



### Innovation Plan Rubric for Priority Improvement and Turnaround Schools & Districts

This rubric is intended to guide innovation planning for Priority Improvement and Turnaround schools and districts pursuing the innovation pathway at the end of the accountability clock (C.R.S. § 22-11-209(2)& C.R.S. §22-11-210(5)). Innovation plans do not need to address all of the plan components that are listed below. Innovation Plans should be tailored to the unique needs of each individual school pursuing Innovation status.

CDE staff will use this rubric to evaluate innovation plans for Priority Improvement and Turnaround schools and districts to inform the Commissioner’s Recommendation. The goal is to assess whether the plan, if implemented, will have significant, rapid and positive impact on student learning. CDE will also use this rubric to provide feedback to districts to help strengthen the quality of their plans.

<b>Innovation Plan Overview</b> <input type="checkbox"/> Meets expectations <input type="checkbox"/> Partially meets expectations <input type="checkbox"/> Does not meet expectations		
Plan Component	Rating of Evidence	Notes
<b>Need for Innovation</b>	<b>Meets Expectations</b>	<b>Comments</b>
<i>Innovation Plan provides a clear and compelling rationale for innovation.</i>	<ul style="list-style-type: none"> <li>• Explicitly explains how innovation status will ensure a greater level of success for student learning.</li> <li>• Provides clear rationale for why the district is selecting innovation school/zone as the accountability clock pathway for the selected Priority Improvement/ Turnaround school(s)</li> <li>• Effectively identifies and justifies need for waivers.</li> <li>• Gives in-depth description of the barriers or roadblocks to successful implementation of the current school improvement plan that would require innovation status to address.</li> </ul>	



<b>Mission &amp; Vision</b>	<b>Meets Expectations</b>	<b>Comments</b>
<p><i>Innovation Plan articulates a vision and mission that reflects high expectations for student learning. The plan explains how innovation status will meet district and school goals to advance the vision and mission.</i></p>	<ul style="list-style-type: none"> <li>• The vision and mission provides a clear and concise picture of what the school aims to achieve, what the unique focus of the school is, and the student population and community to be served.</li> <li>• Demonstrates support for innovation in student learning.</li> <li>• Clearly articulates how the mission and vision is different from what it was previously, if it is being changed.</li> </ul>	
<b>Student Learning Outcomes</b>	<b>Meets Expectations</b>	<b>Comments</b>
<p><i>Innovation Plan thoroughly describes the goals and specific gains in academic achievement the school will commit to as a result of securing innovation status. Articulates clear measures for monitoring learning outcomes.</i></p>	<ul style="list-style-type: none"> <li>• Identifies actionable goals for student academic achievement.</li> <li>• Gives in-depth explanation for how the plan will improve student learning and move the school off the Accountability Clock.</li> <li>• Explains how student learning and performance will be comprehensively measured by multiple sources of evidence and data.</li> </ul>	
<b>Implementation Timeline</b>	<b>Meets Expectations</b>	<b>Comments</b>
<p><i>Includes timeline for implementing components of the Innovation Plan.</i></p>	<ul style="list-style-type: none"> <li>• Timeline thoroughly outlines a plan for implementation.</li> <li>• Provides evidence of a strong sense of urgency at the school district, school and within the community for the Innovation Plan.</li> </ul>	



<b>Academic Systems</b> <input type="checkbox"/> Meets expectations <input type="checkbox"/> Partially meets expectations <input type="checkbox"/> Does not meet expectations		
Plan Component	Rating of Evidence	Comments
<b>School Calendar &amp; Schedule</b>	<b>Meets Expectations</b>	<b>Comments</b>
<p><i>Plan articulates any proposed changes to the school calendar and schedule, which may include changes to:</i></p> <ul style="list-style-type: none"> <li>• Length of school day/year</li> <li>• School calendar</li> <li>• Hours of instruction</li> <li>• Number of work days</li> </ul>	<ul style="list-style-type: none"> <li>• Innovation Plan clearly describes what changes to the school schedule or calendar will occur and articulates how the changes will address current barriers and lead to increased student achievement.</li> <li>• Explains how the daily schedule maximizes instructional time with an emphasis on core subject areas for all students.</li> <li>• Provides copies of the school calendar and daily schedules as an attachment to the Innovation Plan.</li> <li>• Identifies the total number of days and hours of instruction students will receive and the number of in-service days for teachers.</li> <li>• Identifies the minimum number of hours/minutes per day and week that the school will devote to academic instruction in each grade for core subjects.</li> <li>• Identifies what opportunities for extended instructional time are available and explains how that time will be strategically structured and allocated.</li> <li>• If changes to schedule and/or calendar are not being pursued under the Innovation Plan, the district provides a compelling rationale for why changes in this area are not needed.</li> </ul>	



<b>Curriculum and Instruction</b>	<b>Meets Expectations</b>	<b>Comments</b>
<p><i>Plan articulates any proposed changes to curriculum and instruction.</i></p>	<ul style="list-style-type: none"> <li>• Explains all innovations related to the school’s curriculum and instructional model.</li> <li>• Discusses any special academic/curricular themes the Innovation School will feature, if any.</li> <li>• Clearly describes how the chosen curriculum and instructional methods are expected to improve school performance and student achievement.</li> <li>• If seeking curricular autonomy, explains why the proposed educational program is more likely to succeed in the school. The Innovation Plan includes evidence that the curriculum is research-based and has delivered or will deliver rigorous, engaging and effective instruction for the student population and boosts student achievement.</li> <li>• Describes the instructional materials and resources that the school will use to support its curriculum and explains how they are aligned with the Colorado Academic Standards and the innovation model of the school.</li> <li>• If changes are not being made to the curriculum, discusses how the standard curriculum will support the other changes being pursued in this Innovation Plan.</li> </ul>	
<b>Assessments &amp; Data</b>	<b>Meets Expectations</b>	<b>Comments</b>
<p><i>Plan explains innovations around student assessments and data systems, which could include changes to progress monitoring, data-driven practices and</i></p>	<ul style="list-style-type: none"> <li>• Provides an overview of the school’s proposed assessment plan, including a description of any assessments that will supplement those required by the district and the state, if applicable.</li> <li>• Demonstrates that the assessment system is aligned with learning expectations and will yield reliable, valid and</li> </ul>	



<p><i>differentiated instruction.</i></p>	<p>timely information.</p> <ul style="list-style-type: none"> <li>• Explains any changes to <i>how</i> and <i>how frequently</i> the school will collect and analyze student academic achievement data, use the data to refine and improve instruction, and report the data to the school community.</li> <li>• Provides an overview of how the school will manage their data systems independently, if that is an innovation they are seeking.</li> <li>• Describes the school’s approach to provide personalized and differentiated instruction that best meets the needs of all students. Includes explanation of how staff will use students’ formative assessment data to inform and differentiate instruction.</li> <li>• If changes are not being made to the assessment system, discusses how the current system will support the other changes being pursued in this innovation plan.</li> </ul>	
<p><b>Special Populations</b></p>	<p><b>Meets Expectations</b></p>	<p><b>Comments</b></p>
<p><i>Plan articulates how the school will support special populations.</i></p>	<ul style="list-style-type: none"> <li>• Provides an overview of how the school model will support students with disabilities, students with special education needs, English learners, gifted and talented students, and other special populations.</li> <li>• Describes how any of those supports will change under innovation status, if applicable.</li> </ul>	<ul style="list-style-type: none"> <li>• The plan provides an overview of how the school model will support students with disabilities, English language learners and gifted and talented students.</li> </ul>



<b>Talent Management</b> <input type="checkbox"/> Meets expectations <input type="checkbox"/> Partially meets expectations <input type="checkbox"/> Does not meet expectations		
Plan Component	Rating of Evidence	Notes
Recruitment and Hiring	Meets Expectations	Comments
<i>Plan articulates any proposed changes to recruitment and hiring processes.</i>	<ul style="list-style-type: none"> <li>Describes any innovations in the school’s staffing plan under innovation status and how these changes will produce gains in academic achievement.</li> <li>Details the strategies the school will use to attract and recruit highly-effective, culturally-competent teachers and staff.</li> <li>Describes the talent selection model and criteria, including the cultural competencies required for staff to support the student population and innovation plan.</li> <li>Explains the overall hiring process steps and timeline. Includes description of the flexibilities required to hire outside of district processes and timelines.</li> <li>If changes to recruitment and/or hiring are not being pursued under the Innovation Plan, the district provides a compelling rationale for why changes in this area are not needed.</li> </ul>	
Professional Development	Meets Expectations	Comments
<i>Plan articulates any proposed changes to the school’s professional development plan, which may include changes to:</i> <ul style="list-style-type: none"> <li>Professional development content</li> </ul>	<ul style="list-style-type: none"> <li>Describes the professional development opportunities that will be offered to the teaching staff, at the start of an academic year and throughout the year.</li> <li>Explains how plans for professional development differ from the school’s current practice and/or district requirements and why these changes are necessary.</li> </ul>	



<ul style="list-style-type: none"> <li>• Frequency and timing of PD opportunities</li> <li>• Ability to have teachers start in August for orientation</li> <li>• Onboarding process for new staff</li> </ul>	<ul style="list-style-type: none"> <li>• Describes how innovations in the school’s professional development plan will lead to increased student achievement.</li> <li>• Details the onboarding process the school will take to prepare incoming new teachers.</li> <li>• Identifies the expected number of days/hours for professional development throughout the school year and explains how the school’s calendar, daily schedule, and staffing plan will be structured to accommodate this plan. Notes when teachers will have time for common planning or collaboration, and how such time will typically be used.</li> </ul>	
<p><b>Evaluation and Retention</b></p>	<p><b>Meets Expectations</b></p>	<p><b>Comments</b></p>
<p><i>Plan describes any proposed changes to evaluation and retention processes.</i></p>	<ul style="list-style-type: none"> <li>• Describes innovations to the processes and criteria used to support the strategic evaluation and retention of highly effective teachers and staff.</li> <li>• Provides examples of innovative frameworks, standards, and practices that will be used to evaluate teachers. Specifically addresses what role student progress and achievement will play in teacher evaluations.</li> <li>• Articulates strategies to promote retention of the best performing teachers.</li> <li>• Specifies steps or actions the school will take when teacher or leader performance is unsatisfactory.</li> <li>• Describes how the performance management system will be used to drive improvements in teacher effectiveness and student achievement.</li> </ul>	



<b>Compensation</b>	<b>Meets Expectations</b>	<b>Comments</b>
<i>Plan explains any changes being made to the school's compensation system.</i>	<ul style="list-style-type: none"> <li>Describes any innovations in the school's compensation system under innovation status and how these changes will lead to increased student achievement.</li> <li>Outlines any incentive or reward programs and how they align with the vision and mission of the school.</li> </ul>	

<b>Culture of Performance</b> <input type="checkbox"/> Meets expectations <input type="checkbox"/> Partially meets expectations <input type="checkbox"/> Does not meet expectations		
<b>Plan Component</b>	<b>Rating of Evidence</b>	<b>Notes</b>
<b>Culture and Climate</b>	<b>Meets Expectations</b>	<b>Comments</b>
<i>Plan articulates any changes being proposed to foster a positive school culture.</i>	<ul style="list-style-type: none"> <li>Describe in detail any changes to the systems, programs, structures, rituals, and routines the school will use to foster a positive school culture for <u>all</u> students and teachers. Areas the Innovation Plan could address include:               <ul style="list-style-type: none"> <li>Systems to promote high expectations</li> <li>Code of conduct &amp; disciplinary procedures</li> <li>Attendance policies and expectations</li> <li>Wraparound services</li> </ul> </li> </ul>	
<b>Stakeholder Engagement</b>	<b>Meets Expectations</b>	<b>Comments</b>
<i>Plan includes a variety of strategies to engage key stakeholders.</i>	<ul style="list-style-type: none"> <li>Includes highly developed plan for collaboration and partnerships directly linked to school strategies and sets forth a robust plan for parent engagement. Describes how those innovations will increase learning outcomes for children.</li> <li>Describes how the school and district will engage</li> </ul>	<ul style="list-style-type: none"> <li>Development of the innovation plan included input from community stakeholders, and the school will work with local organizations to provide learning opportunities for students and their families.</li> </ul>





	regularly, frequently, and effectively with parents and guardians, local board of education members, and other community members.	<ul style="list-style-type: none"> <li>The school leadership team will regularly share school progress and growth with community stakeholders throughout the year.</li> </ul>
<b>School Leadership and Governance Structure</b>	<b>Meets Expectations</b>	<b>Comments</b>
<i>Plan provides overview of leadership and governance, including how the implementation of innovations will be monitored.</i>	<ul style="list-style-type: none"> <li>Identifies the key school administrators, including the school principal, assistant principals, and any other new leadership roles the school plans to create.</li> <li>Articulates changes to leadership roles and responsibilities under innovation status.</li> <li>Describes systems and policies for continued monitoring and implementation of the school's Innovation Plan.</li> <li>Explains how the school will regularly evaluate implementation of its plan to ensure continuous improvement.</li> </ul>	

<b>Budget and Operations</b> <input type="checkbox"/> Meets expectations <input type="checkbox"/> Partially meets expectations <input type="checkbox"/> Does not meet expectations		
Plan Component	Rating of Evidence	Notes
<b>Budget</b>	<b>Meets Expectations</b>	<b>Comments</b>
<i>Innovation Plan includes an explanation of how the school will use increased flexibility and autonomy over the funds allocated it by the district, including an estimate of increased</i>	<ul style="list-style-type: none"> <li>Outlines any proposed use of budget autonomies for the school and provide reasons for their necessity.</li> <li>Explains any specific resources, material, equipment, staff, programs and policies that create additional operating costs as a result of the Innovation Plan (e.g., longer school year and school day).</li> </ul>	



<p><i>operating costs and/or increased costs savings and efficiencies.</i></p>	<ul style="list-style-type: none"> <li>• Highlights any one-time implementation costs that will be incurred during the planning year and/or year one of operating with innovation status.</li> <li>• Explains how the school will fund such additional operating costs.</li> <li>• Estimates any cost savings or increased efficiencies due to the implementation of the innovation proposal (e.g. analysis of budgeting using average vs. actual salaries or estimates of centrally budgeted services for which the school intends to access funding directly).</li> </ul>	
<p><b>Facilities &amp; General Operations</b></p>	<p><b>Meets Expectations</b></p>	<p><b>Comments</b></p>
<p><i>Plan describes any innovations being pursued in relation to general school or building operations.</i></p>	<ul style="list-style-type: none"> <li>• Describes any innovations to the general school or building operations.</li> <li>• Explains if there are significant construction projects necessary to implement this Innovation Plan. Addresses if there is enough classroom space to implement this Innovation Plan.</li> <li>• Describes any innovations in the way the school will provide transportation for students.</li> <li>• Details any autonomies being sought regarding procurement processes.</li> </ul>	



<b>District Systems</b> <input type="checkbox"/> Meets expectations <input type="checkbox"/> Partially meets expectations <input type="checkbox"/> Does not meet expectations		
Plan Component	Rating of Evidence	Notes
<b>Accountability and Supervision</b>	<b>Meets Expectations</b>	<b>Comments</b>
<i>Plan includes details on how the school district administration will support, supervise and hold accountable school leadership.</i>	<ul style="list-style-type: none"> <li>Plan conveys that the principal supervisor will provide consistent support and accountability to school principal.</li> <li>Plan describes reporting and evaluation structures for the innovation school principal, noting if any changes are being made to current practices or management structures.</li> </ul>	
<b>District Systems</b>	<b>Meets Expectations</b>	<b>Comments</b>
<i>Plan provides explanation of how the district will support the innovation school.</i>	<ul style="list-style-type: none"> <li>Outlines the district’s plan for providing differentiated support to the innovation school, including changes to organizational structures, routines, or systems.</li> <li>Describes any flexibility from district policies and practices that will be granted to the innovation school.</li> </ul>	

Summary	Overall Rationale
<input type="checkbox"/> CDE has determined that the proposed Innovation Plan meets the expectations of rigorous standards and, if implemented, will have significant, urgent, and positive impact on student learning.	
<input type="checkbox"/> CDE has determined that the proposed Innovation Plan needs substantive revisions in order to meet the expectations described above.	
<input type="checkbox"/> CDE has determined that the proposed Innovation Plan is not sufficient to meet the expectations described above.	