. Department of Education site:

<http://www2.ed.gov/programs/reapsrsa/eligible14/index.html>

- The LEA proposes to modify one element of the Turnaround or Transformation Model as described in the action plan section.

## Executive Summary

Paris Elementary is one of the highest impacted schools in Aurora Public Schools (APS), with significant numbers of ethnic minorities, students on free and reduced lunch, English language learners and students who are immigrants or refugees. Paris's poverty rate is the highest in the district at 96%, and the community has recently been touched by several harrowing tragedies, including the Aurora theater shooting. The school has experienced substantial staff turnover over the last several years and continues to score in the 1<sup>st</sup>-10<sup>th</sup> percentile of schools in the state in reading, writing, math and science. In short, Paris is a community struggling to find its identity.

In the face of these many challenges, however, the community has rallied to improve the culture and performance of the school. Since the beginning of 2014-15, the new principal and young but dedicated teaching staff have worked tirelessly to develop robust strategies for school improvement and prepare for an infusion of resources to lift those strategies. As a result, staff, leaders and families are unified in their support for three essential goals that indicate the foci and intended outcomes of all school turnaround efforts at Paris: (1) Build a positive school community, (2) Ensure a safe and welcoming environment and (3) Raise all students' achievement. With these goals as a guide and measuring stick, Paris is ready to begin full implementation of the Transformation model in year one.

APS has several structures in place to provide additional, targeted resources and supports to low-performing schools such as Paris. The district has a strong record of engaging stakeholders, executing successful community partnerships and utilizing grant funds responsibly and effectively. APS's new strategic plan articulates a clear path forward and demonstrates the district's high-level commitment to helping every student shape a successful future. Yet, the substantial commitment of resources that will be required to turn around Paris poses an obstacle to the district, which is tasked with providing support to eighteen Priority Improvement/Turnaround schools.

TIG will provide the infusion of resources needed to accelerate school turnaround at Paris. Grant funds will enable staff and administrators to continually hone their craft, enhance and extend learning opportunities for struggling students, empower the community to seek formal autonomies from district policies that do not support school turnaround and ensure that all relevant stakeholders participate in shaping and implementing the school's vision and strategies. By rapidly building instructional and leadership capacity at the school level, TIG will position the district to mobilize systems of support to sustain and refine turnaround work after the grant ends. The community, school and district are ready to leverage this important opportunity in order to build a positive community, ensure a safe and welcoming environment and, ultimately, raise achievement for all students.



## Table of Contents

### Narrative

Section A: LEA Readiness	Page 1
Section B: LEA Commitment and Capacity	Page 6
Section C: Needs Assessment and Program Plan	Page 10
Section D: Budget Narrative	Page 13

### Intervention Model Action Plan

#### Attachments

Attachment 1: DAAC Meeting Agenda and Minutes – UIP
Attachment 2: Agendas from Parent Planning Sessions
Attachment 3: DAAC Meeting Agenda and Minutes – TIG
Attachment 4: Example of Board Update
Attachment 5: Pilot School Manual Excerpt
Attachment 6: MOU Re: Master Agreement Exemptions
Attachment 7: School Goals and Initiatives
Attachment 8: HR Principal Selection Process

## **Section A: LEA Readiness**

### ***1) School and District needs and improvement plans***

As articulated in the district UIP, district proficiency in all academic content areas is substantially below the state average and has not significantly increased over the past four years. This trend holds true for Paris, which did not meet proficiency targets for reading, writing, math or science, scoring in the 1st-10th percentile of schools in the state in these content areas. TIG would provide Paris with intensive supports to build teachers' instructional capacity through additional coaching, professional learning and facilitated peer collaboration and planning.

Another performance challenge that emerges at the district level, and at Paris in particular, is ensuring that teachers and staff have the skills to work with immigrant and refugee students, as well as other English language learner students. APS students come from 132 countries and speak 133 languages. While this level of diversity presents wonderful opportunities for all APS students, there are numerous cultural and linguistic challenges in the instructional realm. TIG would provide targeted supports to Paris to develop culturally-responsive instructional practices and universal supports that ensure immigrant, refugee and English language learner students are making accelerated language and academic growth.

Lastly, it is imperative that teachers participate in differentiated professional learning to rapidly build capacity to meet the needs of students in underperforming schools. Many of Paris' teachers are new to teaching, the school, or both. Of the 28 teachers in the 2014-2015 school year: 9 (32%) were first year teachers, 16 (57%) were new to Paris and 20 (71%) are probationary teachers (fewer than three consecutive years of a rating of "effective," as measured by the Colorado Model Evaluation System).

As noted in an Instructional Audit (Audit) performed by RMC Research (RMC), with many teachers in their early years of service, the teachers at Paris are eager to learn and have infused new energy into the school. However, being relatively new to the profession, they are on a steep learning curve. They are quickly acquiring content knowledge, pedagogical skills and classroom management techniques. In addition, they are dealing with the stresses of being in a turnaround environment with the need to closely track student progress, understand student misconceptions so that they may be retaught and provide exemplars of excellent work and behavior. TIG will create the time and space for targeted professional learning to address these instructional needs.

### ***2) Patterns, core issues of academic concern, and possible root causes***

For the 2013-2014 school year, the school received an overall "Does Not Meet" rating for academic achievement, academic growth, and academic growth gap performance. Using 3-year averages, the school did not meet academic achievement targets, but did receive an "approaching" rating for academic growth and growth gaps. During the past school year, only 20% of students scored proficient or advanced in reading; 30% scored proficient or advanced in mathematics; and 18% in writing. Median growth percentiles were 46 in reading; 36 in mathematics; 38 in writing; and 33 in English language proficiency. The latter, measured by ACCESS, was considered adequate growth by the state. Subpopulations performed slightly better than the school overall, with several categories of students (free or reduced price lunch eligible; minority; and English learners) approaching the median growth percentile in reading. However, none of the groups met targets in mathematics or writing.

As part of the school's UIP process, led by the Instructional Leadership team, staff reviewed a variety of data to identify patterns and trends. The Paris School Accountability Council then (parents, community members and staff) met to review this information. Due to nearly 50%

turnover, returning teachers played a large role in providing the historical context and setting the stage for moving forward. What emerged was a need to systemically address the overall instructional model at the school given that performance trends transcended content areas.

The Paris staff determined that there is a lack of coherent and consistent systems and structures in place to provide sound, research-based strategies across the entire school on a reliable basis. More specifically:

- There is a lack of consistency in implementation of best first instruction in culturally-responsive instructional practices, formative assessments, and monitoring of goals.
- There is a lack of clear systems and structures to support student learning and hold students and staff to high expectations.
- There is a lack of instructional rigor across all grade levels, resulting in low student engagement.
- Teacher mobility affects the sustainability of structures that support student achievement and growth.

In addition to these overarching root causes, Paris needs to address the lack of growth in at-risk subgroups. While addressing the universal root causes will facilitate growth for at-risk subgroups, these subgroups nonetheless need specific supports targeted to their learning needs. As a result, the following root causes were identified for low performing at-risk groups.

- Differentiation is not consistent in all classrooms for all students.
- Sheltered instruction is not implemented effectively in all classrooms and all subject areas for our English language learners.
- There is not consistency in implementation of instructional practices, formative assessments and monitoring of goals both in the classroom and in intervention groups for students with disabilities.

### 3) *Consultation with relevant stakeholders about school's performance and identified needs*

APS has a strong record of stakeholder participation in planning and strategy development. At the district level, the Divisions of the Superintendent, Instruction, Equity, Finance, Human Resources, Accountability and Research, Grants, and Support Services all collaborated on developing this plan. More importantly, utilizing the existing structures of District and School Accountability Committees, school staff and the community were actively engaged in discussing school performance and identifying performance challenges and needs (See Attachment 1: DAAC Meeting Agenda and Minutes – UIP). Members from the Grants and Federal Programs Office and the Division of Equity in Learning meet with staff from Paris on multiple occasions so that their ideas and needs are what are represented in this proposal. (See Attachment 2: Agendas from Parent Planning Sessions)

The principal worked directly with parents and community members, in such venues as parent coffees and PTO meetings, to share the vision for Paris, seek their input and collaboratively shape the plan. Additionally, results from APS's annual Climate and Culture surveys with staff, students and parents, as well as the TELL Colorado data, informed grant development (<http://assessment.aurorak12.org/surveys>). Lastly, RMC conducted Audits for Paris in the fall of 2013 and spring of 2015. The Audits are an intensive and comprehensive review of the entire school and included parent focus groups. RMC's written report fully captures all voices in the building. In turn, these voices resonate throughout this grant application.

### 4) *Stakeholder input for improvement planning*

Annually, parents participate in the school improvement planning process through several venues. After staff analyzes performance data and conducts a trend analysis, the principal convenes the School Accountability Committee in order to review the findings and discuss priority performance challenges and their root causes. Administrators also meet one-on-one with parents to solicit feedback on the school's priorities for the upcoming year. Once the school's leadership team drafts the UIP, the school's goals and strategies are shared with parents for further feedback. Throughout the year, parent coffees and PTO meetings provide opportunities for ongoing discussion and input regarding the school's UIP and progress made on implementation. Furthermore, Paris changed the structure of the Back-to-School Night and Literacy Night in order to provide activities and information that would build the capacity of parents to support their children at home, especially with an understanding of academic standards and how to work with children on literacy. At Literacy Night, families created quilt squares that now hang in the main hallway as a reminder of the power of families coming together to support their children.

As mentioned above, APS is committed to involving all stakeholders in this process. The District Accountability Advisory Committee (DAAC) August meeting agenda included the TIG process and application (See Attachment 3: DAAC Meeting Notice and Minutes-TIG). In addition to convening the School Accountability Committee, the principal and Community Corps Liaisons invited parents to participate in Parent Forums to discuss the ideas for school improvement, as well as gather additional input from parents who were not a consistent part the SAC meetings (See Attachment 2: Agendas from TIG Planning Sessions). These small group Parent Forums successfully captured the voice of many parents. The community is excited about the potential opportunities this grant can provide to accelerate the school's progress and is eager to support the school's Transformation model.

5) *How the community was given notice of intent to submit an application*

The Paris community was given notice of intent to submit an application and invited to attend TIG and UIP meetings in a variety of ways, including the school's Parent Newsletter, Connect Ed phone calls and personal invitations from the Family Liaison and Community Corps Liaisons. Paris leadership initiated discussions about submitting a TIG application during the 2014-15 school year in order that parents could understand the process and how a TIG could support the school's achievement of its goals (See Attachment 2: Agendas from Parent Planning Sessions). The DAAC August meeting agenda included the TIG process and application (See Attachment 3: DAAC Meeting Agenda and Minutes – TIG). Given the timing of the RFP release and due date, the August meeting was the first possible date for this conversation. APS is not requesting any waivers as part of this application.

6) *District capacity and staffing structure to support lowest performing schools.*

APS restructured its instructional division into five P-20 learning communities for the 2014-15 school year. Each community consists of approximately ten schools, anchored by a high school, and is staffed by a team of content experts who provide assistance around Multi-Tiered Systems of Support, Postsecondary Workforce Readiness, student engagement, English Language Acquisition, Exceptional Student Services, academic content and technology. These content experts serve as dedicated resources for all the schools in their communities. This model has enabled schools to share and align resources and learn from each other, as well as better integrate services that oftentimes were isolated, such as Exceptional Student Services and

English Language Acquisition. This new structure is fostering deeper conversations and stronger collaboration between individual schools and central office personnel.

A Learning Community Director (LCD) heads each of these communities and is the single point of contact for a principal for all instruction-related needs. Collaboratively, the principal and LCD evaluate, assess and monitor the progress and needs of the school. The LCD is also a support for monitoring implementation of strategic initiatives. They are an invested yet objective observer who can help course correct if needed and generally serve as a thought partner. Many of the responsibilities of the LCDs are particularly important for improving the district's lowest performing schools: ensuring the effective development and full implementation of school plans and district/school reciprocal agreements, reviewing and approving principals' resource allocations, interviewing and hiring for school leadership roles and ensuring the implementation of effective hiring and evaluation practices within schools. Each of these supports is differentiated based on the performance and needs of individual schools. For instance, low-performing schools or schools with high rates of probationary teachers will receive more hands-on LCD and Support Team assistance to develop high-quality staff effectiveness programming (evaluation and professional learning) compared to higher-performing schools or those with more veteran leaders and teachers. Lastly, LCDs are expected to maintain a regular presence at low performing schools in order to monitor progress, provide useful feedback and report concerns to district leaders.

APS has implemented Differentiated Support Structures (DSS) as a new way of managing the organizational risk factors that impact the district's schools and then providing differentiated supports for schools based on these risks. The district identified a series of risk factors (e.g. demographics, achievement, stability of staff and students) by which to group schools into three tiers: Universal, Targeted and Intensive. Each set of schools receives different levels of support according to their overall risk score and can access additional resources to address their specific risks. For example, last year, a group of low-performing schools struggling with student discipline were provided with additional FTE in order to hire paraprofessionals.

For the 2014-15 school year, Paris received several supports based on the organizational risk factors identified by DSS. In order to facilitate a smooth leadership transition for the new principal and assistant principal, the district allocated additional funds to Paris for general administrative support. DSS funds were allocated to support the school's high volume of new teachers through professional development around formative assessments and coaching from PEBC. An additional teaching partner was funded in order to support and coach teachers as they implemented their professional learning.

Paris was also the focus of a staff retention initiative designed to combat the persistently high rate of staff mobility (See Action Planning Chart for more details). In January 2015, the district authorized a half-step pay increase for all Paris staff. Staff who return to Paris for the 2015-16 school year are eligible to receive the other half of the step, thereby increasing their pay by a full step in total. New hires recruited for the 2015-16 school year could also receive this benefit. The step remains in effect as long as long as the staff member remains at Paris. This retention model is continuously monitored by the Division of Equity in Learning and the Division of Accountability and Research to ensure fidelity and effectiveness of implementation. The model has been grieved by the teachers' union (AEA), and the district and union are currently in arbitration. Regardless of the outcome of arbitration, however, the district is committed to supporting teachers, leaders and other staff at Paris and ensuring that the school is able to recruit and retain highly effective educators.

7) Organizational structures to support and monitor the implementation of school-level plans

The systematic restructuring of the Division of Equity in Learning has laid the foundation for dramatic change and is resulting in a renewed ability to provide a significant level of accountability and support to schools. In addition to the changes discussed above, the district has adopted a school-based Teaching Partners model. Each school now has its own Teaching Partner. Principals have more control in utilizing this instructional resource because they are able to choose the content focus. Teaching Partners teach one intervention period each day, model and co-teach lessons and plan and facilitate professional learning. Teaching Partners will play a critical role in TIG implementation. The Teaching Partner will collaborate with other instructional consultants and resources afforded by the grant to ensure alignment of purpose and fidelity of implementation. The Teaching Partner will be the in-house, constant and consistent expert to help staff practice and refine their ongoing learning.

Several initiatives and programs will help schools access and use data to improve instruction. The Educator Evaluation system is enabling schools to identify high-performing teachers and match educators and students based on skill set and need. Additionally, the EE system is driving professional development opportunities that provide teachers with immediate, specific support. APS has developed and implemented a data reporting tool, Tableau, that provides users both real-time data around metrics that fluctuate daily, weekly and monthly (such as attendance, discipline and interim assessments) and metrics that are static (state-level student achievement data, October count demographics). Tableau will allow Paris to more closely monitor metrics outlined in its UIP.

APS also recognizes the unique opportunity to pair new TIG schools and their leaders with other APS schools that have successfully leveraged TIG funds. One such success story is Crawford Elementary, led by Principal Jenny Passchier. Passchier was recently named the 2015 National Distinguished Principal of the Year for Colorado in recognition of the school's remarkable improvements during the 2014-15 school year, the first year of TIG implementation. Passchier will act as a mentor to Paris' principal, Tammy Stewart, providing one-on-one coaching, observation, modeling and feedback to help replicate Crawford's turnaround success at Paris. Because of the similar demographics, socioeconomic conditions and academic performance challenges at the two schools, the mentorship is a promising strategy that will allow Paris to learn from what has worked at Crawford and apply that learning to its own context.

Lastly, the activities of all APS schools receiving TIG funds are overseen and coordinated by the TIG Project Manager, who reports to the District Turnaround Manager. The Turnaround Manager designs and implements protocols and tools for progress monitoring TIG schools, and ensures that all plans, including UIPs and TIG model strategies, are aligned and implemented with fidelity. The Project Manager is then responsible for coordinating the activities of partner organizations and distributing tools and information related to the project. Throughout the life of the grant, the Project Manager works closely with each TIG school to ensure that project deliverables are on time, within budget and are of the highest possible quality, and prepares grantees to sustain funded activities after the grant ends.

8) Informing community of school performance

Recognizing the diversity in APS's school communities, information on school performance was provided in numerous ways and venues. Pursuant to statute, Paris notified its parent body of the Priority Improvement plan type designation and informed parents of Title I requirements and

parent rights. Parents had a number of opportunities to provide input and feedback on the school's major improvement strategies and understand student performance data: monthly SAC meetings, interactions with Paris's Family Liaison and Community Corps Liaison and parent coffees (See Attachment 2: Agenda from Parent Planning Sessions). These meetings help the school progress monitor their UIP and make necessary adjustments. After each meeting, there was a question and answer session to clarify for understanding. Additionally, the school issues a monthly newsletter to parents to keep them informed about Paris' progress.

The APS Board of Education (Board) approves all Turnaround/Priority Improvement school UIPs and receives quarterly updates on student progress at the lowest performing schools (See Attachment 4: Example of Board Update). Public notice is provided for all Board meetings and they are open to the public. School leaders present to the Board on progress toward meeting UIP targets, as well as qualitative and quantitative data on the impact of differentiated supports provided by the district. The Board receives copies of all RMC Audits as additional data points for understanding and monitoring school performance. These various reports and presentations provide the Board and the community with an up to date picture of school performance and predictive information on future achievement and growth.

## **Section B: LEA Commitment and Capacity**

### ***1) How the district will support its schools to implement the interventions fully and effectively***

In 2007, APS established Pilot schools as a tool for school reform and transformation. Pilot Schools, similar to the schools with state Innovation status, promote educational innovation and increase student success and achievement, while offering a choice to teachers and parents. Schools have autonomy and maximum control over their resources. In return, their students are expected to attain higher levels of student achievement that exceed district averages (See Attachment 5: Pilot School Manual Excerpt).

Pilot Schools receive the same funding as other comparable schools within the district, but also have access to identified discretionary income for district services, which they may or may not decide to access. Pilot Schools receive their funding as a lump sum based on the per pupil budget in accordance with equivalent budgets at other district schools with similar enrollment and grade span. This budget includes salaries and all other specified discretionary funds. Pilot schools determine how to allocate funds for staffing and scheduling decisions to realize their vision and mission of improved student learning. Discretionary funds might include district allocations to schools for such things as textbooks, instructional coaches, and professional development. Outside sources of funding from grants, partnerships and foundations are aggressively pursued to supplement the budget.

Pilot and Innovation schools are a natural vehicle for TIG schools to have the flexibility to fully and effectively implement the Transformation model. District leadership will work with the principal at Paris to assess the school's staffing and budget needs and determine if Pilot status would further accelerate student learning and growth.

Outside of Pilot and Innovation status, district structures provide flexibility to leverage people, time, money and programs to support schools and student success. Schools can allocate staff and assign personnel based on identified needs and strategies. Schools, with assistance from Human Resources, can develop a Memorandum of Understanding (MOU) with the teacher's association (AEA) to obtain exceptions from the Master Agreement which governs teacher work rules, scheduling and duty day. In order to facilitate this process, APS and AEA formalized an

agreement setting out the parameters and process for seeking exemptions from the Master Agreement (See Attachment 6: MOU Re: Master Agreement Exemptions).

Schools also have control around allocating time and money. Each building has autonomy to create daily schedules that best meet the needs of students, such as block scheduling and intervention periods. From a financial perspective, Priority Improvement and Turnaround schools receive guidance and direction to create a financial plan that provides the principal with the freedom to use funds to improve school climate, student achievement and accelerate learning. As with all district schools, a school's principal and secretary have access to ongoing one-on-one support from the Division of Finance to maximize budget utilization. Additionally, as described above, the district's DSS addresses organizational risk factors and provides differentiated supports for schools based on those risks.

Lastly, with the creation of the P-20 Communities, schools will be able to draw on significant resources from the Learning Community Support Team to establish the unique programs and supports needed in their individual schools. The principal at Paris Elementary will be guided and supervised by the Learning Community Support Teams and will work collaboratively with the team to ensure the proposed interventions are implemented in a timely and effective manner. The LCD will be in direct communication with district leadership and other stakeholders to ensure coherence during implementation.

2) *Specific modifications to district policies and practices to allow for implementation of the interventions outlined in the model requirements*

Specific modifications to district policies and practices will be made in accordance with the APS Pilot School Manual and the targeted autonomies requested by Paris in its Pilot application. The goal of specific modifications and autonomies will be to enable Paris to become a model of educational excellence that will help to foster widespread educational reform throughout the district. District reforms will fall under five areas of autonomy: governance, budget, staffing, curriculum and assessment and schedule. In all cases, the Pilot School Manual governs what changes to or exemptions from district policies are allowed, and how they may be formally established. Once Pilot status has been granted, the school's Governing Board works closely with the Division of Equity in Learning and the APS Board of Education to implement and refine policies and practices that provide the school with flexibility and accountability expectations. See Attachment 5: Pilot School Manual for further detail.

3) *Selection of external providers*

All contracts and MOUs the district or its schools enter into with external providers and vendors establish clear and precise expectations for all parties. Vendors are accountable for specific performance tasks and benchmarks. If a vendor does not meet stated expectations in a timely and complete manner, the district pursues it recourses under the terms of the contract, up to and including termination. While this is rare, there have been instances of the district ending a contract and relationship with a vendor due to failure to deliver. APS and its students cannot afford to have an external provider overpromise and under deliver.

Additionally, through its capacity-building work with the district's new lead turnaround partner, Mass Insight Education, APS will significantly improve its policies and practices for recruiting, screening and selecting external providers, as well as reviewing providers to hold them accountable for their performance. During the 2015-16 school year, Mass Insight will guide the district in developing partnership management plans and new partnership charters and



contracts. Subsequently, the district will establish performance-based partnership agreements with school-level partners that include robust evaluation metrics aligned with school, district and state goals and standards. In the following year, Mass Insight will lead the development of performance management systems and processes, including dashboards, agendas and protocols, to help streamline the screening, selection and evaluation of partners. This work will also result in performance management documents and tools, such as self-assessment guides and benchmarking information from similar school districts, and resource maps that detail the external resources available schools. Ultimately, Mass Insight will enable the district to be more deliberate about how it identifies, engages and evaluates stakeholders so that partner activities are of a high quality and consistently contribute to accelerating learning for all students.

4) *Specific actions the district will take to sustain the reforms after the funding period ends*

APS's model is a capacity building model. The core work of improving culture internally and externally, strengthening instructional practice and accelerating learning will create the capacity to improve outcomes for all students and staff. The purpose of any additional positions written into the grant is singular – to build capacity. These positions are purposefully planned to be obsolete and unnecessary at the conclusion of the grant.

With the reorganization of the Division of Equity and Learning, there is a district commitment to build capacity within school level staff and district staff. Any professional learning at Paris Elementary will be attended by their LCD, district instructional coaches and school Teaching Partners. This will build capacity at all levels within APS and build an aligned support system. Professional learning will be front-loaded in the grant to provide teachers and staff the necessary skills to make an immediate impact on student learning. This will also give staff the opportunity to practice and refine newly acquired skills while additional resources are available for follow up support.

The district is and will continue to dedicate targeted resources to school turnaround efforts and the sustainability of TIG strategies and activities after the funding period ends. Current district funding is already well-aligned to the needs of Paris, as evidenced by the district's staff retention initiative and additional professional development through partnerships with the Metro Center, Passageworks and PEBC. In future years, DSS, other grant funding streams and the district's partnership with Mass Insight will provide invaluable resources to Paris as it looks to continue accelerating student learning. Beginning in 2015-16, Paris will benefit from the district's successful partnership with ReSolutionaries, as the Division of Equity in Learning will fund the full implementation of restorative justice inside the school. As a potential Pilot school, Paris will have considerable flexibility in developing community partnerships and coordinating outside resources to ensure the sustainability of TIG processes and results.

The coming school year will also mark the inaugural year of the District Turnaround Leadership Team, a forum established by the Division of Equity in Learning to convene leaders from Priority Improvement/Turnaround schools. This forum will meet regularly to discuss strategies, lessons learned and best practices for effectively turning around low-performing schools. In turn, the team will directly inform district strategies and systemic reforms to enhance district supports for, and relationships with, turnaround leaders.

5) *Implementation Monitoring*

Every fall, each school works with the district to establish a Reciprocal Agreement. This document outlines the goals of the school and the activities that will be undertaken to achieve

those goals; specifies the level, type and frequency of support that will be provided to the school by their LCD and Support Team; and defines the metrics and monitoring actions, such as annual summative evaluations of performance, weekly presence and one-on-one feedback with administrators, that will be taken to ensure that interventions and strategies for school improvement are implemented successfully and make a significant, sustained impact on student performance. For TIG schools, the Reciprocal Agreement includes specific items and monitoring actions designed to ensure that the selected intervention model is implemented with fidelity and that it contributes to school improvement. The metrics used to assess school improvement and student outcomes will be aligned with the school's UIP and TIG implementation plan.

Additionally, an in-house Program Evaluator in the Accountability and Research Division, the P-20 Community Director and the Turnaround Manager will be responsible for monitoring and evaluating TIG schools, focusing on leading and lagging indicators. As indicated above, the Turnaround Manager will be tasked with developing a reliable protocol and associated tools to progress monitor TIG schools. All tools and reports will be widely shared among all district and school stakeholders to foster complete transparency.

6) *Coordination of partner organizations activities*

APS formally coordinates the activities of partner organizations in several ways. At the school level, the Learning Community Support Teams are responsible for coordinating the majority of partner activities. For example, Equity and Engagement Specialists collaborate with ReSolutionaries and school leaders in order to integrate restorative justice into school discipline policies and procedures. Similarly, MTSS specialists have led the implementation of trauma-informed care in multiple buildings by working closely with Aurora Mental Health Center and local champions, including teachers and parents. They have also acted as a bridge between principals adopting Check & Connect as a Tier II/III intervention, the APS Department of Mental Health and Counseling and the Check & Connect program officers. Additional Support Team members, including post-secondary workforce readiness coordinators and Family/Community Liaisons, serve similar roles according to their respective areas of expertise. Within each Learning Community, LCDs work with individual principals to align partner activities with existing plans and school UIPs and facilitate the development of programs that serve students' needs within the framework of the district's strategic plan.

At the district level, partnerships and partner activities are coordinated by individual divisions and departments. The Office of Post-Secondary Workforce Readiness (PWR) works closely with institutions of higher education, local businesses and local and state government to expose students to college and career options, provide opportunities for students to gain work experience and earn credentials and ensure that students receive extensive supports as they pursue academic and career goals. One illustrative example is APS's new Digital Badging Initiative. PWR will be partnering with numerous local businesses in order to provide students with opportunities to earn digital credentials through opportunities such as internships and mentorships. The program prepares students to succeed in their chosen path after leaving APS, while developing a skilled workforce that fits the demands of the local business community.

The District Turnaround Manager and TIG Project Manager, whose duties are described above (See A7 and B5), bear primary responsibility for coordinating the activities of partner organizations in all TIG-funded schools. Partners in TIG buildings must have a track record for making a substantial impact on student learning, as well as support the sustainability of reform after. The Turnaround and Project Managers also monitor the performance of schools and their

partners in order to maintain implementation fidelity and hold all stakeholders accountable to high standards of performance.

7) *How project strategies will be modified if data does not show that targets have been met*

By distributing monitoring and evaluation results at regular intervals with relevant stakeholders, the district can proactively modify any programs or plans that are not showing results within the designated time frame. The Turnaround Manager and building leaders will also collect evidence of classroom practices that demonstrate (or do not demonstrate) fidelity of implementation. If gaps exist between expected and actual student performance, district leadership will work with the school(s) to determine the level of knowledge, understanding and skill development teachers have acquired. Specific professional development will be targeted at teachers' implementation needs.

### **Section C: Needs Assessment and Program Plan**

1) *Academic Conditions*

Paris Elementary is a highly impacted school of 461 students from a multitude of cultural backgrounds. Sixty-nine percent (69%) of students are English language learners and 96% qualify for free and reduced lunch. Paris has one of the highest student mobility rates in the district, reaching 30% in 2014. A new instructional leader took the helm at Paris for the 2014-15 school year. Over the past year, substantial changes were made at the school. Nearly two thirds of the teachers are new to the school, most of whom are relatively new to the profession. Nearly all of the professional development and instructional policies from the past were discontinued, and many of the climate issues that plagued the school in the past have dissipated. While the physical space is the same, the “feel” of the building is dramatically different, with renewed energy and commitment of staff members and a strong willingness to collaborate to improve the lives and opportunities available for the students. Individuals generally feel appreciated for their contributions and believe that within a few years, they will be able to turn the school around.

Paris did not meet state expectations for academic achievement in any content area in 2013-14, with the lowest scores in reading (25% P/A) and writing (18% P/A). Those results mimic the recent trend at Paris, where achievement for all grades in all content areas has been well below state averages for three consecutive years. Writing proficiency has been lowest content area for each of the past three years. DRA2 scores show a similar trend of low and/or declining achievement in reading across grade levels. Over the past three years, academic growth has remained stagnate, increasing slightly in all areas over the 2012 baseline.

The new principal used this historical data to determine the instructional focus for Paris. The building Equity Leadership Team and staff as a whole looked at annual student achievement and growth data over a three-year period from TCAP, ACCESS and DRA2. The team also looked at qualitative data such as observations during walkthroughs and teacher self-reports during one-on-one interviews conducted by the principal. Additionally, the Equity Leadership Team, which included Paris' “veteran” teachers, shared with the rest of the staff where the school has been and what challenges it has faced in the past. Lastly, an Audit conducted in Spring 2015 revealed two high needs areas in relation to instruction. First, teachers' ability to routinely provide first-best instruction to meet the learning needs of all students. Second, creating a culturally-responsive learning community in classrooms.

Staff and community members agreed that it was necessary to address student achievement systematically by transforming the school's instructional model. Given the pervasive lack of

achievement across the board, the leadership team determined the instructional focus of the school would be writing and reading across content area. When students are able to effectively interpret, synthesize and communicate their learning, they can solidify their understandings of content and apply those skills to a broad range of academic subjects. Parents and staff further noted that until the school offers a safe, positive environment for students and families, it would be difficult to improve achievement.

## 2) *TIG model*

Paris will implement the TIG Transformation model. The school and district believe that model is bold enough to effectuate dramatic change for the school. The school has experienced considerable staff turnover in the past few years, including 16 new teachers for the 2014-2015 school year and 4 for the 2015-2016 school year. The staff currently at Paris is united in their support of their new leaders and is singularly focused on improving the school's performance. Administrators, teachers, paraprofessionals and other staff are all exerting effort to help students succeed academically by working on behavior management issues, finding consistency in instruction and working together to increase parent involvement and student engagement. In order to promote stability for the Paris community, Paris must invest in building the capacity of the existing staff. Additional wholesale disruptions to the staff as required by other models would be detrimental.

The Transformation model's emphasis on ongoing, high-quality job embedded professional development aligns with Paris's vision. As mentioned above, the staff is eager and receptive to improving their craft. An underlying theme that emerged from the diagnostic review is the need to provide high quality instruction for students by focusing on high academic expectations, engaging pacing, differentiation and culturally-responsive instruction. What is also abundantly clear from the diagnostic review is that everyone at the school is dedicated to making the necessary effort and that the school has the will and skill needed to make improvements. At this point, the school needs to work together to have a more cohesive and focused approach to drive changes in instructional practices and accelerate improvement in academic outcomes.

Three evidence-based strategies form the backbone of Paris's vision for accelerating student learning: (1) building a positive school culture, (2) best first instruction and (3) professional learning communities. As described below, Paris has already begun to develop partnerships and implement reforms that contribute to building a positive school culture. Staff, leadership and parents agree that students will succeed when the school environment is safe, predictable and supportive of everyone. Accordingly, staff recognizes the need to continue setting high academic and behavioral expectations for students while providing effective and equitable supports so that students are empowered to meet and exceed those expectations. TIG funds will enable Paris to hire a Community Coordinator, who will be responsible for working closely with parents, families and community partners to make Paris a hub of its community. Paris will continue to implement strategies and practices that contribute to a student-centered culture, and they will use culture as a lens through which to look at the potential and actual impact of those strategies and practices.

Paris will also use TIG funds to advance best first instruction. Staff and leadership feel that the school's schedule is not always designed to maximize quality instructional time, and plan to explore alternative school calendars and autonomies, such as Pilot status, that would enable the school to implement reforms that address the specific needs of its students. Though Paris' relatively young staff has made significant strides in the past year in terms of instructional

capacity, they continue to require support around planning, delivering and monitoring instructional strategies to meet the changing needs of Paris' diverse student population. All teachers need to feel comfortable and able to identify gaps in student learning and make appropriate changes to instruction in order to raise all students' achievement.

Similarly, Paris will continue to develop and refine their Professional Learning Communities. It remains crucial for all teachers to respond to struggling students in a timely and directive manner, and for their response to be based on intervention rather than remediation. Furthermore, such responses need to be systematic and schoolwide. TIG funds will enable Paris to continue developing a culture of collaboration and a consistent focus on results through professional learning communities. In particular, funds will support a new Literacy Specialist, whose role will be to provide reading intervention while coordinating the literacy work that teachers have been integrating in their classrooms since their work with PEBC last school year.

### 3) *Additional narrative detail*

While the demographics of each school in Aurora Public Schools (APS) present both wonderful opportunities and unique challenges, the Paris community is distinct on this continuum. For example, the district average for English language learners is 36%. Paris, as the second highest impacted school in APS, is 69% ELL: 33 percentage points higher than the district average. Paris' poverty rate is also the highest in the district at 96%, 27 percentage points higher than the district average of 69%. Because of the high rate of poverty, Nutrition Services will be utilizing the Community Eligibility Provision, which allows the school to provide free breakfast and lunch to all students, regardless of ability to pay. Universal free meals are a means to reducing one of the barriers that Paris students face.

Paris is a community struggling to find their identity. Paris has been the center of several years of turmoil, beginning in the summer of 2012 when James Holmes rocked the Aurora community on that fateful evening. The school building is landlocked by a several blocks of densely populated apartments, including the apartment building in which Holmes lived. While law enforcement were securing Holmes' booby-trapped apartment, families located around Paris were hauled away in the middle of the night as their apartments were evacuated. Due to language barriers, many families did not understand what was happening; many thought they were being deported, never to return to their homes or community again. To this day, the Paris community is continually reminded of the Holmes' affair by the constant news trucks flooding the neighborhood to show his former apartment complex every time a news channel runs a piece on Holmes. This coverage intensified during the trial and sentencing phase, a continual reminder of the trauma perpetrated in the Aurora community.

Three weeks later, after the dust settled from Holmes' apartment complex, one block down a deadly fire ripped through an apartment complex killing two and displacing dozens of Paris families. Two years later the apartment complex was razed and replaced by more expensive apartments, which caused a shift in tenant demographics. The mainly Hispanic families that lived there previously were compelled to leave, while many African American families moved in. This turnover created palpable tension between the two ethnic communities.

While events in the past few years have made headlines, the struggles date back further than those horrific days in July 2012. Paris is one of the highest impacted communities by all traditional measures. The daily stressors and trauma children encounter have profound impact on their entire life, including academic success. The Adverse Childhood Experiences Study has established links between health, social and economic risks and childhood trauma

(<http://www.cdc.gov/ace/index.htm>). Traumatic events (physical and emotional neglect or abuse, household dysfunctions, such as divorce, separation, incarceration, addiction, and mental illness) can seriously interrupt the school routine and the processes of teaching and learning. Traumatized students have lower grade point averages, more negative remarks in their cumulative records and more reported absences from school than other students. Students may have increased difficulties concentrating and learning at school and may engage in unusually reckless or aggressive behavior. (<http://www.nctsn.org/resources/audiences/school-personnel/effects-of-trauma#q2>)

In the face of these many challenges, the Paris community, including school staff, leadership, and families have rallied to improve the culture and performance of the school. Though many teachers at Paris are new to the profession, they have shown tremendous resiliency and dedication to their work. The Equity Leadership Team has committed a significant number of unpaid hours to developing and refining the school UIP, analyzing student data and planning for the TIG application. Administration has taken to heart concerns voiced by parents over school climate, and have made many successful attempts to engage families in improvement efforts and school activities.

Paris has already begun several interconnected initiatives aimed at achieving their goals. The foundation of all school improvement work at Paris is culturally-responsive education. Paris is considered an Equity Focus School in APS, which means that the school receives ongoing professional learning and support from the Metro Center and Dr. Adeyemi Stenbridge in order to implement a variety of practices around equity in learning. This work will continue into the 2015-16 school year. Paris also partnered with Rich Smith to support the implementation of Professional Learning Communities across all grade levels, which was completed within one year – a testament to the staff’s desire to learn and dedication to school improvement. Paris’s new teachers received additional training around literacy instruction from the Public Education Business Coalition (PEBC). PEBC provided differentiated group development, as well as modeling and ongoing, side-by-side coaching. PEBC also helped Paris integrate instructional work with the school’s equity strategies in order to make professional learning virtually seamless and engaging, particularly for new teachers who could easily be overwhelmed by what otherwise could have been viewed as multiple, disparate initiatives. In order to reinforce strong building leadership, Ms. Stewart worked with a leadership coach and attended the Leadership Institute throughout the school year. At the end of the year, Ms. Stewart and her leadership coach co-led an Equity Leadership Team planning session in order to determine the team’s strengths and areas of challenge for the 2015-16 school year.

Other initiatives focused primarily on providing direct services and supports for students have also made a notable impact. Paris has partnered with PlayWorks to provide a safer recess time and build community within classrooms. Last year was the first year that Paris provided breakfast in the classroom to all students. The Equity Leadership Team paid particular attention to the school’s PBIS framework throughout the year; by the end of the school year, they determined upon revamping that framework by partnering with ReSolutionaries to train all staff in Restorative Justice, with the goal of implementing these practices in every classroom (See Attachment 7: School Goals and Initiatives).

## **Section D: Budget Narrative**

### **1) Budget Expenditures**

Build a Positive School Community: Paris is investing strategically in professional learning opportunities to address identified root causes of performance challenges, while building a positive school community. This goal has become a rallying cry of parents and staff at Paris, who realize that engaging students warmly and consistently is necessary to raise student achievement. Paris will contract with Kagan Cooperative Learning to provide professional development to staff around instructional practices that improve student engagement (\$15,000 to “ramp-on” and “ramp-off” in years one and three respectively; \$30,000 in year two). Teachers will be compensated for their training time outside contract hours (\$30/hour plus 21% benefits).

Ensure a Safe and Welcoming Environment: TIG will support a Community Coordinator for years 2-4 of the grant in order to foster a safe and welcoming environment [\$49,067 salary and \$14,720 in benefits (30%) = \$63,787 per year]. The Coordinator will lead the charge of transforming Paris into a hub of the community, where families of all backgrounds feel safe and welcome. This position will help families support their children academically, connect families to resources such as social services and adult education and promote student engagement and safe, positive behaviors. By having a position dedicated to this critical effort, the administrative leadership team can focus on being instructional leaders. In the spirit of culturally-competent and inclusive stakeholder engagement, \$10,000 per year will be allocated for translation services for all community events.

Raise All Students’ Achievement: Paris will make several strategic investments so that TIG funds are effectively used to raise all students’ achievement. First, Paris will hire a Literacy Specialist to coordinate student interventions and staff professional development in literacy [\$57,692 in salary and \$17,307 in benefits = \$75,000; position will be half-time in year one and full-time in years two and three]. This position will build capacity of the instructional staff to unpack academic standards around literacy, plan and deliver interventions for students and assess and monitor student progress.

While the school quickly builds the capacity of its staff and leadership, the district recognizes that students need additional learning opportunity to accelerate their growth. Accordingly, pursuant to TIG requirements, the school will offer extended day tutoring to support low performing students for the duration of the grant . Teachers will receive \$30 an hour and 21% benefits for academic tutoring and instructional planning.

Lastly, Paris will use \$24,000 to purchase curriculum and consumables to support integrating ELD and Science content. Use of the kits will enhance Paris’s implementation of sheltered instruction, which was identified as a root cause of school’s priority performance challenges. Science has been shown to provide a unique and effective pathway for students who are ELL, offering them real-world, problem-solving activities that thoughtfully integrate important concepts in second language instruction.

Turnaround Leadership: Paris will build turnaround leadership capacity and core competencies among school administrators in order to support robust, systematic reform efforts and create a culture of collaboration. The principal and assistant principal will attend Relay Graduate School of Education in Year 2 of the grant (\$15,000 each in tuition and a total of \$25,010 in travel costs). Each leader will also benefit from engaging an executive coach through PEBC during years 1-4 (\$8,000 per year).

Project Management: Additionally, Paris’s TIG will partially fund (.33 TE) a Project Manager who will monitor TIG implementation throughout the life of the grant [\$26,097 in salary and \$7,829 in benefits (30%) per year = 33,296]. This is a district-level position that reports to the district Turnaround Leader. Two other APS schools receiving TIG funds help to fund this position. The Project Manager will be responsible for working with the school implementation team to monitor progress toward benchmarks and goals and identify any areas where the school is potentially off track or needs to readjust. This position will naturally wind down in conjunction with the grant.

All salary includes a 2% cost of living increase each year.

2) School improvement funds for pre-implementation and implementation of the selected model  
Paris will be full implementation in Year 1. Total costs for implementation of the transformation model are broken down by budget category below.

Instructional – Salaries and Benefits: \$442,030 for staff time to plan and deliver academic tutoring (\$250,000) and a Literacy Specialist during years 1-3 (\$192,030).

Instructional – Supplies: \$24,000 to purchase ELD/Science kits.

Support – Salaries and Benefits: \$590,910 for staff time to participate in professional development (\$189,000) and plan for the Pilot application process (\$6,000), 0.33 FTE of a TIG Project Manager (\$176,556), a Community Coordinator in years 2-4 (\$195,214) and stipends for the principal and assistant principal to attend the summer and four weekend sessions at Relay (\$24,140).

Support – Purchased Professional Services: \$172,000 for professional development through Kagan Cooperative Learning (\$60,000), tuition for principal and assistant principal to attend Relay (\$30,000), translation services for stakeholder engagement (\$50,000) and executive coaching for the principal and assistant principal from PEBC during years 1-4 (\$32,000).

Support – Travel: \$25,010 for airfare, lodging and per diem for the principal and assistant principal to attend a summer and four weekend sessions at Relay.

Indirect Costs at 6.5%: \$81,507

**Total Request Amount: \$1,335,457**

3) Amount of school improvement dollars used by the LEA to support implementation  
APS will use school improvement dollars to support implementation of Paris’s intervention model by covering .33 TE of the Project Manager. The other .66 TE will be shared between Central High School (.33 TE) and Crawford Elementary (.33 TE), who are also currently receiving TIG funds.

4) Funding alignment in support of improvement goals and sustainability  
Currently, district funding is well-aligned to the goals and sustainability of improvement efforts at Paris. As described above, the district’s “Hard to Staff” initiative is being piloted at



Paris, where teachers have and will receive pay increases for taking a job and/or remaining at Paris. Through the Division of Equity in Learning, the district will continue to fully fund professional development around equitable instruction through the Metro Center. The district will also fund professional development for Paris staff through Passageworks, in order to enhance social-emotional learning, culturally-responsive practices and mindfulness among teachers.

The district will continue to monitor student achievement and organizational risk factors at Paris in order to determine the level and purpose of additional funding. Through DSS, Paris will be able to access resources that are differentiated according to their particular needs on an annual basis. The Division of Equity in Learning has also cultivated grant funding streams, such as the Turnaround Leadership Development grant and the State Turnaround Network that will provide opportunities for leaders at Priority Improvement and Turnaround school to access professional development into the future. During the upcoming school year, the district will coordinate a partnership between Paris and ReSolutionaries and fund full implementation of restorative justice within the school. Another new district initiative this year is the District Turnaround Leadership Team, facilitated by the Division of Equity in Learning. The team, which will consist of administrators from the district's lowest performing schools, will convene to share best practices and lessons learned from turnaround work, collaborate to address school- and district-level challenges to that work and contribute to the development of district strategies and systemic reforms designed to turn failing schools around quickly and effectively.

5) *Any portion of the plan that will be paid for by grant funds*

See D(1) and (2) above

**Intervention Model Action Plan: Adopt Tiered Intervention Grant (TIG)**

Transformation\*

**Summary of needs analysis this strategy will address (from existing UIP):**

Paris is identified as a Priority Improvement Year 3 school. For the 2013-2014 school year, the school scored “Does Not Meet” for its overall academic achievement, academic growth, and academic growth gap performance. Using 3-year averages, the school did not meet academic achievement targets but scored “approaching” for academic growth and growth gaps. During the past school year, only 20% of students scored proficient or advanced in reading; 30% scored proficient or advanced in mathematics; and 18% in writing. Median growth percentiles were 46 in reading; 36 in mathematics; 38 in writing; and 33 in English language proficiency. The latter, measured by ACCESS, was considered adequate growth by the state. Subpopulations performed slightly better than the school overall, with several categories of students (free or reduced price lunch eligible; minority; and English learners) approaching the median growth percentile in reading. However, none of the groups met the targets in mathematics or writing.

Because Paris did not meet state expectations in any area, leadership team determined that it was imperative to focus on Reading and Writing across content so that achievement in all content areas could be improved. It is critical that students know how to write at a proficient level so that they can utilize writing to synthesize and communicate their learning. By writing in every content area, students will have the opportunity to solidify their understandings of content, as well as practice their writing skills.

The school also identified a lack of coherent and consistent systems and structures in place to provide sound, research-based strategies across the entire school on a consistent basis. Specifically, the following root causes emerged:

- A lack of clear systems and structures to support student learning and holding students and staff to high expectations.
- A lack of student engagement and rigor across all grade levels.
- Differentiation is not consistent in all classrooms for all students.
- Sheltered instruction is not implemented effectively in all classrooms and all subject areas for our English Language Learners.
- Inconsistent implementation of instructional practices, formative assessments and monitoring of goals both in the classroom and in intervention groups for students with disabilities.

The school identified three collective goals to guide the building:

- 1) Ensure a Safe and Welcoming Environment
- 2) Build a Positive School Community
- 3) Raise All Students’ Achievement

Description of Action Steps to address the requirements of the selected Intervention Model:	Pre-implementation Timeline	Year 2- 5 Timeline	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Key Personnel
---	-----------------------------	--------------------	---	---------------------------	---------------

<b>LEA replaces the principal who led the school prior to commencement of the transformation model.</b>				
<p>In the spring of 2014, Paris' then 6-year tenured principal decided to resign. The school's academic performance was declining and growth was stagnant. The district launched a comprehensive search to find a principal with the skills and experience to turn around Paris' trajectory. Specifically, APS recruited principals with the following principal quality standards: Instructional Leadership, Cultural and Equity Leadership, Managerial Leadership, Human Resource Leadership, Strategic Leadership and EQ Factors (See Attachment 8: Principal Selection Process).</p> <p>Human Resources and the Division of Equity in Learning collaborated closely in designing the optimal recruitment process. After posting the position, the HR Director held optional all staff meetings to describe the hiring process and generate a list of attributes the staff desired to see in the new principal. The HR Director solicited volunteers from the school staff to serve on the interview committee. In addition to staff members, parents from the school accountability committee, an APS elementary principal and Directors from Equity in Learning served on the interview committee. The interview process consisted of both a written and verbal component. Finalist recommended by the committee participated in an instructional leadership walkthrough of an APS elementary school. The finalists were then interviewed by the Superintendent, Chief Academic Officer, Chief Personnel Officer and Learning Community Director.</p> <p>At the conclusion of this robust process, the district confidently offered the position to Tammy Stewart. Ms. Stewart has a strong background in successfully leading urban schools in low-income communities. She is starting her 21<sup>st</sup> year as an educator and has served in a variety of roles including classroom teacher, reading interventionist, literacy coach, assistant principal and principal. Ms. Stewart is also well versed in Title I and federal education programs, having previously managed those programs for a metro school district.</p>				
<b>LEA uses rigorous, transparent, and equitable evaluation systems for teachers and principals that:</b>				
<ul style="list-style-type: none"> <li>• <b>Take into account data on student growth as a significant factor, as well as other factors, such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates, and</b></li> <li>• <b>Are designed and developed with teacher and principal involvement.</b></li> </ul>				
<p>All APS schools are implementing the Educator Effectiveness Evaluation system per S.B. 191. The new evaluation system includes opportunities for reflection, review, professional development and growth. Per requirements it includes:</p> <ul style="list-style-type: none"> <li>• Annual evaluations for all principals/assistant principals, teachers and specialized service providers</li> <li>• Evaluation based on statewide Quality Standards defining what it means to be an effective teacher or principal; the professional practice Quality Standards account for half of an educator's annual evaluation <ul style="list-style-type: none"> <li>○ All educators are required to</li> </ul> </li> </ul>	<p><i>Self-Assessment:</i> last day of August or within 30 days of hire</p> <p><i>Goal Setting/ Professional Growth Plan:</i> last day of August or within 30 days of hire</p> <p><i>Pre-Observation Conference</i> - At least two (2) working days prior to formal observation</p> <p><i>Formal Observation Probationary:</i> One formal observation prior to the end of first semester. Minimum of three (3) weeks between post observation and next formal observation</p>	<p>State and Local Funds; RTTT Phase III funds (concluding December 2015)</p>	<p>Conferences and observations scheduled according to implementation timeline at left</p> <p>Mid-year reviews completed by the end of January</p> <p>Final evaluation completed by end of March</p>	<p>Principal, Assistant Principal, Teachers, Special Service Providers</p> <p>HR Director of Educator Effectiveness</p> <p>Division of Equity in Learning Director of Educator Effectiveness</p>

<p>complete a self-evaluation and its resulting Professional Learning Plan at the beginning of the year and update it at the end of each year in preparation for the following year.</p> <ul style="list-style-type: none"> <li>○ Once the teacher’s self-assessment has been completed, the evaluator and the person being evaluated will review the school’s annual goals (Unified Improvement Plan), as well as the Teacher Professional Learning Plan for the person being evaluated.</li> <li>○ Evaluators review the performance of teachers throughout the school year using both informal and formal observations. Observation data is recorded on the rubric</li> </ul> <ul style="list-style-type: none"> <li>• The other half of an educator's annual evaluation is based on the Quality Standard that measures student learning over time based on multiple measures</li> </ul> <p>APS’s guiding principles for the system include:</p> <ul style="list-style-type: none"> <li>• The purpose of the system is to provide meaningful and credible feedback that improves performance.</li> <li>• The implementation and assessment of the evaluation system must embody continuous improvement.</li> <li>• Data should inform decisions, but professional judgment will always be a</li> </ul>	<p><i>Formal Observation Non-Probationary:</i> One (1) formal observation prior to the end of January.</p> <p><i>Post-Observation Conference:</i> Within five (5) days of formal observation Minimum of 3 weeks between post observation and next formal observation</p> <p><i>Informal Observations:</i> Minimum four (4) informal observations (minimum 1 week between each informal observation) Within two (2) working days teacher / SSP provided with feedback including date, time and quality standards observed.</p> <p><i>Mid-Year Review:</i> prior to the end of January</p> <p><i>Final Evaluation and Goal Setting:</i> <i>Probationary Teachers</i> Recommended for Non-Renewal in March; Evaluations (probationary, non-probationary) April</p>			
---	---	--	--	--

<p>component of evaluations.</p> <ul style="list-style-type: none"> <li>The development and implementation of educator evaluation systems must continue to involve all stakeholders in a collaborative process.</li> </ul> <p>Educator evaluations must take place within a larger system that is aligned and supportive.</p>				
<p><b>LEA identifies and rewards school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identifies and removes those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.</b></p>				
<p>Staff Retention Initiative. A highly effective staff is one of the key levers to improving academic achievement. One way to recruit, retain and motivate high-quality staff members is to design an additional compensation package, which: 1. incentivizes research-based practices; 2. recognizes school specific challenges; and, 3. rewards staff willingness to maintain stability in improvement efforts. Teachers at Paris will be awarded a step increase on the salary schedule or an increase in base pay if the employee has reached the schedule maximum. ( The step increase or base adjustment would be no greater than \$3000.00) Staff members could keep the step increase or base adjustment as long as they are evaluated as effective or higher (or the equivalent rating for classified staff) within the same school setting. The step or base increase would be 50% portable after three years and 100% after five years.</p>	<p>The district introduced this program January 2015 and selected Paris as the first school to participate. Since the 2010 school year, Paris Elementary has seen an increase in staff and teacher turnover. In 2010, staff and teacher turnover was 35%. Between 2010 and 2014 staff and teacher mobility increased from 35% to 44%.</p> <p>For the 2014-2015 school year, staff and teachers at Paris received a half step increase in pay. If staff and teachers return to Paris for the 2015-2016 school year, they will be eligible to receive the other half of the step increase thereby increasing their pay by a full step increase. New hires recruited for the 15-16 school year would also get the benefit of the increase. Teachers who remain at Paris will continue to be compensated at one step higher than their colleagues at other APS schools.</p>	<p><b>Classified</b> \$8,000 <b>Licensed</b> \$21,403* <b>APT</b> <u>\$1550</u> <b>Total Cost (state and local funds)</b> <b>\$30,953</b></p>	<p>The retention model proposed for Paris is within the DSS framework and continuously monitored by the Division of Equity and Learning and the Division of Accountability for fidelity of implementation. RMC Research is evaluating the success of programming within DSS and its effectiveness in mitigating the impact of specific risk factors at some of our schools. In addition, the outcome of this particular model is focused on Paris’</p>	<p>Chief of Accountability and Research; Chief Academic Officer</p> <p>Learning Community Director</p> <p>Principal</p>

			ability to retain the staff and teachers that are currently in place. Paris has a new principal (an organizational risk factor) as well as a large population of new staff and teachers. We will monitor Paris' ability to retain the staff currently there as well as the systems of support available to them.	
As described above, the school will implement teacher evaluations per S.B. 191. This system helps teachers identify areas for growth and create a professional learning plan. If this growth plan does not yield result in the next evaluation cycle, the school will follow the procedures for non-renewal.	See Educator Evaluation Information above	State and Local Funds; RTTT Phase III funds (concluding December 2015)	See Educator Evaluation Information above	Principal, Assistant Principal, Teachers, Special Service Providers  HR Director of Educator Effectiveness  Division of Equity in Learning Director of Educator Effectiveness
If the school obtains Pilot status, teachers would operate under an annual Election to Work Agreement.  Teachers whose instructional practices are not in alignment with the pilot school's mission, vision and instructional focus may be dismissed. Teachers may also ask to be	Manage the development of the school's Pilot Status application (Year 1)  Develop and implement an Election to Work Agreement (Year 2)	\$6,000 in TIG funds to pay staff to participate in Pilot status planning and application development  Additional TIG	Submission of Pilot Status application to district (Year 1)  Implementation of Election to Work Agreement (Year 2)	Learning Community Director  Principal  Instructional Leadership Team

<p>reassigned if they are not in agreement with the school's practices and goals as defined in the Pilot application.</p> <p>Staff that do not meet benchmarks will first meet with building leadership, and will begin meeting with the P-20 Support System to help in identified needs areas and finally meet with the P-20 Director.</p>		<p>funds may be allocated in future years as determined by the ongoing needs assessment and stakeholder engagement</p>		<p>All Staff</p>
<p><b>LEA provides staff ongoing, high-quality job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.</b></p>				
<p><u>Ensure a Safe and Welcoming Environment:</u> Continue to ensure the safety of every person on the campus while maintaining a school environment that is welcoming to the entire community by developing partnerships, engaging professional learning opportunities and designing policies and procedures that are protective and supportive of all students and adults</p>	<p>Continue partnering with PlayWorks to provide a safe lunch recess time and build community within classrooms</p> <p>Partner with ReSolutionaries to develop staff capacity to implement Restorative Justice throughout the school</p> <p>Implement Restorative Justice practices in all classrooms</p>	<p>State and Local funds</p>	<p>Decreased student suspensions and expulsions (Years 2-5)</p> <p>Implementation of Restorative Justice at school and classroom levels (Years 2-5)</p>	<p>Principal, Assistant Principal, Special Service Providers</p> <p>All Staff</p>
<p><u>Build a Positive School Community:</u> Develop and sustain a culturally-responsive, student-centered culture of learning that acknowledges the multiple, targeted needs of each student and promotes high expectations, while providing robust affective, behavioral and cognitive supports for students and staff</p>	<p>Continue providing whole staff professional development through the Metro Center to improve equity and relationship-building in the classroom</p> <p>Implement Passageworks professional development and apply learning to classroom instruction</p>	<p>State and Local funds</p>	<p>Implementation of culturally-responsive instructional practices (Years 2-5)</p> <p>Implementation of social-emotional learning practices and initiatives (Years 2-5)</p> <p>Increased teacher job satisfaction (Years 3-5)</p>	<p>Principal, Assistant Principal, Special Service Providers</p> <p>All Staff</p>

<p><u>Raise All Students' Achievement:</u> Establish, promote and sustain best instructional practices in literacy, including systems for shared reading, guided reading, independent reading, formative assessments, and engagement in literacy.</p> <p>Partner with Kagan Cooperative Learning to provide intensive professional development to teachers in order to enhance instructional capacity and increase student engagement across content areas</p>	<p>Hire Literacy Specialist to provide job-embedded professional development to teachers and intervention services to students</p> <p>Literacy Specialist continues building staff's instructional capacity</p> <p>Implement Kagan Cooperative Learning professional development and apply learning to classroom instruction</p>	<p>\$192,029 TIG funds for Literacy Specialist salary and benefits</p> <p>\$60,000 TIG funds for Kagan professional development</p>	<p>Implementation of professional development and job-embedded coaching around literacy (Year 2)</p> <p>Implementation of Kagan Cooperative Learning Structures (Years 1-3)</p>	<p>Principal, Assistant Principal, Literacy Specialist</p> <p>All Staff</p>
<p><u>Turnaround Leadership:</u> Build turnaround leadership capacity and core competencies among school administrators in order to support robust, systematic reform efforts and create a culture of collaboration</p>	<p>Ongoing engagement with APS (district-wide) Turnaround Leadership Team</p> <p>Identify and engage executive leadership coach to work with Principal and Assistant Principal</p> <p>Ongoing engagement with executive leadership coach</p> <p>Principal and Assistant Principal attend Relay Graduate School of Education</p>	<p>\$40,000 in TIG funds for executive coaching for Principal and Assistant Principal</p> <p>\$55,010 in TIG funds for Relay</p> <p>State and local funds for participation in APS Turnaround Leadership Team</p>	<p>Implementation of effective turnaround strategies and practices developed through Relay leadership development (Years 2-5)</p> <p>Executive coach identified and contracted (Year 1)</p> <p>Ongoing engagement with APS Turnaround Leadership Team Development of benchmarks to measure changes in leadership practices due to executive coaching (Year 1) Implementation of effective</p>	<p>Principal, Assistant Principal, Special Service Provider</p> <p>Division of Equity in Learning</p> <p>Learning Community Director</p> <p>Turnaround Leadership Team</p>



			turnaround strategies and practices developed through Relay leadership development (Years 2-5)	
<b>LEA implements such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place and retain staff with the skills necessary to meet the needs of the students in the turnaround school.</b>				
See Staff Recruitment Initiative above				
<p>Pilot School Status: APS established pilot schools as a tool for reform and transformation of schools, giving individual buildings increased autonomy in return for greater accountability for student performance. Pilot school autonomy includes:</p> <ul style="list-style-type: none"> <li>• Staffing — Freedom to hire and release their staff (including the principal) annually in order to ensure a unified school community that supports the vision and mission of the school.</li> <li>• Schedule — implement flexible schedules, including different student days than those identified by the district and different calendar constructs for both staff and students. Pilot Schools should organize the schedule to maximize learning time for students and ensure time for staff planning and professional</li> <li>• Budgeting — Bottom line budgeting provides flexibility to allocate funds for staffing and scheduling decisions to realize their vision and mission of improved student learning.</li> <li>• Curriculum and Assessment —</li> </ul>	<p>Convene a Pilot Application Committee to include administrators, staff, parents and community members</p> <p>Develop, in consultation with school leadership, implementation plans for new initiatives that are related to the pursuit of autonomies via the Pilot application</p> <p>Engage all relevant stakeholders during the development of the Pilot application</p> <p>Continued implementation and refinement of autonomies outlined in the Pilot application</p>	<p>State and local funds to pay for stakeholder engagement around Pilot application</p> <p>\$50,000 for translation services during stakeholder engagement</p> <p>\$6,000 in TIG funds to pay staff to participate in Pilot status planning and application development</p> <p>Additional TIG funds may be allocated in future years as determined by the ongoing needs assessment and stakeholder</p>	<p>Formation of Pilot Application Committee (December Year 1)</p> <p>Submission of Pilot application to district (March Year 1)</p> <p>Implementation of Election to Work Agreement (August Year 2)</p> <p>Implementation of autonomies outlined in Innovation application (Years 2-5)</p>	<p>Principal, Assistant Principal, All Staff</p> <p>Learning Community Director</p> <p>Division of Equity in Learning</p> <p>Parents</p> <p>Community</p>

flexibility to determine the school's curriculum and assessment practices. They are held accountable for all federal and state-mandated tests (e.g. TCAP, WIDA and ACT).		engagement		
--	--	------------	--	--

The Colorado Department of Education requires that any LEA eligible for services under subpart 1 or 2 of part B of Title VI of the ESEA Rural Education Assistance Program (REAP), which proposes to modify one element of the Transformation Model, will describe how it will still be able to meet the intent and purpose of that element in order to successfully implement the selected school intervention model. The description must include the:

- Identification of the specific element of the Transformation model that the LEA proposes to modify:

N/A

---



---

- LEA's rationale for the need to modify the element identified:

N/A

---



---

A list of LEAs that are eligible for services under the Rural Education Assistance Program (REAP) can be found at the following U.S. Department of Education site: <http://www2.ed.gov/nclb/freedom/local/reap.html>

**\*For additional information on the Transformation Model see pages 14-20 of the GUIDANCE ON SCHOOL IMPROVEMENT GRANTS UNDER SECTION 1003(g) OF THE ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965**

<http://www2.ed.gov/programs/sif/index.html>

# Attachment 1

## DAAC Meeting Agenda and Minutes - UIP



**Division of Accountability & Research  
15751 East First Avenue  
Aurora, Colorado 80011**

**Phone – 303-340-0861  
Fax – 303-326-2053  
Web – [www.aps.k12.co.us](http://www.aps.k12.co.us)**

---

## **DISTRICT ACCOUNTABILITY ADVISORY COMMITTEE**

**November 20, 2014  
5:30 – 7:30 PM  
ESC#4 – Conference Room C**

### **A G E N D A**

**5:30 – Welcome & Introductions**

**5:40 – 6:10 (P-20 Community Director – Jocelyn Stephens)**

**6:10 – 7:20 (District Unified Improvement Plan)**

**7:20 – 7:30 Question & Answer**

# ***District Accountability Advisory Committee***

## ***Meeting Minutes***

November 20, 2014

### **I. Call to order**

**Merrie Jones** called to order the regular meeting of the **District Accountability Advisory Committee** at **5:41 pm** on **Thursday, November 20** in **Conference Room C (ESC#4 Building)**.

### **II. Roll call**

The following persons were present: **Jeanette Carmany, Merrie Jones, Karen Porter, Lisa Escárcega, Valerie Nesbitt, Julie Rapone, Dan Wright, Janna Youmans.**

Board of Education Liaison: **Amber Drevon**

Speaker(s): **Jocelyn Stephens – Learning Community Director**  
**John Youngquist – Chief Academic Officer**

### **III. Welcome & Introductions**

Merrie welcomed DAAC members and all accompanying guests

### **IV. P-20 Learning Community Director**

Jocelyn introduced herself and explained to the group that the Division of Equity in Learning includes five P-20 Learning Communities led by Learning Community Directors. She handed out the P-20 Learning Communities organizational chart and talked about the multi-tiered systems of support. Each P-20 Learning Community Director supports a group of schools from preschool through post-secondary – She referred to them as clusters in communities; some are true feeders and others contain pilot and innovation schools (Referring to community “L”).

Jocelyn voiced that her job was to empower and support principals in student achievement, and that each community has an assigned P-20 School Support Team:

- RTI, Data Teams, Teaching and Learning
- Equity in Learning Engagement Support
- Post-Secondary Workforce Support
- Family/Community Liaison
- Instructional Coordinators
- Education Technology Coordinators
- ELD Coordinators
- ESS Consultants

Questions –

**Q.** Laredo has a high poverty population and breakfast before school has been canceled due to the implementation of breakfast in the classroom. Parents counted on dropping their kids at school at 7:30 so they could arrive at work at 8. With BIC they can no longer use this resource. With the constant fluctuation in days off during the school it is difficult for minimum wage earners to get time off to be with their kids, the calendar needs more consistency. I feel we're not supporting families – Many cannot afford daycare and children are left with siblings and sometimes on their own.

**A.** We recently put together a calendar survey and so hopefully this will help address some of these issues.

**Q.** Is there an acronym for the learning communities

**A.** Yes, “A” “P” and “S” are Aurora Public Schools and the “E” and “L” are Equity in Learning.

**Q.** Do you find that there are conflicting messages in the buildings

**A.** The structure of the learning communities allows us time to talk together so we have consistency and everyone hears the same message

**Q.** The school meeting calendar needs to be set at the beginning of the year – Many times I don’t find out about Parent coffees, club meetings and PTO meetings until the day before

**A.** I appreciate your feedback and I will take this comment back to the school

**Q.** Some of the schools have parking issues – Which makes it hard for parent involvement. Can we mark some of the parking spots or have designate faculty parking during parent involvement.

**A.** I appreciate your feedback and I will take it back to the group

**Q.** At Aurora Central there are 105 teachers and only 3 qualified to teach higher education (college classes). After taking core classes the students’ only alternative is to attend the Community College of Aurora. This is difficult when you have a child that is involved in a sport activity and is gifted and talented

**A.** We have an agate partner to assure that all students are getting their needs met. It may mean that we would find your student a place to sit in the school to take an online class. There are alternatives.

Merrie voiced that she has started an engineering club at Laredo – However, she would like to see more support from partners like Raytheon, Northrop Grumman, and Comcast. We actually need engineers to come to the schools and participate in learning.

## **V. District Unified Improvement Plan**

John presented the group with a [draft Unified Improvement Plan Summary \(2014-16\)](#). He explained that there are many more pages in the plan, and that for every action a person is assigned the task of working it. He mentioned to the group that he would send out the next revised draft to DAC and Board members on Monday, November 24<sup>th</sup>.

Questions –

**Q.** Strategy #5 – What are you going to do different

**A.** We’re planning on working with communications to clear up and further simplify learning processes for parents

**Q.** When you have 30 computers to 600 students – How does this work for online assessments

**A.** We are confident that we can get enough computers. Scores won’t be great the first year, but we’re going to keep up.

**Q.** I'm a substitute teacher and pacing guides are an issue, if the students do not understand the lesson on day one and day two builds on the lesson, can the substitute revisit the lesson on day one to ensure learning before moving onto the next concept.

**A.** What we have acknowledged is that it's just a guide – Providing options. We know that the composition of the classroom will need flexibility

**Q.** Where will the school unified improvement plans be posted

**A.** Front page of the web sites and hard copies available at the schools

**Q.** What is CMAS

**A.** CSAP is now CMAS (Colorado Measures of Academic Success) – It's now online instead of pencil format. The High School CMAS: Science and Social Studies assessments will be administered to 12th graders this fall. At least 95% of the students must participate

A comment was made to revisit the wording "equitable distribution" when revising the District Unified Improvement Plan.

**VI. Adjournment**

**Merrie** adjourned the meeting at **7:25 pm**.

\_\_\_\_\_

**Chairperson**

**ATTEST** \_\_\_\_\_

**Secretary**

## Attachment 2

# Agendas from Parent Planning Sessions



## Parent Forum for 15-16 Planning Agenda:

4.13.15

### ❖ Introductions:

- McKayla (sp?)
  - Oscar
  - Abby
  - Grace
- Victor
  - 4<sup>th</sup> grade
- Lizette
  - Christopher 2<sup>nd</sup>
  - Aiden K
- ?
  - Adan 2<sup>nd</sup>
  - Preschool

### ➤ *What other support do parents need?*

- Parent mentioned need for support with **math** to learn how to help children in this subject
  - Parent made a connection to COMPASS' homework club and posited that parents could assist these sessions to see how students work through the homework process—made mention of how this might be problematic as well and alluded to the ways in which doing this might be a cumbersome mix of interests to be met by one platform
- Parent mentioned that it would be helpful for parents to **go into the classroom and observe** teachers during instruction in order to learn how to support their children academically
- Lull in conversation wherein parents were not sure of ways the school could support them. To stimulate conversation, Elisa shared ideas parents brought up during the last meeting for ways Paris can support families by reading directly from the words written by parents at the last meeting (i.e. math workshops by grade level, parenting classes, conversations on bullying)
- Tammy brought up **nutrition classes**
  - A parent brought up cafeteria food and how, in her opinion, it does not give students enough options
    - Another parent brought up that the choices children make regarding their eating habits in the lunchroom are, in large part, specific to the child---seemed to be pointing to having parents take responsibility for supporting their picky eaters

- A parent brought up that there is **not enough lunch time**
  - Dan was able to introduce himself at this point (3:36 p.m.) and talked about his involvement with the master schedule
  - Parent brought up that there are students who do their part to show and support positive behavior in the lunch room and others that don't. She talked about the tone of discipline in the cafeteria.
- Parent brought up that her son is being **bullied** and said that he is afraid of saying anything to mom (and school staff?)
  - Talk about restorative justice from Dan
  - Tammy mentioned that Paris can provide students with trainings on how to ask for adult help in situations like this in the coming year
  - Parent gave the school props for taking a part in efforts to support student positive behavior and academic engagement through different avenues.
  - Parent said that many times parents themselves don't talk to their children or inappropriately/insufficiently address bullying issues—not enough support from parents and Tammy paraphrased by saying that this might connect to providing **parenting support**
    - Dan brought up personal experiences with parent insecurities on parenting
- Tammy brought up helping parents **navigate the educational system/institution** as a point of possible support for families
  - Parent brought up the issue of tutoring (seemed to be connected to the need for additional and varied instructional opportunities as a part of navigating the educational system)
    - Tammy explained various interventions the school is working to provide for students next year through grants and other means. Tammy also talked about the possibility of turning the 2<sup>nd</sup> floor multipurpose room into a science room. Finally, during this point Tammy talked about possible additional educational opportunities through literacy programs.
- Parent brought up **para support for kindergarten**
  - Tammy let parent know that they have one full time para next year as they did this year and explained that next year Paris may have an additional kindergarten classroom, to alleviate para support issues
  - Parent brought up that this would make for four classes with one para and having another classroom may not fix the issue
  - Tammy explained that the one para/four classrooms situation might be a less problematic support arrangement due to the smaller class sizes four classrooms would have
- Parent brought up **school uniforms**

- In the context of her son not wanting to wear the uniform because other kids don't follow the dress code
- I talked a bit about the low response rate and let parents know that there is a simpler, binary framed survey going out to everyone once again. I also talked about the general comments we got back reg. the dress code with the few surveys we got back. (Parents in those surveys wanted uniforms and those that didn't didn't because of enforcement issues and cost issues.)
- Tammy talked about the enforcement issues (money to support program; instructional time taken up)—Tammy also talked about how, if we can't get more surveys back, we won't have a uniform but we will have a dress code
- A parent mentioned that it might be easier to not have uniforms
- Another parent mentioned that parents need to be responsible for their children and the survey
  - Tammy mentioned that we're trying to figure out whether families are indifferent to surveys or if families didn't pay attention to the survey
  - Dan interjected on this point but parents had more opinions and I missed it—sorry
- Parent brought up once a month performance even if it is by grade level
  - Mom said that she would like to be engaged in more activities (Nava was brought up and so was dance)
  - Another parent said that there are more community engagement activities for older kids so maybe an increase in student activities for the primary levels
- Parent mentioned whether students will be "getting more recess"
  - Tammy redirected the question to academics, specifically reading—and mentioned that, for example, if students are reading, they can earn more play time—Tammy also mentioned the possibility of a second recess based on reading accomplishments
  - Tammy mentioned study that says students who get 5 min of movement before reading get more from their learning in this area—mentioned that Dan would be involved in this piece
  - Tammy mentioned that the school has set it up so that kids will get more art, music, and P.E. next year to fill this need for creative/active time
- Tammy brought up the possibility of adding more time to instruction and asked parents what they thought
  - Parent asked clarifying question about the addition of instructional time, specifically when this would happen in the school day, and Tammy clarified that earlier or later bells would be possibilities

- Parent said that adding 30 min would make it diff. for her to pick up kids and asked what accommodations might be avail
  - Tammy brought up some options of after school activities that could provide this such as COMPASS
  - Tammy also mentioned the idea of starting earlier rather than ending later
- Parent asked clarifying question about year-round
  - Tammy explained that students wouldn't get a full month off but would rather do something like two weeks at a time off
  - Dan talked about the benefit to children from not having a big summer break (retention of learning)
- Parent said he agrees that the school needs more teachers in the building because there are many students in each classroom but not all students are at the same level--he mentioned in connection with this point the school choice letter he got and that it made him feel "badly" to receive it
  - Tammy mentioned that the letter was sent out by law and that all parents received it
- Parent brought up nutrition classes as necessary for children
  - Parent brought up the issue about students at different levels in the same classroom
    - Tammy provided clarifying information
- Tammy brought up convenient time of meetings for Accountability/PTO
  - One parent brought up mornings as most workable
  - A second brought up mornings as most workable
  - A third said she is flexible
- Lizette brought up the letter parents are getting regarding capacity and forums being held at the District level and encouraged parents to go
  - Tammy mentioned that Paris is the elementary school most impacted by capacity issues for next year

## Parent Forum for 15-16 Planning Agenda:

4.13.15

❖ *Introductions:*

a)

❖ *Purpose: Share information that we have so far and gather input on the following:*

➤ *Information gathered so far:*

a. Ana B.

i. 5<sup>th</sup>

ii. 1<sup>st</sup>

iii. Pre-K

b. Maria

i. 1<sup>st</sup>

c. Maria

i. 4 kids

1. 4<sup>th</sup>

2. 1<sup>st</sup>

3. Pre-school

d. Maria C.

i. 2<sup>nd</sup>

ii. Non-school aged child

e. Tammy

i. 1<sup>st</sup> year at Paris

ii. 21 years in education

iii. Observing in first year

iv. Funding is changing and is excited to share

1. Too many kids in kinder

a. 4 teachers in kinder

2. Behavior support

a. Dean

3. Social-emotional work

a. Full time social worker

b. General education

4. Playworks

a. Paris will fund Playworks next year

5. New teacher support

a. Teacher coaches (2 for reading;writing;listening)

6. Priority improvement – tiered grant

a. 3-5 year grant

b. Took community and teacher feedback to frame Paris needs for the grant and several ideas came of this such as:

- i. Math coach
- ii. Ideas from parents like reading, writing, math at home; homework club;
  - 1. Parent 1: I understand the needs but I think sometimes parents don't take advantage of those opportunities
  - 2. Tammy: We need to figure out how to get more parents engaged but also there are ways to be involved at home and not all parents will be able to come to the school.
  - 3. Parent 2: Last year my son was reading three months into the school year and now my daughter is not even recognizing all the letters in the alphabet
    - a. Mom began to speak the name of the teacher
    - b. Tammy: We cannot talk about specific classroom teachers but we can set up a meeting to talk one-on-one about your particular concerns

See Tammy's notes after this

(this point is very, very paraphrased)

## Foro para padres

### Planificando para el año entrante 2015-2016:

4.8.15

#### ❖ Introducciones

#### ❖ Propósito: compartir información que tenemos hasta ahora y pedir opiniones sobre lo siguiente

- Comentarios sobre la información que tenemos hasta ahora

- ¿Qué es lo que funciona para padres en Paris este año?

- ¿Qué más podemos hacer para apoyar a los padres?

- ✓ Horarios convenientes para las juntas de PTO y Contabilidad?





## Parent Forum for 15-16 Planning Agenda:

4.14.15

Meeting in the multipurpose room 1<sup>st</sup> floor

### ❖ *Introductions:*

a)

### ❖ *Purpose: Share information that we have so far and gather input on the following:*

#### ➤ *Information gathered so far:*

○ ?

#### ➤ *What other support do parents need?*

- Parent 2: Consistently told that child is not on grade level, she has her child read, daughter stays for Lexia, etc., she **wants clarification on the reasons why the school's academic achievement remains low**
  - Tammy explains there are several factors that account for this and mentions that learning a new language takes 7-11 years and our students are second language learners; there's a high level of mobility
  - Mom says that schools in Cherry Creek and Denver have similar demographics and they have higher student achievement—mom wants to know what the issues are that are holding us back
- Parent 2: Talk about **traffic issues** (as in meeting on 4.13.15)
  - Dangerous double file parking
  - Dangerous traffic in front of the building
  - Parent 1 brought up that last year there was a police officer that gave tickets and, for a short time, traffic rules were respected at the outset and end of the school day
  - Tammy said she would have the fire/police department come and support the community with traffic issues more often
- Parent 3: Are **students going to be left in the same grade if they are below grade level** (sounded like it was in reference to the Read Plan)?
  - Tammy explained that there are many factors that are considered in this process and briefly mentioned a few
  - Parent 2 presented an example where her child is motivated to do well in school because he doesn't want to repeat a grade
  - Tammy explained that in this country we don't have the resources to retain students (not sure parent was talking about another country but this may have been the case—she made a face when Tammy talked about her comment in the context of another country but I didn't catch the exact phrasing)
  - Tammy then added that studies show retention is detrimental socio-emotionally

- Roberta added that next year Paris will apply for a tiered improvement plan and one of the things that the school would like to propose is a longer school day (30 more minutes) and a year round calendar
    - Parent 2 clarified that her son goes to a charter school, not school in Mexico (ok, this makes more sense)
  - Parent 1/2: **Many parents don't engage in parent activities at school** and all the same parents attend the parent enrichment activities. How will the school engage more parents?
    - Tammy: That's part of the reason for the meeting. We want to know what you think might be good ideas.
    - Parent 2 said to parent 1: remember when we talked about having a **group of parents at the school**, as long as the principal is okay with it, to **talk about these issues?**
    - Parent 1 says: sometimes **parents come selectively** to get things from the school (e.g. food, clothing, etc.) and do not come to enrichment activities even when they have the time
    - Tammy explains that sometimes parents engage with their children in different ways even if they can't come to the school and engage in this particular way
    - Parent 1 mentions: parents need **math workshops** to engage more in their children's academics, for example
    - Roberta solicits ideas for **reading** during the summer
      - Parent 4 mentions that son got books at school and lost them, then parents have to pay for them (she mentioned this as a possible issue to having a reading program sponsored by the school)
      - Roberta says that parents can commit to partnership with their child and school to help reach out to those families who are able to make this type of commitment
    - Parents began sharing how they can make commitments to their children's reading as far as **understanding the texts and supporting them with reading at home** (this was a great segment of the conversation and might be something parents do next year-having informal conversations around these topics to support one another—I will bring this up to see what parents think about it if there is time later)
  - Parent 4 question: why don't teachers focus more on students who need more help?
    - Group talked about some of the issues
    - Tammy redirected conversation citing FERPA law but asked parents to please set up individual meetings with her to speak about these important issues
  - Parent 2 question: are we going to have **summer school** next year?

- Tammy explained that Paris has summer school this year but that it may seem otherwise because students were selected based on specific guidelines
- Maribel explained that it is for 50 students
- Parent 2 said that it might be better for all students to come to summer school
- Tammy said we would love to do that and this is the reason why we would like to change the school **calendar to year round**
- Elisa let parents know that time was up and that they were welcome to stay but out of respect for their time we would be formally ending
  - Parents started talking about summer school again as well as having an informal conversation about how to help their children with reading at home as mostly monolingual Spanish speakers
  - Elisa let parents know that their need for summer school might go along well with a change in the calendar, a topic we didn't get to talk about much but that would be a great topic to begin talking about with other Paris families informally
  - Elisa also mentioned that parents can meet next year to have informal conversations about reading, writing and math experiences to give each other advice about approaching academics at home while facing language issues

## Parent Forum for 15-16 Planning Agenda:

4.8.15

❖ Introductions:

❖ Purpose: Share information that we have so far and gather input on the following:

➤ Information gathered so far:

➤ What is working for parents at Paris?

➤ What other support do parents need?

✓ Time of meetings for Accountability/PTO?



## Attachment 3

# DAAC Meeting Agenda and Minutes - TIG



**Division of Accountability & Research**  
**15751 East First Avenue**  
**Aurora, Colorado 80011**

**Phone – 303-340-0861**  
**Fax – 303-326-2053**  
**Web – [www.aps.k12.co.us](http://www.aps.k12.co.us)**

---

## **DISTRICT ACCOUNTABILITY ADVISORY COMMITTEE**

**August 13, 2015**

**5:30 – 7:30 PM**

**Dr. Edward and Mrs. Patricia Lord Boardroom  
of Education Service Center 4**

### **A G E N D A**

**5:30 – 5:40 Welcome & Introductions**

**5:40 – 6:40 Tiered Intervention Grant**

**6:40 – 7:00 Meeting dates for the year**

**7:00 – 7:15 Member recruitment**

**7:15 – 7:30 Question and Answer**

# ***District Accountability Advisory Committee***

## ***Meeting Minutes***

August 13, 2015

### **I. Call to order**

**Janna Youmans** called to order the regular meeting of the **District Accountability Committee** at **5:46 pm** on **Thursday, August 13** in the **Dr. Ed Lord and Patricia Lord Board Room (Educational Services Center, Peoria Building)**.

### **II. Roll call**

The following persons were present: **Lisa Escárcega, Merrie Jones, Karen Porter, Julie Rapone, Dan Wright,**

Board of Education Liaison: **Amber Drevon**

Speaker(s): **Jesús Escárcega – Director, Grants & Federal Programs**  
**Jocelyn Stephens – P-20 (A) Director**

### **III. Welcome & Introductions**

**Janna** welcomed and gave an introduction to DAC members and guests

### **IV. Tiered Intervention Grant (TIG)**

Jesús handed out the Colorado Department of Education Funding Opportunity packet to members – He further explained that the grant is provided to increase academic student achievement, and is a competitive grant for schools identified as either Title I Schools that are low performing and/or have low graduation rate or Title I Eligible High Schools with low graduation rates. Rules were put in place to identify TIG eligible schools. The following key points were discussed:

#### **Grant Overview:**

- Funding for Title I schools identified as chronically low-performing as indicated by state assessment results
- Must implement one of the four federal TIG intervention models: Transformation, Turnaround, Restart, Closure
  - Both Transformation and Turnaround require new building leader if principal would enter third year at the start of 2015-16 school year
  - Turnaround also requires 50% turnover of staff
- \$50,000-\$2 million over grant period

#### **Key Changes for Cohort VI (2015-2016 school year):**

- 5 year award (formerly 3 year)
- Several Configurations:



- Year 1 pre-implantation and Year 2-4 full grant implementation, Year 5 ramp off year.
  - Renewal after implementation year based on performance against plan submitted
- Year 1-3 full grant implementation, year 4-5 ramp off

**Timeframe:**

- RFP release Feb/March
- Part I LEA application and Interview — March
- Part II school application — April

**Anticipated focus of RFP:**

- District and School(s)'s core challenges and issues related to school turnaround
- District's capacity and staffing structure to support its lowest performing schools
- District's monitoring process for shared accountability for implementation and results
- Process for selecting TIG schools
- Detailed description of how the school will implement the intervention model
- School and District stakeholder input on the application/plan?
- Staff and community engagement in plan development and commitment to school turnaround

Jesús introduced Jocelyn Stephens (P-20 – “A” Community Director). Jocelyn shared with the group her involvement with the Tiered Intervention Grant process. She spoke regarding the development process for Crawford, Boston K-8, and Paris, and the reasons those schools were selected to apply for the grant.

**Crawford Elementary School**

Jocelyn explained that the grant would provide Intervention resulting in student achievement and closing the gap. She voiced that there would be a deepening understanding around reading, and that bringing in consultants to do some training would help with providing interventions with students during the day and after school - The overall grant just under \$1 million

**Boston K-8 School**

Jocelyn explained that the grant would provide Intervention resulting in student achievement and closing the gap. She voiced the challenges faced with staff turnover and school culture, and the need to develop a learning community to boost instruction; learning framework around data and school culture. The overall grant close to a \$1 million

**Paris Elementary School**

Jocelyn explained that the grant would provide Intervention resulting in student achievement and closing the gap. She voiced that challenges were similar to Boston – Retention is a challenge in addition to academic and social/emotional needs. Asking for \$1.1 million over a five year period

**Aurora Central High School**

Aurora Central is under the 3-year model – Some of the funds were used to hire early warning interventionists who provided literacy development support for ninth and tenth grade students. This year with a new principal, Aurora Central looks to provide additional intervention resulting in student achievement and closing the gap. Principals will be given training in turnaround strategies – In order to do this Aurora Public Schools has partnered with Robert Marzano (Designing & Assessing Educational Objectives)

#### **V. Meeting Dates for the Year**

Members received the committee meetings schedule for 2015-16, and Lisa discussed the need to change the meeting times to meet the needs of members. Members agreed that 6:00 P.M. to 7:30 P.M. would best fit the groups individual schedules

Further discussion took place around items pending committee's choice. Members brainstormed and agreed that the following agenda items should be priority

- Equity in Learning
  - School Improvement plans (focusing on Crawford, Kenton, Wheeling and Sable)
- Bond (Enrollment to Capacity)
- Family Liaisons (Focusing on home visits)
- Mental Health
- Bullying

#### **VI. Member recruitment**

There is a need to recruit parents from “L” and “S” Learning Communities, and ideally two parents from each learning community would be favorable. The group also voiced that it would be beneficial to have a student recruited.

#### **VII. Questions**

**Q.** What are the limitations of what the TIG grant money can be used for

**A.** We must indicate which of the following models we will be implementing and the rationale for selecting the model – Transformation, Turnaround, Restart or Closure.

**Q.** When it says student sub groups what does that mean

**A.** It's referring to aggregated data

**Q.** As a school is implementing – How much time goes into implementing and assessing

**A.** The grant application outlines the planning process. Typically within year two we're looking for changes

**Q.** What are you going to do if faced with culture barriers – How are you going to support those challenges

**A.** TIG is the resource and part of the application needs to present a plan that will be looked at by staff and community

**Q.** Who is doing the tutoring

**A.** You can set money aside if the school is on a turnaround or priority improvement plan. Crawford, Boston K-8 and Paris have to offer tutoring. If you're a TIG you can have teachers tutor - You don't necessarily have to bring a vendor in to provide the service, but you can

**Q.** In regards to tutoring - Are students required to do a minimum amount of time

**A.** 20 hours of tutoring during the duration of October through January. Records of attendance will be provided to verify students tutored

**VIII. Adjournment**

**Janna Youmans** adjourned the meeting at **7:39 pm**.

**ATTEST** \_\_\_\_\_

**Chairperson**

\_\_\_\_\_


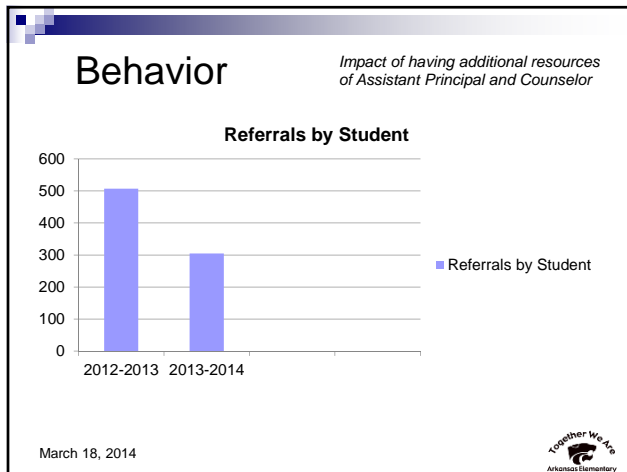
**Secretary**

Attachment 4  
Example of Board Update

### Additional Resources - ARKANSAS

Support	Outcome	Impact
Consultant <i>Chris Hoyos</i>	Build the capacity of ILT Develop lab classrooms	ILT will drive the continuous improvement process Four classrooms will be exemplars of effective practice
Assistant Principal <i>Leah Latta</i>	Develop capacity of teachers to build safe and caring communities focused on teaching and learning	School wide/classroom expectations for safe and caring communities to support acceleration of student learning
Counselor (.7) <i>Lindsey Nyberg</i>	Support the social and emotional needs of students	Increase the capacity of students to solve problems as individuals and as communities
Instructional Coach <i>Crystal Stone</i>	Support the delivery of instruction and coordination of READ Group tutoring	All teachers will develop the capacity to reflect on and change practice based on student data
Para Hours Increased	Support the delivery of instruction and maintain a safe school environment	Increase in the percent of students moving towards proficiency Decrease in behaviors incidents

March 18, 2014


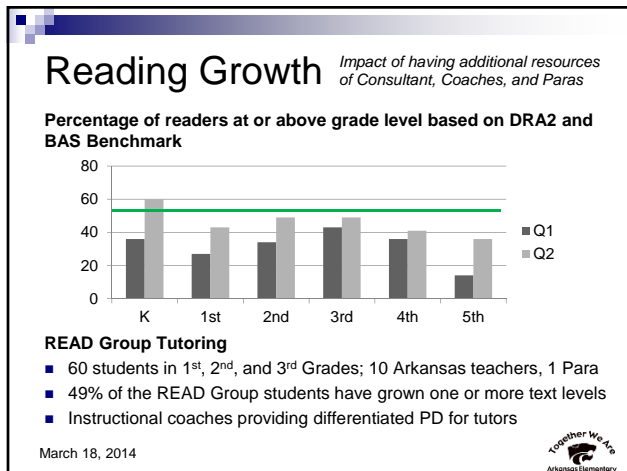



### Small Group Instruction - PD

- Components of Small Group Instruction – focus on Reading
  - Learning Target (LT)
  - Text/Resource Selection (TS)
  - Interaction – Teacher and Student (T/S Action)
  - Monitoring (Monitoring)
- ILT develop Success Criteria for the components – building capacity
- Self-identified / differentiated professional learning based on components
- Identifying focus students in each classroom
- Instructional coaching support – focus on selected component

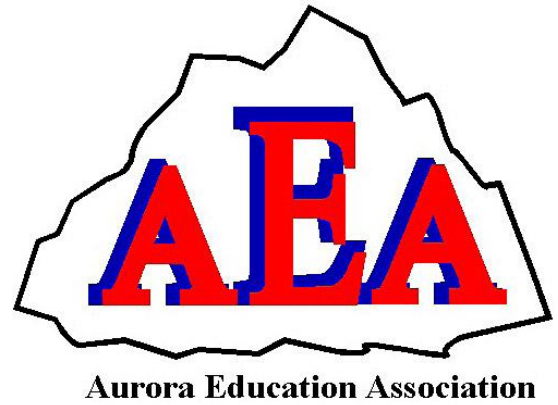
Grade	Language Arts				Mathematics			
	2013 TCAP	2013 Acuity B	2013 Acuity C	2014 Goal	2013 TCAP	2013 Acuity B	2013 Acuity C	2014 Goal
Grade 3	48	58	51	53	43	55	56	51
Grade 4	20	46	45	53	18	60	61	51
Grade 5	30	40	36	53	30	32	36	51

March 18, 2014

## Attachment 5

# Pilot School Manual Excerpt



# Aurora Public Schools Pilot Schools Manual

Updated August 2013

## TABLE OF CONTENTS

<b>INTRODUCTION AND OVERVIEW.....</b>	<b>5</b>
<b>Purpose of the Manual.....</b>	<b>5</b>
<b>Types of Pilot Schools.....</b>	<b>6</b>
Conversion schools .....	6
New start-up schools.....	7
Conversion of a separate school within the same facility .....	7
<b>Guidelines for Submitting Letters of Intent.....</b>	<b>8</b>
<b>Aurora Education Association Contract Language on Pilot Schools .....</b>	<b>10</b>
Scope .....	10
Association Responsibilities and Participation .....	10
Status of APS Employees Who Work in Pilot Schools .....	10
Working Conditions in Pilot Schools .....	11
Work Year, Workday.....	13
Governance of Pilot Schools.....	14
Establishment of Pilot Schools .....	15
Pilot Schools Joint Steering Committee .....	16
Funding of Pilot Schools.....	16
Internal Appeals Process.....	16
Evidence of Improved Student Achievement .....	17
<b>Pilot Schools Essential Features .....</b>	<b>18</b>
Small Size.....	18
Accountability .....	18
Governing Autonomy .....	19
Equity.....	19
<b>Operational Guidelines.....</b>	<b>19</b>
Charge/Areas of Responsibility for Joint Steering Committee.....	19
Joint Steering Committee Operating Agreements .....	20
Pilot Schools shall be allowed to .....	21
<b>Pilot Schools' Conditions of Autonomy.....</b>	<b>21</b>
Governance .....	21
Budget .....	22
Staffing .....	22
Curriculum and assessment .....	22
Schedule .....	23
<b>GUIDELINES FOR THE PILOT SCHOOL AUTONOMIES.....</b>	<b>23</b>
<b>Governance Guidelines .....</b>	<b>23</b>
The Role of Governing Boards .....	23
Expectations for Operations of Governing Boards .....	26
Governing Board Timeline for Actions.....	29
<b>Staffing .....</b>	<b>31</b>
General Staffing Guidelines .....	31
Selection and Evaluation of Principal .....	33
Division of Human Resources Guidelines.....	34



Filling Vacancies.....	34
New Hires .....	35
Placement of Overages .....	35
Hiring of Principals.....	36
Anticipated Staffing Needs .....	36
Staffing Deadlines .....	37
Election-to-Work Agreements.....	37
Compensation of Employees.....	38
Job Titles.....	39
Performance Evaluations .....	39
Staff Overages .....	40
Substitute Reporting.....	40
Staff/Student Identification Procedures.....	40
Reductions in Force .....	41
<b>Budget Guidelines .....</b>	<b>41</b>
Budget Autonomy Language .....	41
Lump Sum Per Pupil Budgets.....	41
Extraordinary Costs .....	43
Salaries and Benefits .....	43
Title I and other Grants .....	44
Start-up Funds .....	44
Budget Adjustments .....	44
Budget Reductions and Spending Caps .....	44
Carry Forward .....	45
Spending Funds.....	45
<b>Curriculum and Assessment Guidelines .....</b>	<b>45</b>
<b>Division of Instruction Guidelines .....</b>	<b>46</b>
<b>Accountability Requirements .....</b>	<b>47</b>
Annual Walk-Through of Benchmark Progress.....	48
Walk-Through Process .....	49
Early Intervention for Support and Assistance .....	49
Pilot schools – School Quality Review Process.....	50
Actions for Completing the SQR .....	51
Annual Assessment Plan for Tracking Student Progress.....	51
<b>School Calendar Guidelines.....</b>	<b>53</b>
Agreements about Schedules.....	53
Pilot School Time Lines .....	54
<b>Pilot Schools Responsibilities Flow Chart .....</b>	<b>55</b>
<b>Pilot Schools Areas of Responsibility Chart .....</b>	<b>56</b>
<b><i>PILOT SCHOOL RESPONSIBILITIES .....</i></b>	<b><i>57</i></b>
Students Enrolled at Pilot Schools .....	57
Eligible Design Team Members.....	57
Compliance with State and Federal Laws.....	57
Accreditation.....	57
Curriculum .....	57
Student Assessment .....	57
School Accountability and Quality Reviews.....	58
Budget and Funding .....	58
Salaries and Working Conditions .....	59
Transportation .....	59

Facilities .....59  
Revocation of Pilot School Status .....60

**STATE AND FEDERAL REQUIREMENTS ..... 61**

**State Requirements .....61**  
    School Improvement Plans .....61  
    Highly Qualified Teacher Requirements .....61  
    English Language Acquisition.....61

**Federal Requirements.....61**  
    Special Education Responsibilities .....61

**ELECTION-TO-WORK AGREEMENT (ETWA) TEMPLATE .....62**

# I. Introduction and Overview

## **A. Purpose of the Manual**

In 2007, Aurora Education Association and Aurora Public Schools Board of Education agreed that APS should become a Pilot School district as an effective means to generate school reform.

Both AEA and the school district board and leadership believe the innovations in the Pilot School structure are a perfect match for the goals outlined in VISTA 2015 – Aurora Public Schools strategic plan. The Pilot model embodies teacher and community empowerment.

- The purpose of Pilot Schools is to promote educational innovation and increase student success and achievement while offering a choice to teachers and parents.
- The goal of Pilot Schools is to provide schools with autonomy and maximum control over their resources in exchange for increased accountability. The anticipated outcome is increased student achievement. Pilot Schools are given more freedom but, in return, their students are expected to attain higher levels of student achievement that exceed district averages. Pilot Schools are free from many constraints in order to be more innovative, empower teachers and engage the community. Pilot Schools are exempt from most district policies (except those mandated by law or regulation) and are exempt from many teacher contract work rules defined by the negotiated agreement. (Teachers are entitled to the same salary and benefits of other teachers in the district and retain their seniority and transfer rights.) Pilot Schools have collaborative cultures that support staff and administration working together to best meet the needs of students and families of their school.
- Pilot Schools can be at any grade level: pre-school, elementary, middle, K-8 or high. The only expectation is that no Pilot School be no larger than 600 students. For larger schools, this means creating separate schools within an existing facility. Each school in an existing facility would have its own staff and budget with different programmatic focus.

The intent of this manual is to detail the expectations, practices, and responsibilities that govern Pilot Schools, as agreed upon by the Aurora Public Schools Board of Education and the Aurora Education Association in the Collective Bargaining Agreement (Article 44). This is a living document and as current agreements get updated or revised as necessary, this manual will reflect those agreements and changes as Pilot Schools continue to evolve as their numbers increase over time.

This manual should be utilized by:

- APS central office staff as they work with Pilot Schools

- Leaders of any Pilot Schools to assist in understanding the full scope of autonomies and responsibilities of Pilot Schools
- Design teams of prospective Pilot Schools, to assist them in understanding what Pilot status means and entails
- Pilot School Governing Board members
- Others connected with or interested in becoming a Pilot School

Pilot Schools are part of the larger district but share common features that make them unique. Pilot Schools are expected to promote educational innovation and increase student success and achievement while offering empowerment to staff and parents. Pilot Schools are granted the flexibility to be free from most district policies, such as calendar configuration, schedule, textbook selection, instructional guidelines and district professional learning. This manual provides guidelines for teachers working in Pilot Schools and is based on Article 44 – Pilot Schools that is part of the Collective Bargaining Agreement.

In fall of the fourth year of operations, following three full years of implementation, each Pilot School’s state scores are expected to exceed the academic achievement of schools within the district with similar student demographics as the Pilot School. The goal is to have a maximum of eight Pilot Schools by 2015 unless otherwise agreed to by the Pilot Schools Joint Steering Committee.

## **B. Types of Pilot Schools**

**There are three types of Pilot Schools:**

1. ***Conversion schools:*** These are existing APS schools, including existing charter schools, which may choose to become Pilot Schools. The interest to convert must be discussed with staff to provide awareness, gauge interest and collect input. Then the school must conduct a confidential written survey of all licensed staff members, including administration, who work 50 percent or more of their assignment at the school. If the survey demonstrates support, a design team will be formed and should be representative of various areas of expertise and experience. Design team members make a commitment of their intent to be on the staff of the Pilot School should it be approved. Then the design team will develop a proposal to present to all staff. APS schools can move forward to request a recommendation for Pilot School status through a two-thirds majority vote of ***licensed staff*** (teachers and administrators). All licensed staff members who work 50 percent or more of their assignment at the school will be eligible to vote by secret ballot. The proposal must include the *proposed* Annual Election-to-Work Agreement. (Once the Board of Education grants pilot status, the Governing Board of the Pilot School will be responsible for ensuring that every licensed staff member signs a *final* Annual Election-to-Work Agreement.) The school should also seek support for conversion from both the school’s accountability committee and classified staff.

At the time of application, the conversion school may not exceed 600 students based on projections for the following year. The design team's proposal will be submitted to the Joint Steering Committee for review. The JSC then issues a recommendation to the design team for revision or to the Board of Education for approval. The JSC is responsible for carefully monitoring proposals for projected enrollments. There are no extra operating funds provided to conversion schools from the district.

2. ***New, start-up schools:*** New schools may form a design team that includes APS staff to submit a proposal to the Joint Steering Committee. Start-up schools developed through the pilot process must have appropriate, district-approved facilities and would receive the same allocation for furniture, computers, supplies as any new school within the district and for the first year would receive a district start-up budget based on a per pupil formula. The design team becomes the de-facto Governing Board until the staff is hired and it is reasonable to hold an election for the Governing Board. Therefore, it is imperative that the design team include Aurora Education Association members in order to meet the expectations of membership for governing boards.

The proposal must include the *proposed* Annual Election-to-Work Agreement. (Once the Board of Education grants pilot status, the Governing Board of the Pilot School will be responsible for ensuring that every licensed staff member signs a final Annual Election-to-Work Agreement.) The proposal will be submitted to the Joint Steering Committee for review who issues a recommendation to the Board of Education for approval. The JSC is responsible for carefully monitoring proposals for projected enrollments.

3. ***Conversion of a separate school within the same facility:*** If a large school has a significant number of staff interested in becoming a Pilot School, they may be able to convert part of an existing facility to a Pilot School. The interest to convert within the school will be presented to all staff at the school for discussion and input. Then the school must conduct a confidential written survey of *all* licensed staff members, including administration, who work 50 percent or more of their assignment at the school. If the survey demonstrates support, the design team will be formed and should be representative of various areas of expertise and experience. Design team members make a commitment of their intent to be on the staff of the Pilot School should it be approved. Then the design team will develop a proposal to present to all staff. APS schools can move forward to request a recommendation for Pilot School status through a two-thirds majority vote of ***licensed staff*** (teachers and administrators). All licensed staff members who work 50 percent or more of their assignment at the school will be eligible to vote by secret ballot. The proposal must include the *proposed* Annual Election-to-Work Agreement. The school should also seek support for conversion from both the school's accountability committee and classified staff.

This conversion allows existing schools who do not fit within the small size guidelines of 600 students to create a Pilot School at the site. This would create another school within the same facility. Each school would have its own principal and faculty and budget with different programmatic focus. There could be two or more distinct schools sharing a facility and each school would be assigned its own school code by CDE. There are no extra operating funds provided to conversion schools from the district. The design team becomes the de-facto governing board until the staff is hired and it is reasonable to hold an election for the governing board. Therefore, it is imperative that the design team include Aurora Education Association members in order to meet the expectations of membership for governing boards.

### **C. Guidelines for Submitting Letters of Intent**

1. Persons considering Pilot School status should meet to determine interest and once interest is confirmed, they should prepare a presentation for staff to explain and ensure understanding of the Pilot School structure and process.
2. Conversion schools and separate schools within the same facility must have support from licensed staff to form a design team to develop a proposal for the entire staff.
3. Using a confidential, written survey, all licensed staff that works 50 percent or more of their assignment at the school must be asked whether there is conceptual support to form a design team. The results of the anonymous written survey will ensure there is sufficient support to move forward.
4. Start-up schools must identify that the site being considered for the school complies with appropriate, district-approved facility guidelines and meets all legal requirements for public schools. The design team must include APS staff with appropriate AEA membership for becoming the de facto Governing Board once the proposal is approved.
5. Once the school can demonstrate support for a design team to develop a proposal, the letter of intent should be sent to the Pilot Schools Joint Steering Committee in care of the Deputy Superintendent. The letter of intent must include the following:
  - Type of Pilot School requested (conversion, start-up or separate school within the same facility)
  - Results of the confidential, written survey of staff to determine interest to proceed if a conversion school or separate school within the same facility
  - Confirmation of who is originating the request

6. The Joint Steering Committee will provide a Pilot Schools facilitator to work with each design team once the letter of intent is received. The facilitator will provide a total of 24 hours of support to help the design team develop its proposal. If more facilitated time is needed, the design team is responsible for any further compensation.
7. The person(s) who first presented the idea will ensure that a design team is formed that is open to all interested staff and determine final membership that best represents the school. Since this is a voluntary initiative, there is no requirement to pay persons interested in pursuing Pilot School status. Recertification credit may be offered instead of compensation. It is the responsibility of the school to determine if there will be compensation for the design team work. If members are paid, the school whose budget is affected may limit the number of representatives on the design team.
8. Once the design team completes the proposal, including the proposed Annual Election-to-Work Agreement, the proposal must be voted on using a secret ballot by all licensed staff, including administrators, who work 50 percent or more of their assignment at the school. The Aurora Education Association representative at the school must conduct the secret ballot vote. The vote on the proposal and the Annual Election-to-Work Agreement must pass by a two-thirds majority in order to submit the proposal to the Joint Steering Committee (JSC). Although not part of the vote, classified staff and the school accountability committee should have an opportunity for input prior to submitting the proposal. New, start-up schools do not have a constituency to present to for a vote, but the proposal must contain a proposed Annual Election-to-Work Agreement. (Once Pilot School status is granted to any type of Pilot School, the final Annual Election-to-Work Agreement must be voted on by the licensed teaching staff that will work at the Pilot School and must pass by two-thirds and be voted on annually.) Staff at new start-up schools would accept the initial Annual Election-to-Work Agreement as submitted in the RFP as a condition of hire upon acceptance of a job offer.
9. Once, the written proposal is submitted to the Joint Steering Committee, a discussion on the proposal is scheduled with the JSC and the design team as an opportunity for questions and clarifications. In addition to the proposal, the design team must submit a PowerPoint that summarizes the proposal. The Joint Steering Committee reviews the final proposal and: (a) forwards to Board of Education for approval, or (b) returns to the design team with feedback and recommendations for re-submitting at another date for another review and vote. The JSC must approve an application by a two-thirds majority.
10. The Board of Education makes the final decision on allowing the school to become a Pilot School.

## **D. Aurora Education Association Contract Language on Pilot Schools**

*NOTE: This is the actual contract language for APS Pilot Schools contained within the Collective Bargaining Agreement.*

### **Article 44 Pilot Schools**

The Aurora Education Association and the APS Board support the establishment of pilot schools in APS. The purpose of establishing pilot schools is to provide additional models of educational excellence that will help to foster innovation throughout APS. Pilot schools must reflect the four essential features of 1) small size, 2) accountability, 3) governing autonomy, and 4) equity. The Pilot Schools model of teacher empowerment, parent engagement, and student achievement is a voluntary model that brings decision making and accountability closest to those who directly engage students in the school. The parties hope to encourage creativity and innovation among school staff and community members and thereby improve student performance. The Association and Board agree that bargaining unit employees in Pilot schools shall be governed as follows.

#### **A. Scope**

During the term of this contract, the parties agree to the goal of a maximum of eight pilot schools by 2014 unless otherwise agreed to by the Joint Steering Committee.

New pilot schools may result from conversions (including creation of a separate school within the same facility) and newly created schools.

#### **B. Association Responsibilities and Participation**

Pilot school staff are expected to participate in the ongoing activities of the Association, including election of an AEA Building Representative who will be responsible for conducting the following: (1) Association elections; (2) elections to convert a traditional school to a pilot school; (3) elections to approve the annual Election to Work Agreement and (4) elections of teachers to the Governing Board. Pilot schools are expected to maintain AEA membership levels similar to the district-wide percentage of Association membership. The Association shall be responsible for Association member recruitment and retention efforts within pilot schools to ensure association responsibilities are met at each site. Meeting time will be provided at each site for Association leadership to fulfill this responsibility. The Association President will assign Association members to serve on the Joint Steering Committee.

#### **C. Status of APS Employees Who Work in Pilot Schools**



All AEA bargaining unit members who elect to work in Pilot Schools shall maintain their full status as members of the AEA Bargaining unit and as employees of the District.

1. These employees shall continue to receive, at a minimum, their salary and all benefits (including but not limited to all leave and insurance benefits) set forth in the Collective Bargaining Agreement between the District and AEA ("Master Agreement"), as well as all PERA benefits.
2. These employees shall continue to be subject to the rights, protections, obligations and duties applicable to licensed employees under Colorado law, including, but not limited to, the membership in the Public Employee Retirement Association.
3. These employees shall continue to accrue seniority as provided in the Master Agreement.
4. These employees shall continue to attain and maintain status as set forth in Colorado law and the Master Agreement (e.g., temporary, probationary, non-probationary, etc.).

#### D. Working Conditions in Pilot Schools

All employees shall work in Pilot Schools on a voluntary basis. Such employees may request a voluntary transfer to another district school by March 1, and if such request is made by a non-probationary teacher it shall be granted. If a teacher is released involuntarily from a Pilot School during the term of this agreement, the teacher shall be transferred to a vacancy for which that teacher is qualified. "Good cause" under Article 18, section C of the Master Agreement shall be deemed to be established in cases of involuntary transfers from pilot schools.

Teachers at pilot schools shall retain all the rights under Article 18 (Teacher Transfers) to which teachers in traditional schools are entitled. In addition, teachers who transfer voluntarily from pilot schools by March 1 shall have the rights outlined in Article 18.C., sections 3 & 4 (rights which are ordinarily reserved for involuntary transfers). Also, teachers who are transferred involuntarily shall have the rights outlined in Article 18.B., sections 1 through 8 (rights which are ordinarily reserved for voluntary transfers).

Notwithstanding any indication in the foregoing paragraphs to the contrary, probationary teachers in pilot schools may be non-renewed according to the same timelines and processes as teachers in traditional schools, and in such cases they will not have the guarantee of another position in a traditional District school by reason of submitting a transfer request.

Pilot schools shall continue to follow state and federal laws and regulations, but shall still strive for a model of collaboration and shared decision-making at the

school site, embodying freedoms from locally imposed constraints. To that end, Pilot Schools shall be exempt from all Board Rules and District policies recommended by the Joint Steering Committee and approved by the Board of Education *Note: BOE must approve waiver from district policy -- some policies (like child abuse, sexual harassment, pay for administrator and classified employee etc.) will probably apply and shall likewise be exempt from the provisions of the Master Agreement specified below. No AEA bargaining unit member may be laid off as a result of the existence of Pilot Schools.*

1. As expressly set forth below, most of the provisions of the Master Agreement shall remain in full force and effect in pilot schools at all times during this agreement. The following cannot be waived or in any way modified by the Governing Board of a pilot school, and shall continue to apply with full force to unit members who work in Pilot Schools:

**The following articles shall apply in their entirety:**

Articles 1 through 10

(Article 1–Definitions; Article 2–Recognition; Article 3–Negotiations Procedures; Article 4 –No Strikes; Article 5–Board Rights; Article 6–District Policies; Article 7–Teacher Rights; Article 8–Association Privileges; Article 9–Dues Deductions; Article 10–Association President & Leave Days)

Article 12 - Educational Advances

Articles 19 through 34

(Article 19–Reduction in Force; Article 20–Conference Release Time; Article 21–

Visitation Release Time; Article 22–Leaves of Absence; General; Article 23–Paid

Leave; Article 24–Health Leave Bank; Article 25–Parental Leave; Article 26–Bereavement Leave; Article 27–Workers’ Compensation Leave; Article 28–Jury Duty &

Witness Leave; Article 29–Professional Leave; Article 30–Military Leave; Article 31–

Appointive & Elective Office Leave; Article 32–Leave Without Pay; Article 33–Special

Leave; Article 34–Medical Examinations)

Articles 36 through 38

(Article 36–Employee Personnel Files; Article 37–Discipline; Article 38–Teacher Protection)

Articles 42 & 43

(Article 42–Admission to School Activities; Article 43–Grievance Procedures)

Articles 46 through 48

(Article 46–Savings; Article 47–Entire Agreement; Article 48–Term of Agreement)

The following articles shall apply to the extent specified below:

✓ Article 11- Compensation

- Section 1, the third sentence shall not apply.

- Section 3 shall not apply.
- Sections 7 and 8, as they relate to pay for Appendix B and C assignments, shall apply with the understanding that the teacher's assignment at the pilot school must be substantially the same as that in other district schools to receive the pay.
- Sections 18, 19, 20 and 21 shall not apply.
- ✓ Article 13 – Teacher Duty Day & Teaching Hours, only section 6 will apply.
- ✓ Article 14 – Teaching Assignments, only section 1 will apply.
- ✓ Article 15 – Teaching & Learning Conditions, only Section F. Miscellaneous, number 1 will apply.
- ✓ Article 16 – Department Chairpersons, only sections 1 and 3 will apply.
- ✓ Article 18 – Teacher Transfers
- ✓ Article 35 – Performance Evaluation, this article will apply with the understanding that a pilot school could establish additional evaluative processes as long as they are in addition to the district-approved evaluation.

The following articles shall not apply:

- ✓ Article 17 - School Paraeducators
  - ✓ Article 39 – Instructional Advisory Meetings
  - ✓ Article 40 & 41 - Building Council/Leadership Teams unless such committees function at a pilot school
  - ✓ Article 45 - Foreign Teachers
2. The foregoing Articles that remain in effect shall continue to be subject to the Grievance provisions of the Master Agreement. All other matters shall not be subject to the contractual Grievance provisions and, instead, are subject to review exclusively through the Internal Appeals Process set forth below.
  3. The Provisions of this Pilot Schools Agreement are not intended to narrow or expand the rights of the District or AEA to be less or greater than that provided by law, except as specifically set forth in this Article. If there is a conflict between a specific provision of this Article and legal requirements, all other non-conflicting sections of this Article shall remain in full force and effect.

#### E. Work Year, Workday

1. The matters set forth in the section “Working Conditions in Pilot Schools” above shall be reduced to writing in an "Election to Work Agreement" that shall be provided to each Pilot School employee at the inception of his/her employment at the Pilot School and no later than March 1 annually thereafter. All employees are required to sign such document as a condition of working or continuing to work at the Pilot School. This document shall also include the following information:

- a. The length of the instructional day, school day and workday.
  - b. The length of the instructional year and work year and school calendars.
  - c. The amount of time an employee is required to render service beyond the instructional/school/work year or day set forth in the Master Agreement.
  - d. Any additional required duty time, such as during summers, school breaks, etc.
  - e. Any additional teacher evaluation measure that enhances the effectiveness of the pilot school.
2. Each school must have a governing board. The Governing Board creates its own governance structure using shared decision-making. The Governing Board shall establish a process for determining the length of the unit member work year, the length of the instructional and duty day, the school calendar, the amount of professional development to be provided in and outside of school, and summer work. These matters shall be part of the RFP submitted for approval/modification as set forth above.
  3. Notwithstanding the provisions of this section, Pilot Schools shall, at a minimum provide at least the number of student instructional hours and the amount of instructional minutes as other District schools at the same level.
  4. Bargaining unit employees at Pilot Schools shall have, at a minimum, employee contract hours which are equal to the minimum number of yearly duty contract hours required by the Master Agreement [1,496 hours for continuing teachers and 1,520 for new teachers].
  5. The parties agree that the Election to Work Agreement (including length of work year, length of work day, professional development time in and out of school, summer work), shall be created by a process designated by the Governing Board and shall be given to affected staff no later than February 1 of the previous school year. (This deadline is waived the year before the pilot school opens). All AEA bargaining unit staff members who work 50% or more of their assignment at the site shall have the right to vote. The Annual Election-to-Work Agreement must be approved by a 66 2/3% secret ballot vote of all AEA Bargaining Unit staff at that site. If it is not approved, it shall be sent back to the Governing Board for possible revision. This election is to be run by the AEA Association Representative. If the Election to Work Agreement for an upcoming school year has not been approved by March 1 the previous year's Election to Work Agreement shall remain in place.
  6. All licensed staff members who work 50% or more of their assignment at the site shall have the right to vote on the decision to convert. The conversion vote must be approved by a 66 2/3% secret ballot vote.

#### F. Governance of Pilot Schools

Each Pilot School shall be governed by a Governing Board, consisting of a minimum of 10 members, the composition of which shall be as follows. Preferably, the governing board will have a minimum of 10 members, representing the followings stakeholder groups. Pilot Schools will make efforts to assemble these representatives as a Governing Board. The District and the Association will be requested to assist in achieving the composition of the Governing Board as stated. Substitutes may be permissible if efforts fail in this intervention.

- The principal
- Four teachers who are AEA members, elected by all members of the site's bargaining unit; one of the AEA teacher representatives will be the building association representative; to be eligible for service, teachers must be AEA members at the time of the election and must maintain membership during their term of service.
- At least one classified representative chosen by his/her peers.
- A minimum of three parents selected by parents, and,
- At least one non-parent community members selected by the Governing Board.
- If the Governing Board grows beyond 10, one-third will be AEA members.

The responsibilities of the Governing Board are as follows: set the school vision, approve the annual budget, annually determine the process for revising the election to work agreement, approve the annual election-to-work agreement, recommend initial selection of the school leader and annually make a recommendation to the Superintendent as to retention of the school leader. The evaluation of the principal shall be completed as required by Colorado law, (including the requirement that the principal be evaluated by a person with a type D license); however, the Governing Board shall have significant input into the evaluation. The Governing Board also is responsible for managing the Internal Appeal Process.

#### G. Establishment of Pilot Schools

1. Establishment of Pilot Schools shall be accomplished through an RFP process.
  - a. The RFP process will be developed by APS and AEA and administered by the Joint Steering Committee, the composition and operation of which are set forth below.
  - b. Completed RFPs will be reviewed by the Joint Steering Committee, which shall thereafter determine which proposals are recommended to the Board of Education for approval. A 66 2/3% affirmative vote is necessary to recommend approval to the Board of Education.
  - c. No Pilot School shall be established without the approval of the Steering Committee and the APS School Board as set forth herein.
2. Modification of RFP: Any substantive modification to the terms and conditions of the approved RFP shall be valid only if approved through the process set forth in section 1, B and C above.

## H. Pilot Schools Joint Steering Committee

This Committee is charged with reviewing and recommending approval to the Board of Education of all initial RFPs to establish Pilot Schools, and all proposals to later modify initial RFPs.

The Committee shall be comprised of representatives from the following organizations:

- The AEA President (or designee).
- The UniServ Director (or designee).
- The Superintendent (or designee).
- A district-level representative from the Division of Instruction.
- Three teachers selected by the AEA.
- Three administrators selected by the School Executives of Aurora.
- A parent chosen by the District Accountability Advisory Committee and
- One classified representative selected by the Classified Employment Council.

## I. Funding of Pilot Schools

Pilot schools shall be funded through a lump sum per-pupil budget, as well as central and local discretionary services.

## J. Internal Appeals Process

1. The Governing Board of each Pilot School shall develop an Internal Appeals Process ("IAP") which may be utilized by bargaining unit members at Pilot Schools to address concerns which are capable of being addressed under the terms of the IAP.
2. A complaint under the IAP is limited to allegations that the written terms and conditions governing the Pilot School as specifically set forth in the RFP and/or written decisions of the local Governing Board have been violated or misapplied.
3. Each Pilot School's IAP must be submitted to the Steering Committee for approval.
4. If a Pilot School cannot agree on an IAP, the process set forth in section 7 below shall be deemed to be the IAP at that School. Such IAP shall also apply if the Steering Committee rejects a locally developed IAP and the Pilot School does not agree to a revised procedure, or if the Steering Committee rejects a revised procedure.
5. Every Pilot School employee shall receive a written copy of the IAP.

6. Every locally developed IAP shall provide that if a complaint cannot be satisfactorily resolved at the Pilot School level, a final decision will be made jointly by the Superintendent of Schools/designee and the President of AEA/designee.
7. This IAP shall be used at Pilot Schools only under the circumstances stated in section 4 above. A "complaint" for purposes of this IAP is defined as set forth in section 2 above. A "day", for purposes of the timelines 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:

- a. Informal Meeting Between the Grievant and School Leader: 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 leader (and the department chair if the matter involves the department chair), to discuss the matter and attempt in good faith to resolve it. That meeting shall be conducted within five (5) days of the request
  - b. 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, 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 may be personally affected by the outcome, and there is no designated co-representative, the matter shall automatically proceed to the next step.
8. Third Meeting: Governing Board: 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 Governing Board. 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 section 6 above.

#### K. Evidence of Improved Student Achievement

Pilot Schools have three years to match or exceed the academic achievement of schools within the district with similar student demographics as the Pilot School. Pilot Schools can receive extensions of achievement timelines upon recommendation from the Joint Steering Committee and approval by the Board of Education.

## **E. Pilot Schools Essential Features**

*Pilot Schools are driven by a common vision and a set of defining essential features. Each school must have a unifying vision and mission that is reflected in all school practices and structures, including curriculum, policies, schedule, professional learning and family engagement.*

The following four essential features must be in place to ensure success, or **SAGE**: **S**mall Size, **A**ccountability, **G**overning Autonomy and **E**quity.

### **1. Small Size**

Small size is a key feature of Pilot Schools. Pilot Schools make the commitment not to exceed 600 students (or fewer, depending upon the program capacity of the school) in order to foster a nurturing environment where staff can meet the learning needs of every student. The schools must have a unifying vision with a clear mission and hold themselves accountable for success. There should be a personalized learning environment for students. The goal is to ensure low student-to-classroom teacher ratios that take into account the actual teacher load. There should be staff collaboration in planning and a collaborative culture that includes staff, families, community and students (when age appropriate).

### **2. Accountability**

In exchange for increased autonomy, Pilot Schools are held to higher levels of accountability. In addition to ongoing assessments, every three years each Pilot School must undertake a School Quality Review process based on a set of common benchmarks for a high-performing school. The accountability requires both internal and external reviews. Pilot Schools are expected to exceed district averages and show continued improvement in areas of attendance, reduction in mobility, fewer discipline concerns, and (for high school) increase in graduation rates as well as an increase in college enrollment or post-secondary career training.

A Joint Steering Committee (JSC) oversees and supports Pilot Schools. JSC membership would include: the Aurora Education Association president, the UniServ director, the superintendent (or designee), a district-level representative from the Division of Instruction, three teachers selected by AEA, three administrators selected by School Executives of Aurora and one classified



representative selected by the Classified Employee Council. Liaisons may be requested to join on an as-needed basis to provide relevant expertise.

The JSC is responsible for monitoring the application process, reviewing requests and making recommendations to the Board of Education for final approval for a school to become a pilot site as well as revoke pilot status. The JSC monitors budget agreements and provides support and serves as a liaison between Pilot Schools and the district. The JSC ensures Pilot Schools are meeting the yearly benchmarks each school has set for increased student performance and is involved in the accountability as part of the School Quality Review in the fall following three full school years of implementation. The JSC oversees any policy waiver requests following initial Board of Education approval of Pilot status.

### **3. Governing Autonomy**

Schools must have maximum control over key areas if they are to create innovative education programs but, in return, must accept increased accountability. Expected results include higher levels of student engagement and academic performance that exceed district averages. All Pilot Schools are granted autonomy for staffing, budget, curriculum and assessment, professional learning, governance and schedule for students and staff. Each of these autonomous areas is interrelated, is critical to the success of Pilot Schools and must be considered as a whole. Pilot Schools utilize shared decision making. Although they must follow state and federal laws, they have the ability to be flexible about how staff is employed and how the daily and yearly calendar and schedule for students and staff are constructed. The schools are expected to follow the required minimum number of teacher contract and student contact time but may organize those days to fit their vision and mission. If staff works more than the number of days set by the district, they do so as outlined in the Annual Election-to-Work Agreement.

### **4. Equity**

Pilot Schools should reflect similar demographics as the neighborhoods they serve. Neighborhood Pilot Schools will enroll all students within their boundaries. When considering open enrollments effort must be made to enroll students who are representative of the district as a whole. This includes race/ethnicity, free or reduced lunch eligibility, mainstream special education and English language proficiency. Pilot Schools must be committed to ensuring success for all students with a vision and mission that expresses a focus on equity. Pilot Schools may not screen based on student achievement.

## **F. Operational Guidelines**

### **1. Charge/Areas of Responsibility for Joint Steering Committee:**

- a. Monitor the application process for Pilot Schools.

- b. Assign liaison to provide technical assistance and support for all schools who submit a letter of intent.
- c. Review completed applications and make recommendations to Board of Education for final approval or return to design team with feedback and recommendations for re-submitting at another date. (Must be approved by a two-thirds majority).
- d. Coordinate implementation.
- e. Monitor budget agreements.
- f. Serve as liaison between Pilot School and District.
- g. Oversee accountability process to monitor ongoing success.
- h. Ensure students are being prepared for state mandated tests.
- i. Participate in each school's annual walk-through to ensure yearly benchmarks set for increased student achievement are met.
- j. Participate in the School Quality Review (SQR) after three full years of implementation.
- k. Recommend if a Pilot School contract needs to be terminated (Board of Education may determine need to terminate contract independently of JSC).
- l. Terms of membership will be for three years, except for members designated by their specific positions.

## **2. Joint Steering Committee Operating Agreements:**

- a. Consistent attendance is expected and notification for absences must be provided.
- b. All voices are equal.
- c. Confidentiality will be maintained.
- d. Members will come prepared.
- e. Full and open participation is important.
- f. There should be no pre-mature closer on discussions.
- g. Members will be respectful of one another.
- h. JSC will strive to speak with a unified voice.
- i. Regardless of how people vote, final decisions will be supported by all.
- j. Decisions on applications will be reached by a secret ballot vote and will require a two-thirds "yes" vote for approval and recommendation to the Board of Education for final determination.
- k. A unified message will be given to applying schools that has been agreed upon by the JSC.
- l. When providing feedback or information the JSC will use consensus decision-making.
- m. Applications and other major decisions must be approved by a two-thirds secret ballot vote.
- n. Written notes will be provided after meetings and distributed via email.
- o. All proposals will be sent to JSC via email except as noted below.
- p. Teachers and parent(s) serving on the JSC will receive copies of the applications through school mail or by US mail as soon after submission as reasonable.

- q. Any written communications from JSC will copy both AEA and the deputy superintendent.

### **3. Pilot Schools shall be allowed to:**

- a. Select their own staff from inside or outside the Aurora Public Schools without regard to seniority, as long as no staff is laid off as a result of a hire.
- b. Have managerial control for all staff members.
  - Determine administrative, teaching, and other school staffing levels and structures.
  - Allocate funds from the school's budget.
  - Seek outside funding in alignment with Board policies and expectations.

Unless specifically listed in this manual, all APS policies and regulations must be followed. Pilot Schools may petition Division Chiefs and/or the Board of Education for waivers of policies not identified in this manual.

Pilot Schools must comply with all federal and state laws and regulations. Their operating agreements will include monitoring provisions and retain for the Superintendent and the Joint Steering Committee the appropriate level of oversight to ensure the quality of education offered, the protection of the rights and interests of students and staff, and the expenditure of public funds in educationally sound ways.

## **G. Pilot Schools' Conditions of Autonomy**

Pilot Schools have certain autonomy from Aurora Public Schools' policies and from Aurora Education Association contract provisions as identified in this document. The goal of these autonomies is to enable Pilot Schools to become models of educational excellence that will help to foster widespread educational reform throughout all of the Aurora Public Schools. What follows is a summary of these autonomies. Further sections provide greater detail to each of these five autonomies.

**(1) Governance:** Each school must have a Governing Board that is a representative body and has responsibility for hiring and evaluating the principal (with final approval by the superintendent). The Governing Board approves the annual budget and oversees the educational and operational policies at the school. Using a shared decision making model and guided by the school's vision and mission, the Governing Board makes decisions relating to class size, schedule, length of school day and school year and the amount and type of required professional development for teachers at the school.

The Governing Board ensures adherence to agreed upon working conditions (within the annual Election-to-Work Agreement) that include time worked and rights and responsibilities of staff. This document is known as the Election-to-Work Agreement (ETWA) because staff must "elect" or choose to work at any Pilot School.

Assignments are on a year-to-year basis. The ETWA must be collaboratively developed and must be approved by two thirds of teachers. Teachers at an existing school that converts to a Pilot School may choose to transfer out of the school. Others could be asked to transfer if their jobs are eliminated or converted in order to support the vision and mission of the school. In both cases, teachers maintain at least the same transfer rights as any other teacher in the district. Staff receives the same pay and benefits and accrues seniority, as would any district employee.

**(2) Budget:** The impact of Pilot School status is expected to be cost neutral on the district. Pilot Schools receive the same funding as other comparable schools within the district but also have access to identified discretionary income for district services which the Pilot Schools may or may not decide to access. Pilot Schools receive their funding as a lump sum based on the per pupil budget in accordance with equivalent budgets at other district schools with similar enrollment and grade span. This budget includes salaries and all other specified discretionary funds. The lump sum can be used as dictated by the school's vision and mission.

Pilots determine how to allocate funds for staffing and scheduling decisions to realize their vision and mission of improved student learning. Discretionary funds might include district allocations to schools for such things as textbooks, instructional coaches, and professional development. Outside sources of funding from grants, partnerships and foundations should be aggressively pursued to supplement the budget.

**(3) Staffing:** Pilot Schools have the freedom to hire and release their staff (including the principal) annually in order to ensure a unified school community that supports the vision and mission of the school. Teachers at a Pilot School who are not a match to the vision and mission can be required to transfer. The staffing plan is based on student needs and staff must be hired and retained accordingly. Assignment of staff at Pilot Schools is on a year-to-year basis. There is no job security at the site, but teachers retain seniority and transfer rights within the district. The Election-to-Work Agreement outlines working conditions at the school and must be collaboratively developed and approved by two thirds of teachers who work 50 percent or more of their assignment at the school.

**(4) Curriculum and Assessment:** Pilot Schools have flexibility to determine the school's curriculum and assessment practices. They are held accountable for all federal and state-mandated tests (e.g. CSAP, CELA and ACT). Pilot Schools are expected to prepare students to take these mandated assessments.

Pilot Schools do not have to follow the district curriculum requirements so that they may choose what content to cover and how to cover it. Schools are encouraged to create more personalized environments, including small class sizes, small teacher loads, and small learning communities. The school will select professional development to reflect the vision and mission of the school. Pilot Schools must demonstrate sustained growth through years one and two and exceed district averages by year three. Should the Pilot School not attain the agreed upon goals, the

district will work with the school to transition out of its status as a Pilot School during the fourth year.

**(5) Schedule:** In order to support school reform and increase student achievement, Pilot Schools must have the right to implement flexible schedules, including different student days than those identified by the district and different calendar constructs for both staff and students. Pilot Schools should organize the schedule to maximize learning time for students and ensure time for staff planning and professional development. They must be in control of their time in order to restructure the day to meet the vision and mission of the school. Pilot Schools are required to meet the Colorado Department of Education accreditation requirements as well as to meet or exceed district expectations for student contact hours.

## II. Guidelines for the Pilot School Autonomies

### A. Governance Guidelines

Through shared decision-making, schools are given the freedom to best meet the needs of their students within a structure that realizes the agreed upon vision and mission of the school.

#### **1. The Role of Governing Boards**

Because of the importance of a functioning governing board, with representation from administration, staff, parents, community representatives, and, in the case of high schools, students, newly established Pilot Schools should transition from a design team to a duly-elected governing board as soon as possible once the school has been launched.

- a. Each school must have a Governing Board. The Governing Board creates its own governance structure using shared decision-making. Until a Governing Board can be formed, the design team assumes responsibility and acts as the de-facto Governing Board until an election for membership can be conducted. The election for membership should take place as soon as reasonably practicable.
- b. Preferably the Governing Board will have a minimum of 10 members comprised of the principal (upon selection), four teachers who are AEA members, elected by all members of the site's bargaining unit (one of the AEA teacher representatives will be the building association representative), at least one classified representative chosen by peers, a minimum of three parents selected by parents and at least one non-parent community member selected by the Governing Board. This configuration requires maintaining a balance among staff, parents and the community. If the Governing Board grows beyond 10 members,

## Attachment 6

MOU re: Master Agreement Exemptions



**Memorandum of Understanding between  
Aurora Public School District and  
Aurora Education Association  
Regarding  
Article 13  
Teacher Duty Day and Teaching Hours**



## **Introduction**

In June 2011, the Aurora Public Schools and Aurora Education Association developed a Memorandum of Understanding to form a task force to examine potential amendments to Article 13 – Teacher Duty Day and Teaching Hours in the Collective Bargaining Agreement. Under the terms of the Memorandum of Understanding, the task force met over the course of the 2011-12 school year and reported its final conclusions and recommendations to the bargaining teams for consideration during the spring 2012 negotiations session. While the work and recommendations of the task force were considered, the bargaining teams were unable to mutually agree on language and processes to further the work of the task force.

As the Association's and Board's Team value the work and recommendations of the Article 13 Task Force and share an interest in revising Article 13, pursuant to this Memorandum of Understanding, the parties agree to the following for the 2013-14 - 2015-16 school years.

## **Agreement**

Using the work of the Article 13 Task Force as a guide, the Parties agree to provide individual schools with flexibility related to specific provisions of Article 13 in order to increase student achievement through the development of a proposal to change their scheduling and use of time.

To submit a proposal to the Joint Steering Committee (JSC), the school will establish a design team which includes the building administration and staff members who mutually agree on and are interested in submitting a proposal.

To begin the process, the design team will first seek consensus agreement from staff affected by the proposal, and then discuss the proposal with the entire staff. Consensus as used here means those impacted by the proposed variance are in agreement with or at least agree to support the proposal. Final consensus will be verified through a written ballot vote that should demonstrate overwhelming agreement with the proposal the ballot vote will be conducted jointly by an administrative and association representative.

The proposal will then be reviewed by the JSC, for compliance with the provisions of this MOU. The JSC review process will focus primarily on the individual school's adherence to the procedures and parameters outlined in this memorandum. Consideration will be given to the development and description of specific processes and activities designed to increase student achievement; improve professional practice and ability to produce measurable outcomes of increased student achievement that are directly tied to the allowed flexibility from Article 13 and the changes made to their schedules/use of time. If the proposal is believed to be out of compliance, the proposal will be remanded to the school with suggested modifications. An amended proposal may then be resubmitted for review.

All proposals for flexibility or waivers to Article 13 must be aligned with the following parameters:

1. Maintain the accreditation minimum required student contact hours of:
  - 1000 hours at the elementary/K-8 level
  - 1088 hours at the middle/high school level

2. Establish a clearly defined shared decision making process, particularly related to schedule planning and the use of time, which results in an allocated amount of individual planning and professional learning time. Proposals should-consider:
  - A minimum amount of guaranteed planning time for instructional staff, but not when or how that time is used;
  - An amount of non-contact time, but not when or how that time is used;
  - A ratio between contact time (including duty), activities and time designed to improve professional practice;
  - The need to develop schedules that create common plan time among grade level teams and/or content teams;
  - A clearly defined schedule for, and use of, collaborative planning time between and among grade level teams, content areas, specials/electives teachers etc.;
  - A clearly delineated connection between collaborative time and professional development needs based upon data review.
3. Establish a process to measure the impact the Article 13 variance(s) had on student achievement.
4. The variance is cost neutral in terms of the impact on APS systems/operations, i.e. transportation, nutrition services.
5. The proposal will not result in a reduction in force or the displacement of personnel out of the building.

The parties also acknowledge all remaining provisions of Article 13 not included in the accepted proposals will remain unchanged during the 2013-14, 2014-15 and 2015-16 school years, and that implemented variances will not be precedent setting.

In December 2015, representatives of each variance site will present a review of the results of the variance to the association and district negotiation teams. Such input will be considered in deliberations regarding adjustments to Article 13 upon the conclusion of this MOU.

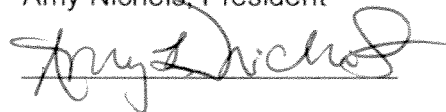
Date of agreement, July 1, 2013 by:

Aurora Public School District  
Rico Munn, Superintendent



---

Aurora Education Association  
Amy Nichols, President

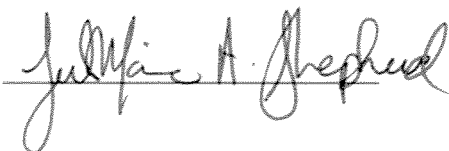


---

Approved by:

Aurora Board of Education

JulieMarie Shepherd, President



---

Jane Barber, Secretary



---





**Addendum to  
Memorandum of Understanding between  
Aurora Public School District and  
Aurora Education Association  
Regarding  
Article 13  
Teacher Duty Day and Teaching Hours**



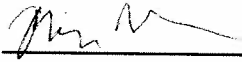
As part of negotiating the Master Agreement in the spring of 2015, the Aurora Education Association (AEA) and Aurora Public Schools agreed to extend the lifecycle of the existing Article 13 Memorandum of Understanding (MOU). While the current MOU expires at the conclusion of the 2015-16 school year, the parties agree to extend the MOU through the end of the current contract (Master Agreement), June 30, 2020.

The parties continue to acknowledge all remaining provisions of Article 13 not included in the accepted proposals will remain unchanged during the 2016-17, 2017-18, 2018-19 and 2019-20 school years, and that implemented variances will not be precedent setting.

In December 2019, representatives of each variance site will present a review of the results of the variance to the association and district negotiation teams. Such input will be considered in deliberations regarding adjustments to Article 13 upon the conclusion of this MOU.

Date of agreement, July 1, 2015 by:

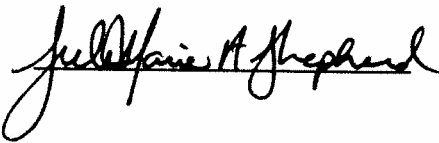
Aurora Public School District  
Rico Munn, Superintendent

  
\_\_\_\_\_

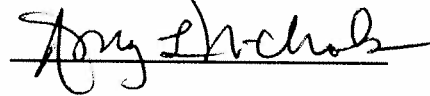
Approved by:

Aurora Board of Education

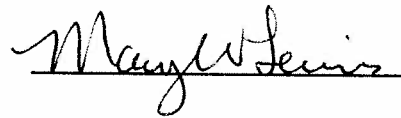
JulieMarie Shepherd, President

  
\_\_\_\_\_

Aurora Education Association  
Amy Nichols, President

  
\_\_\_\_\_

Mary Lewis, Secretary

  
\_\_\_\_\_

Attachment 7

School Goals and Initiatives

# Paris Elementary Goals & Initiatives: Imagine the Possibilities

<b>Guiding Principles:</b> Hope is not a strategy * Don't blame the kids * It is about student learning		
<b>Ensure a Safe &amp; Welcoming Environment</b>	<b>Build a positive school community</b>	<b>Raise All Students' Achievement</b>
<b>Equitable Practices and Everyone an Educator</b>		
	<b>Professional Learning Community Practices</b>	
<b>Playworks</b>		
<b>PBiS and Restorative Justice</b>		
		<b>Education Technology Focus</b>
		<b>Reading &amp; Writing Across Content</b>

## Attachment 8

# HR Principal Selection Process



# HR News

## Featured Articles:

Principal & Assistant Principal Hiring Process	1
Print Your Educator License Online	2
Kaiser Permanente Total Health Assessment	3

## Principal & Assistant Principal Hiring Process

### Aurora Public Schools Spring 2013 Principal & Assistant Principal Hiring Process

Human Resources would like to remind employees interested in administrative positions of the Principal/Assistant Principal Hiring Process. Typically, these positions begin posting as early as late January. Please check the APS job posting page at <http://www.aps.k12.co.us/hr/> as new positions are posted every week.

#### Assistant Principal Hiring Process:

1. Vacancy occurs.
2. The job will be posted (generally for two weeks) on the APS and other appropriate websites. Human Resources will accept applications of interested candidates via the online application up to 4 p.m. of the closing day of the posting.
3. Applicants will be required to include the job number for the posting they are interested in applying for in their application in order to be considered.
4. Applicants may submit specific letters of interest to the licensed employment office.
5. The interview process will be coordinated at the building level.

#### Principal Hiring Process:

The principal hiring process will be facilitated by the Division of Human Resources.

1. Vacancy occurs.
2. Job will be posted (generally for two weeks). Human Resources will collect applications of interested candidates via the online application up to 4 p.m. of the closing day of the posting.
3. Coordinator/director of Human Resources will facilitate a voluntary all-staff meeting to describe the hiring process and will generate a list of attributes that the staff desires in a principal. These characteristics will be used during the screening process to develop interview questions, and to evaluate each candidate's interview.
4. HR will solicit volunteers from school staff to serve on the interview committee.

*(Continued on page 2)*



*(Continued from page 1)*

5. HR will facilitate the selection of representatives for the interview committee. The committee size is limited and participants are expected to represent the ideas of their stakeholder group. The committee is comprised of:
  - Two staff members – HR will facilitate the school’s instructional leadership team’s selection of interview committee participants from a list of staff volunteers. The staff members may or may not be members of the leadership team and may be licensed or classified employees. To eliminate possible bias, if an incumbent assistant principal applies for the principal position, other assistant principals in the building will be excluded from serving on the interview committee.
  - One parent from the school accountability or PTO/PTA/PTSAC committee
  - One principal from the same level (e.g. if the vacancy is for a middle school principal a current middle school principal will be on the committee)
  - One administrator from the Division of Equity and Engagement or ELA department
  - One coordinator or director of Human Resources
  - One student achievement director
  - Chief academic officer (optional)
6. HR will work with the staff representatives on the interview committee to write interview questions. There is a core list of district-approved and required questions that will be asked of every applicant. Other questions address the school’s unique needs.
7. Administrators from the Divisions of Instruction and Human Resources will screen applications, possibly identify some to be interviewed, and forward additional applications for the interview committee’s consideration. During the screening process, initial reference checks may be conducted on external candidates.
8. HR administrators will facilitate a meeting with the selected staff representatives and the school’s director of student achievement to review the recommended applications and finalize who will be interviewed.
9. HR will schedule and facilitate the first round of interviews. Interviews will consist of a one-hour written component and a one-hour verbal component. The interview committee will recommend two finalists to the superintendent for consideration.
10. Following the committee interview but prior to the interview with the superintendent, finalists will be asked to participate in an instructional and leadership walkthrough at an APS school.
11. The finalists will be interviewed by the superintendent, the chief academic officer, the chief personnel officer, and the director of student achievement. Based on the finalist’s interview, a review of the interview committee’s input, and the candidate’s fit for the school, the superintendent will select the new principal. If neither finalist is deemed satisfactory by the superintendent, he will either ask the committee for another finalist or repost the position.
12. The superintendent forwards his recommendation to HR who will conduct a background check. If references and other aspects of the background check are satisfactory, the chief personnel officer will formally offer the job.

If you have questions about this process, please contact your HR director or coordinator.

## **Print Your Educator License Online**

Beginning in January, the Colorado Department of Education (CDE) will no longer print and mail paper copies of educator licenses, endorsements, credentials, or authorizations. These documents will be available online and can be printed by the licensee.

Please be sure to check your email often. CDE only communicates to email addresses they have on file. It is the employee’s professional responsibility to ensure teaching and other licenses are current and provided to Human Resources in a timely manner.