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EXECUTIVE SUMMARY

Essential Information Form

Name of School	<i>Centennial ECE-5, A School for Expeditionary Learning</i>
School Type	<i>Innovation School-Conversion</i>
Grade Configuration (<i>note if you are seeking a change to your grade configuration as part of this process</i>)	<i>ECE-5</i>
Model or Focus (e.g., Arts, College Prep, etc.)	<i>Expeditionary Learning</i>
Primary Contact Person (name, email)	<i>Laura Munro</i> <i>LAURA_MUNRO@dpsk12.org</i>

Enrollment Projections: *Delete unnecessary rows and/or provide additional columns if you will not reach full enrollment by year five. Project your student headcount (not your funded FTEs).*

GRADE	2013-14	2014-15	2015-16	2016-17	2017-18
ECE 3	32	32	48	48	48
ECE 4	32	32	32	48	48
K	70	100	100	100	100
1	70	75	100	100	100
2/3	100	125	125	125	125
4/5	120	130	150	150	150
6					
7	45				
8	45	45			
Total # students	514	539	555	571	571

Student Demographics: What is the current breakout of students that you serve?

	FRL %	SPED %	ELL %
Current Demographics	81.75%	16% ¹	19%

¹ This includes two center-based programs, K-5 MI-S and AN.

I. Culture

Centennial's mission was developed by families and future staff working collaboratively to evaluate, analyze, and draft mission statements aligned with the Expeditionary Learning model. The themes presented in these drafts were analyzed for their frequency of occurrence and used to compose Centennial's new mission statement: *Centennial ECE-5, A School for Expeditionary Learning is an inclusive school that fosters each child's sense of wonder and adventure through exemplary standards of character, academic achievement, and social responsibility.* Obtaining innovation status will allow Centennial to implement the Expeditionary Learning model with fidelity, obtaining the achievement results characteristic of EL schools. Centennial's current program has yielded low median growth percentiles, identifying Centennial as "Accredited on Probation" according to the DPS School Performance Framework. Centennial is performing significantly below expectations and as a result, must prioritize the continued development of a school culture that emphasizes learning and growth to dramatically improve student performance. Innovation Status will support Centennial in making these dramatic gains in student performance, providing Centennial with greater flexibility to establish a new educational program that emphasizes excellence aligned to Common Core standards, altering the daily schedule to create more school-wide culture building activities and interdisciplinary learning experiences, and utilizing human resource and teacher development flexibilities, to make fundamental changes to (and extend the range of) teaching practice capabilities throughout the school. These elements are essential in obtaining the achievement gains necessary to move from a red school to a green school on the DPS School Performance Framework and to create a culture at the school that helps every student find their voice as an academic champion and active contributor to a vibrant learning community. Aside from the need for autonomies, we also believe that innovation status will help foster a culture of empowerment among teachers, students, parents, and staff that centers around a shared sense of urgency, a plan for addressing, and ownership over student outcomes. Obtaining innovation status will provide a school-wide collaborative effort to ensure these student achievement gains.

Throughout this process, Centennial has involved parents and community members in the creation of a proactive plan of action to change student achievement outcomes for the children of Centennial. The Collaborative School Committee (CSC) formally began open community meetings in September 2012 to address the need for a defining characteristic to recruit families and improve student performance outcomes. Members of the Collaborative School Committee investigated various instructional models, including service learning, Project Based Learning, Expeditionary Learning, and Montessori models. Upon an analysis of these instructional models, parents and community members selected the Expeditionary Learning model. The strategic school design team recommended Centennial for redesign creating a sense of urgency to move forward in this process on December 10, 2012. Throughout the process, school communications have been provided in both English and Spanish. Parents have received invitations to CSC School Design Committee meetings and updates on the process through the following means of communication: personalized phone calls, flyers, postcards, invitations extended from attendees of each meeting, the school website, school communications, and Facebook. Collaborative School Design meetings were held on March 11th, March 18th, April 16th, and May 6th to inform the community of the redesign process and elements of the Innovation Plan. School community members have been invited to participate in this open and transparent process to help ensure there is broad stakeholder support and buy-in for the plan. In addition, Centennial partnered with Odyssey and Rocky Mountain School of Expeditionary Learning to host school site visits for parents to see the model firsthand. A school site visit follow-up was held at Centennial on May 30th to provide an opportunity to continue the conversation and support parents' understanding of Expeditionary Learning. Finally, Laura Munro has embarked on a

targeted walk campaign to visit parents at their home, provide information on the proposed innovation plan, and to allow time to receive feedback from these parents who may not otherwise be able to attend community events and have their voices heard.

II. Leadership

Laura Munro, will be the instructional leader of the school and has distinguished herself as a high performer in various leadership positions with track records of success. Laura has served in a variety of capacities across some of the state's leading school districts including as an ECE and elementary teacher, teacher leader, ESL Director, Director of Student Achievement for Diverse Learners, and as an Executive Director of Diverse Learners. Most recently, Laura serves as the school principal at Centennial. All of these experiences have provided both breadth and depth of experience to ensure Laura's success in this role.

The following qualifications and attributes were used for selecting the school leader: ability to demonstrate strategic leadership, act as an instructional leader, articulate and model a clear vision of the school's culture, promote parent and community involvement, support the development of the whole child (social, emotional, physical, and academic), commitment to serving a diverse student population, celebrates strengths and diverse student talents, strives for continuous improvement, critically consumes data and uses it to elevate student achievement, is relationship driven, possesses strong communication skills, demonstrates business management skills, participates in family and community outreach, possesses a strong moral compass and joyful spirit, desires to be a leader in the educational landscape and make positive contributions to the field, acts as a champion for children, and advocates for Centennial improving the school's ability to serve the best interests of students and families. The school leadership structure will not change as a result of this Innovation Plan; however members of the leadership team will receive additional professional development and support from Expeditionary Learning to successfully implement the Expeditionary Learning model.

III. Education Plan

The evidence for Expeditionary Learning models can be classified into three key domains: EL student achievement and school test performance; EL student engagement; and EL teacher practice and professional development. These domains align with the assessment of Centennial's needs if the school is to turn around their current achievement data, which helped inform the selection of this model.

Centennial will provide rigorous and stimulating multiage learning environments that challenge students to think critically and take active roles in their classrooms and communities through implementation of the Expeditionary Learning model. According to Sandra J. Stone, the national school restructuring movement has spurred a surging interest in the multiage classroom from New York to Alaska. Multiage classrooms occupy the cutting edge of changing schools to meet the needs of children. Their presence on the forefront of educational practice is backed by quality research, developmentally appropriate practice, and major changes in instructional strategies, environment, and assessment. Centennial's multiage classrooms, 2/3 and 4/5, will be comprised of a mixed-age group of children that stays with the same teacher for two years. Kindergarten and 1st grade classrooms will consist of straight grade level configurations, with teachers looping with their students to foster continuity of care and develop deep relationships. Classrooms will be composed based on creating a balance of age, ability, and gender, creating a family of learners. The multiage classroom is not a combination class where a teacher instructs two or three grade levels in their designated curricula. As a result, Expeditionary Content Maps will be created to address Colorado Academic Standards and Common Core State Standards in a two year rotation, Year A and Year B (See Appendix Q). Ages and grades do not divide this community of learners

within the classroom. In the multiage community, every child in the “family” can become a successful learner on his/her own continuum of growth. The multiage classroom supports this individual growth through a process approach to learning that is child centered rather than curriculum centered. The mixed-age environment requires teachers to facilitate the learning of each child rather than to instruct the class as a whole based on predetermined grade-level skills and content. As a result, the multiage classroom differentiates instruction to turn the process of education into a wonderful and successful adventure in learning for both teachers and children. “Studies of societies throughout the world show the natural occurrence of mixed-age children in play groups, where young children imitate and rely on the older ones. As children play and care for one another, they learn how to socialize, nurture each other, and be responsible.”²

Centennial will utilize multiage classrooms to focus on success. In the multiage classroom, each child’s progress is viewed in terms of success rather than failure. The multiage philosophy rejects a ‘deficit model’ that focuses on what a child doesn’t know, rather than on what a child does know. This focus on success has been found to keep the child engaged in the learning process. The multiage classroom provides repeated success for all children in the classroom no matter where they are on their continuum of learning. In the multiage classroom, assessment interacts with instruction. Centennial teachers will utilize qualitative and quantitative assessments to record each child’s growth and progress towards rigorous personalized goals. Multiage classrooms embrace a structure and philosophy that creates a positive learning environment for supporting children’s achievement and self-esteem in an emotionally secure environment. Centennial will utilize Crew structures ECE-5, coupled with multiage classrooms in grades 2-5 to increase student engagement and motivation for learning. To successfully create a multiage classroom, teachers will be supported in designing the physical environment, planning integrated curriculum based on well-developed, standards-inspired expeditions developed by the EL network, instructional strategies, and assessment. Centennial U will also offer electives to support teachers in creating and maintaining successful multi-age classrooms.

Expeditionary Learning schools are characterized by active instructional practices that build academic skills and student motivation; rigorous projects that meet the Common Core and Colorado Academic Standards and are connected to real-world needs; school cultures of kindness, respect, responsibility, and joy in learning; shared leadership for school improvement; and a school-wide commitment to improved teaching and leadership practice.

Centennial’s core program will now include a rigorous workshop model that is assessment-driven and student-centered. Teachers will provide intensive, explicit instruction while also creating ongoing opportunities to differentiate teaching and learning supporting English Language Learners, students with disabilities, and gifted and talented students. Centennial will focus on exceptional instruction in literacy and mathematics to provide the foundation upon which all other learning can be constructed. Our students will be regularly assessed through formative and summative assessments to ensure attainment of their individual achievement and character goals. Characteristic of the EL model, teachers will use assessment for learning strategies on a daily basis to empower students to engage in, reflect on, and take responsibility for their own learning. These strategies include communicating learning targets, using strategic questioning, using descriptive feedback, teaching students focused revision, and using structures to help students self assess, reflect on their progress, and set goals.

² Stone, Sandra J. *Creating the Multiage Classroom*. Culver City, CA: Good Year Books, 1996.

IV. Teaching

Centennial ECE-5, A School for Expeditionary Learning will utilize the EL network in addition to district efforts to recruit and retain qualified teachers. Additionally, Centennial will focus on improving student achievement by developing quality teachers through intentional professional development provided by Expeditionary Learning and Centennial U, a school-based “university” to build teacher leaders who possess a high degree of passion and enthusiasm for leading, inspiring, and elevating our profession.³ At Centennial U, there is a core professional development program, aligned with our EL school work plan and professional development goals. These required courses will be taken by all faculty members. In addition, teacher leaders will select an area of interest to study throughout the school year. Teacher leaders will present their topic of interest and offer “passion pursuits” courses to their colleagues. In addition, teacher leaders may become mentors to their colleagues in their area of expertise. Centennial U will empower teachers to take ownership of their professional development and share their passion and enthusiasm for learning with their colleagues, students, and families. This structure supports the development of a learning organization and will build both breadth and depth of leadership at Centennial.

High quality, job-embedded professional development is a critical component of Expeditionary Learning schools. This aids in recruiting and retaining exceptional teachers and building the capacity of staff to ensure successful implementation of the model. Centennial’s plans for professional development include direct school services with an Expeditionary Learning School Designer, off site professional development to gain inspiration from leading EL schools, 3 Day Institutes, and 5 Day Institutes focused on Centennial’s evidenced needs.⁴ These include: Culture and Character Institutes and EL Classrooms in Practice Institutes.

Centennial will continue to utilize the DPS salary schedule and provide employment benefits consistent with the district. Employment policies consistent with DPS policies, with exception to the District Policy Waivers, State Statute and Rules Waivers, and Collective Bargaining Agreement Waivers presented in Section VI below. These include: GCB, GCF, GCID, GDA, GDF-R, GDQD, GDQD-R, IC/ICA, 22-32-109, 22-32-110, 11-63-202, 22-63-203, 22-63-206, 22-63-301, 22-63-302, 22-9-106, 22-33-102, and Articles 1, 5, 8, and 13.

Centennial has hired a founding team of talent who possess a passion and commitment to implementing the Expeditionary Learning model while operationalizing Centennial’s mission.

V. Governance & Finance

Centennial will utilize the Collaborative School Committee to ensure that parents/guardians, teachers, and community members are active participants in the school’s governance structure. The Collaborative School Committee (CSC) is a committee formed by all of a school’s community stakeholders i.e. educators, parents, students and community that serves as a leadership body for school accountability. The CSC collaborates with senior staff, various departments, schools and the school community to support the implementation of Policy BDFH-Collaborative School Committees as required by State Law

³ Centennial U was inspired by DaVita University, which was created to help teammates learn and develop. This education department oversees all training and learning opportunities within DaVita’s “Village.” See Appendix R for a course plan capturing the possibilities for Centennial U. Required school-wide professional development will be offered as “core courses” and “passion pursuits” will be teacher-led courses driven by individual teachers’ passions and interests. These “passion pursuits” will be led by Centennial’s Teacher Leaders.

⁴ See Appendix N: MOU with Expeditionary Learning.

22-7-106 on School Accountability Committees. The purpose of the Collaborative School Committee is to enhance student achievement, parent engagement, and school climate through collaboration. The work of the CSC includes providing guidance, evaluation and approval for the Unified Improvement Plan (UIP), a blue print to improve teaching and learning that prepares students for postsecondary and workforce opportunities.

	2013-14
Number of Students⁵	482
2013-2014 Budget Allocation	\$3,219,603
Walton Grant Funds ⁶	\$250,000
CDE School Improvement Support Grant ⁷	\$100,000
Total Revenue	\$3,569,603
Staffing ⁸	\$2,566,215
Non-Salary Expenses ⁹	\$235,380
Total Expenses	\$2,801,595
NET INCOME	\$768,008

VI. Innovation

1. What programs, policies, and/or operational documents will be affected by the school’s innovations? Will any of these changes result in efficiencies and/or cost savings?

Innovation status will allow Centennial to modify the school day/school-year calendar.

- A change to the school year calendar will ensure that teachers are provided more days for collaborative planning and/or professional development.
- A change to the school day will provide longer instructional blocks of time for students to engage in expeditions, a cornerstone of the EL model. Longer instructional blocks of time and a longer school day will ensure uninterrupted learning and time for teachers to go deeper into standards based content with student.

⁵ Number of students does not include the 32 ECE 3 year-old children in years 1 and 2, and 48 in years 3-5 referenced in the enrollment projections tables above and below.

⁶ Centennial was invited to apply for the Walton Family Foundation Innovation School Startup grant. While our budget is not contingent upon acquiring these funds, we anticipate being able to obtain additional support for programs and implementation of Expeditionary Learning.

⁷ Centennial is working collaboratively with Rebecca Grant to obtain funding to support the following two areas of focus: best first instruction and positive climate and culture.

⁸ Includes part time, classroom, pro tech, administrative, and clerical staff.

⁹ This includes our MOU with Expeditionary Learning.

Innovation status will support Centennial in implementing a new, research-based educational program- Expeditionary Learning.

- With the implementation of Expeditionary Learning (EL) Centennial will utilize new curricular materials to support the teaching of literacy in particular. Mondo Publishing's Bookshop, and Lucy Calkins' Units of Study in Opinion, Information and Narrative Writing, A Common Core Workshop Approach will be used a core resources to support the instruction of the Common Core State Standards for reading and writing in a workshop model.
- Moving away from the DPS Literacy Guides will ensure teachers at Centennial teach from the CCSS beginning with the 2013-14 school year, using resources that have been specifically designed to support CCSS. The Lucy Calkins' materials have all been redesigned specifically with the CCSS in mind.
- There will be no need for a gradual transition period, like at a traditional neighborhood school, where teachers will have to manage the existing DPS Literacy Guide curriculum and the new CCSS for literacy.

Grade configurations at Centennial will be developed to ensure multi-year relationships are established between students (families) and teachers.

- Students in grades K and 1 will loop with their teacher.
- Students will be in multi-age classrooms in grades 2nd/3rd and 4th/5th.
- Students in multi-aged classrooms will be flexibly grouped for literacy instruction based on instructional need/literacy skill level. Math will be taught in straight grade level groupings.
- It is possible that teachers at grades 4/5 will departmentalize during the 2013-14 school year in an effort to become CCSS/content 'experts' in one area/one grade level. This structure will support teachers with EL implementation, and the transition to multi-aged classrooms.
- Students in multi-aged classrooms will be taught social studies and science content expeditions in heterogeneous groups.

Innovation status will allow Centennial to change hiring practices.

- These hiring practice changes will support leadership to time recruitment activities and when employment offers are made to ensure the most highly qualified candidates are hired into open positions.
- Dismissal policies will be streamlined while still allowing for due process including for appeals to be considered by an evaluator external to the school.

Teachers at Centennial will be on annual contracts.

- Annual contracts will support Centennial in that leadership will not have to manage probationary/non-probationary status determinations each year.

Centennial leadership will have the ability to negotiate external PD opportunities at the school level.

- This added flexibility allows the school leadership to leverage the EL MOU for streamlined planning of instruction and job-embedded coaching and PD for teachers.
- Capacity development will be accelerated for teachers as PD needs can be tailored to meet the exact needs of the teachers and leaders at the school.

Section I. CULTURE

A. Mission Statement

Centennial ECE-5, A School for Expeditionary Learning is an inclusive school that fosters each child's sense of wonder and adventure through exemplary standards of character, academic achievement, and social responsibility.

Obtaining innovation status will allow Centennial to implement the Expeditionary Learning model with fidelity, obtaining the achievement results characteristic of EL schools. Innovation status will also provide Centennial with greater flexibility in adapting human resource practices, including hiring, recruitment, selection, evaluation, and retention to the school-level so that decisions can be made aligned to Expeditionary Learning. This will also include flexibility with the school calendar to provide in-depth professional development opportunities so that teachers are equipped with the skills to develop an Expeditionary Learning curriculum and teach using appropriate pedagogy. These elements are essential in obtaining the achievement gains necessary to move from a red school to a green school on the DPS School Performance Framework. To achieve this, it is critical that administrators and teachers are invested in the success of their students, possess high degrees of professionalism, and embrace a sense of urgency for engaging in this work. Obtaining innovation status will provide a school-wide collaborative effort to ensure student achievement gains.

Expeditionary Learning schools are characterized by active instructional practices that build academic skills and student motivation; rigorous projects that meet the Common Core and Colorado Academic Standards and are connected to real-world needs; school cultures of kindness, respect, responsibility, and joy in learning; shared leadership for school improvement; and a school-wide commitment to improved teaching and leadership practice. Expeditionary Learning schools have a track record of driving growth for at-risk students.¹⁰

B. Targeted Student Population

Centennial ECE-5, A School for Expeditionary Learning is located in Northwest Denver. 81.75% of students at Centennial currently qualify for Free & Reduced Lunch; 19% are English Language Learners; 16% of Students with IEPs.

Demographic Overview:

Hispanic/Latino: 77%

American Indian or Alaska Native: 2.2%

Asian: 1%

Black or African American: 1.7%

Native Hawaiian or Other Pacific Islander: .2%

White: 16.3%

Two or More Races: 1%

Centennial does not anticipate any changes to their school demographics; however, Centennial anticipates attracting an increased number of neighborhood families and growing its student body. We anticipate demographics will remain similar.

¹⁰ Center for Research on the Education of Students at Risk's Comprehensive School Reform and Student Achievement analysis: <http://elschools.org/sites/default/files/CRESPARSBormanS2002.pdf>

Through the development of a high quality ECE program, Centennial anticipates growing the student population and increasing academic achievement by targeting early literacy in the ECE and primary grades.

GRADE	2013-14	2014-15	2015-16	2016-17	2017-18
ECE 3	32	32	48	48	48
ECE 4	32	32	32	48	48
K	70	100	100	100	100
1	70	75	100	100	100
2/3	100	125	125	125	125
4/5	120	130	150	150	150
6					
7	45				
8	45	45			
Total # students	514	539	555	571	571

As middle school students phase out, Centennial will have space to allocate for additional ECE programs as reflected in student enrollment projections.

Centennial’s current program has yielded low median growth percentiles, identifying Centennial as “Accredited on Probation” according to the DPS School Performance Framework.

School Performance Framework 2011-2012 Spotlight Detail Scorecard ¹¹	
OVERALL Student Progress Over Time - Growth	Approaching
OVERALL Student Achievement Level Status	Does Not Meet
OVERALL Student Engagement	Approaching
OVERALL Re-Enrollment	Meets
OVERALL Parent Satisfaction	Does Not Meet

Centennial has been rated Accredited on Probation and is performing significantly below expectations. As a result, Centennial is proposing this plan with the intent that it will dramatically improve student performance and provide the best educational model for effective implementation of the Common Core. Innovation Status will support Centennial in making these dramatic gains in student performance.

C. Stakeholder Participation in the Planning Process

From the beginning, Centennial has involved parents and community members in the creation of a proactive plan of action to change student achievement outcomes for the children of Centennial. The CSC formally began open community meetings in September 2012 to address the need for a defining characteristic to recruit families and improve student performance outcomes.

Members of the Collaborative School Committee investigated the programs offered at neighboring schools. Brown International Academy implements an IB program, Academia Ana Marie Sandoval implements a Montessori and dual language program, and Valdez ECE-5 implements a dual language program. The Collaborative School Committee recognized that neighboring schools had a strong program design to attract families. As a result, Centennial’s CSC decided to explore models that would

¹¹ Full report available upon request.

provide a defining characteristic for the school. Subcommittees explored various instructional models, including service learning, Project Based Learning, Expeditionary Learning, and Montessori models. Upon an analysis of these models, parents and community members selected the Expeditionary Learning model. Throughout the process, school communications have been provided in both English and Spanish. Parents have received invitations to CSC School Design Committee meetings and updates on the process through the following means of communication: personalized phone calls, flyers, postcards, invitations extended from attendees of each meeting, the school website, school communications, and Facebook.

Collaborative School Design meetings have been held on March 11th, March 18th, April 16th, and May 6th to inform the community of the redesign process, present elements of the Innovation Plan, and to respond to questions from the community. As a result of community curiosities and questions, the meetings covered the following topics: school design process, overview of EL, school overview and curricular focus, academic achievement results in EL schools, examine sample expeditions and exemplary student work, standards-driven instruction, daily schedules (then and now reflecting the 2012-2013 SY contrasted with the 2013-2014 SY), articulating a mission and vision for Centennial, the use of Crew structure, and detailed plans for professional development to successfully implement the model. Centennial also held staff meetings on April 22nd, May 13th, and June 10th to engage future faculty in the process. Before the Innovation Plan is submitted to the DPS Board of Education, teachers will meet and vote to approve waivers from the district negotiated collective bargaining agreement (CBA). Staff members were also invited to attend the Collaborative School Design Meetings. In addition, Centennial partnered with Odyssey to host a school site visit on April 16th and with Rocky Mountain School of Expeditionary Learning on May 16th for parents to see the model firsthand. Weekly coffee talks with the Principal also occurred every Wednesday from 8:00-9:00 am to engage stakeholders in the school design process.

Centennial will engage with community partners, organizations, and agencies in the development of expeditions. Expeditionary Learning students learn from fieldwork, experts, and service in addition to learning from texts. They use the natural and social environments of their communities as sites for purposeful fieldwork and service connected to academic work, and they use professional experts and citizens with firsthand knowledge of events and issues to ensure accuracy, integrity, and quality in their work. EL differentiates between traditional field trips, in which students are often spectators, and fieldwork, in which students are active investigators, applying the research tools, techniques of inquiry, and standards of presentation used by professionals in the field. In addition to having students conduct research outside the school, teachers bring experts from the community into the classroom that collaborate with students on projects, teach them skills from their field, and critique their work using professional standards.

D. School Culture & Student Engagement

Centennial embraces the vision of the Denver Plan¹² and is eager to change outcomes for the students and families we serve. At Centennial ECE-5, A School for Expeditionary Learning, our school culture will be driven by the following core values, or EL teacher readiness indicators:

- I am ready to collaborate deeply with my colleagues to raise student achievement.

¹² <http://soco.dpsk12.org/>

- I am ready to be a leader in bringing about significant and lasting change in my classroom and school.
- I am ready to fully engage in professional development activities and coaching cycles to learn how to effectively implement the Core Practices of EL.

From the moment families and community members enter the doors of Centennial, they will be embraced by our culture of respect, responsibility, wonder, leadership, and determination. Our colorful walls will showcase the personalities and heart of our community, including staff artifacts, family photos, and student work displaying evidence of exemplary standards of character, academic achievement, and social responsibility. The Centennial school environment will be a comfortable and welcoming home where each and every family is cherished and valued. Centennial will provide a variety of opportunities for families and community members to build personal relationships to support our children’s academic, social, emotional, and physical growth. Centennial will incorporate community reading groups to provide children with the opportunity to read with community volunteers; connections to field experts, including parents and community members, in the development of expeditions; family literacy and math nights to support parent education and involvement; and showcases reflecting children’s work in specials classes, art, music, PE, and Spanish. These school activities will be intentionally planned to promote a positive school culture and create a purpose for all families to be involved in our school community. In celebration of student achievement, lifelong learning, and exhibition of scholarly habits, families and community members will be actively recruited to participate in Learning Expeditions and Passages.¹³

We have developed a school model founded on Expeditionary Learning design principles that is research-based, field-tested, and carefully designed to meet the needs of the students of Denver. By ensuring that all children become successful, high-performing elementary students, Centennial will become part of the broader effort to ensure an excellent education for all of Denver’s youth. Centennial ECE-5, A School for Expeditionary Learning will build a culture of respect, responsibility, wonder, leadership, and determination where students and adults are committed to quality work and citizenship through incorporating Crew practices, which provide students with opportunities to build strong relationships with adults in the building. School structures and traditions such as crew, community meetings, exhibitions of student work, and service learning will ensure that every student is known and cared for, that student leadership is nurtured, and that contributions to the school and world are celebrated. These structures support the needs of all children, including students with special needs, English Language Learners, and students at-risk of academic failure. Through the following Expeditionary Learning Core Practices, students and staff will be supported to do better work and be better people than they thought possible: Building a Community of Learning, Fostering Character, Establishing Structures for Knowing Students Well, Engaging Families and the Community in the Life of the School, Creating Beautiful Spaces for Learning, and Promoting Adventure.¹⁴

E. Student Discipline Policy

¹³ Learning Expeditions: long-term, in-depth studies offering real world connections that inspire students toward higher levels of academic achievement. Passages: presentations of learning requiring students to take part in traditions that confirm their readiness to move forward in all realms of achievement. Centennial students will demonstrate their academic achievement, growth, and exhibition of habits of a scholar using subject area or expedition portfolios and passage portfolios.

¹⁴ Expeditionary Learning Core Practices: A vision for improving schools (2011). Accessible through EL Commons.

Clear and consistent student discipline is essential to establishing a strong culture. Centennial will intentionally focus on creating a positive school culture and proactive measures to anticipate and respond to students' needs to prevent behavioral problems. The culture of Centennial will be influenced by the implementation of "Crew." In Expeditionary Learning schools, Crew supports teachers in building personalized relationships with students in order to support their success. Every adult at Centennial will have a Crew that meets three times per week over the course of their education experience at Centennial. This structure provides opportunities for children to be known deeply by more than one adult in the building and focus on literacy, school initiatives including service learning, and goal setting. Through the implementation of Crew, Centennial faculty will cultivate genuine and supportive relationships with children and families. Centennial students are crew, not passengers, and take active roles in their classrooms, school, and community. Centennial faculty will continue to utilize Positive Behavioral Interventions and Supports¹⁵ to identify the outcomes, academic and behavior targets that are endorsed and emphasized by students, families, and educators; practices, interventions, and strategies that are evidence based; data collection measures, information that is used to identify status, need for change, and effects of interventions; and systems, supports that are needed to enable the accurate and durable implementation of the practices of PBIS. Centennial has established a Crew Committee composed of school leadership and teachers. This committee attended the "Crew in EL School" Institute. During the EL Institute, this committee aligned their learning with Centennial's PBIS GOLD system¹⁶ (Go for the GOLD: Give respect, On time, Leadership, and Determination) in order to continue this effect PBIS system in the school, and created the following focus for the 2013-2014 school year: respect, responsibility, wonder, leadership, and determination. The expectations for positive behavior and consequences for misbehavior will be clear and staff will ensure that relevant policies and procedures are equitably applied. Centennial will utilize effective school discipline policies that promote disciplinary responses, interventions, and consequences that refrain from interrupting a student's education to the extent possible. Consequences will be reasonable, fair, age-appropriate, and aligned with the severity of the student's misbehavior, while considering the impact on the victim and/or community. Additionally, consequences will be paired with meaningful instruction and guidance, including corrective feedback and re-teaching, offering students an opportunity to learn from their mistakes and contribute back to the school community, intended to get the student re-engaged in learning.

Centennial will continue to utilize the type classifications and associated consequences outlined in Section Three: Disciplinary Offenses.¹⁷ The DPS Discipline Ladder will also be utilized to ensure that disciplinary action begins and is resolved at the lowest level possible, consistent with the nature of the violation. As infractions move up the ladder from Level A through F, increased level of administrative involvement and severity of consequences. Centennial will also continue to implement the DPS School Board policy JK, JK-R-Student Conduct and Discipline Procedures, and JKF Discipline of Students with Disabilities as well as federal and state statutes and local ordinances.¹⁸

The Centennial culture of respect, responsibility, wonder, leadership, and determination will define our

¹⁵ <http://www.pbis.org/>

¹⁶ See Appendix P: Positive Behavioral Interventions and Supports: Centennial's GOLD System.

¹⁷ <http://godsmen.wikispaces.dpsk12.org/file/view/STUDENT+CONDUCT+AND+DISCIPLINE+PROCEDURES.pdf>

¹⁸ http://ed.dpsk12.org:8080/parent_handbook/FMPro?-db=policy.fp3&-format=phdetail.html&-lay=html&-sortfield=Title&studentparent=1&PolicyID=E_JK-R&-find=

learning environment. Fostering character development is an embedded component of the Expeditionary Learning model. Character development will be present in all aspects of Centennial’s school culture and will also permeate academic studies. In EL schools, character is a focus all day long. Academic learning at Centennial will not be seen not as an end to itself, but rather in service of preparing students and adults to contribute to a better world. Therefore, all learning is character-based. Students are on a mission to do good work: work that is good in quality, good for the soul, and good for the world.

F. Student Recruitment & Enrollment

As an innovation school, Centennial ECE-5, A School for Expeditionary Learning will be a school of choice. All admission and enrollment policies will be aligned with the DPS Office of Choice and Enrollment Services. As a result, our recruitment will ensure equal access to the school and will not discriminate against students on the basis of disability, race, creed, color, gender, national origin, religion, ancestry, or need for special education services.

The chart below shows Centennial’s anticipated student enrollment over the next five years.

GRADE	2013-14	2014-15	2015-16	2016-17	2017-18
ECE 3	32	32	48	48	48
ECE 4	32	32	32	48	48
K	70	100	100	100	100
1	70	75	100	100	100
2/3	100	125	125	125	125
4/5	120	130	150	150	150
6					
7	45				
8	45	45			
Total # students	514	539	555	571	571

Expeditionary Learning schools are gaining national attention and are increasing in popularity as a school model. Additionally, neighboring schools have selected specific models to serve families in their community. An investigation of available models indicated the following options available to families: IB, dual language, and Montessori. To add to the portfolio of DPS options available to serve children and families in Northwest Denver, Centennial will implement Expeditionary Learning to attract children and families to Centennial. The evidence for Expeditionary Learning models can be classified into three key domains: EL student achievement and school test performance; EL student engagement; and EL teacher practice and professional development. These domains reflect the areas of Centennial’s greatest need. Implementing a model known for success in these areas will support Centennial in making gains in student achievement, student engagement and satisfaction, and teaching practices.

Centennial is committed to providing a high quality school for all children. To achieve our enrollment targets, Centennial will continue community outreach efforts and invite members of nearby neighborhood associations to attend our Collaborative School Design meetings and communicate Centennial happenings and successes to the members of our community. The school also facilitated two school site visits to other Expeditionary Learning schools in the district so that parents could expand their understanding of the EL model and to ask questions. Centennial leadership is also hosting information booths/tables at public celebrations including the end of year field day activities and other neighborhood events (including the Highland Street Fair). Additionally, administrators and school

leaders have walked door-to-door during the month of May to ensure families are aware of the changes taking place at Centennial. The letter below was included in both English and Spanish in goodie bags distributed by Centennial’s administrators when walking door-to-door to inform the community about the changes taking place at Centennial.

May 2013

Dear Centennial Families,

As the end of the school year is quickly approaching, we are excited to have the opportunity to visit Centennial families at home. If we missed you, and you would like us to come back for a visit, please don’t hesitate to call us in the main office at (720) 424-8900 to set-up a time. We love being able to visit our students’ homes and getting to know their families. During these visits, we are hoping to share some important information with you about next year as well as some fun summer learning tools for your children.

In this bag you will find the following:

- Calendar of events for spring and summer 2013
- A postcard to mail back to Centennial – We would love to hear from you about what you like at Centennial! We already included a stamp on the postcard. Just fill it out in English or Spanish and drop it in your mailbox.
- Summer schedules for the Denver Public Library X Branch and X Community Center – We encourage you and your family to take advantage of these summer learning opportunities whenever you can!
- A journal for your student – Please have your student use this to keep a log of summer reading and/or write notes to family members and friends.
- Stickers for your children to wear in support of their school.
- A few sweet treats to celebrate the end of the school year.

We are excited about the changes taking place at Centennial next year. As you may know, Centennial is officially becoming an **Expeditionary Learning** school for the 2013-14 school year. This means that our students will have more opportunities for **hands-on learning**. Expeditionary Learning allows for critical thinking and real-life problem solving, all while setting high expectations for behavior and classroom learning.

In addition to becoming an Expeditionary Learning School, we will also be offering **art, music, PE and Spanish classes** to all students; continue to offer a **before/after-school program** for all students and become a TNLI school, which in short ensures there is a **Spanish-speaking teacher at every grade-level**.

We are so glad to have the opportunity to celebrate a great year at Centennial. We hope you have a wonderful summer and can’t wait to see you in August. Please feel free to contact us with any questions or feedback.

Sincerely,

Laura Munro

Principal

Sharon Jones

Assistant Principal

As a result of our enrollment efforts, Centennial aims to achieve the following goal: 95% of students will re-enroll and our exemplary model will attract a growing population of children and families eager to attend Centennial.

G. Student Investment & Satisfaction

Centennial ECE-5, A School for Expeditionary Learning aims to have an average attendance rate of at least 95%. Centennial currently does not reach its attendance targets. Centennial has increased the Social Worker from a 0.2 FTE to a 0.6 FTE to combat attendance issues as a result of not meeting district goals. Centennial’s attendance data will continue to be housed in Infinite Campus and collected and monitored by our school Social Worker. Centennial also receives engagement reports, which are analyzed by Centennial’s administration and social worker on a weekly basis. These reports indicated that during the week of May 19, Centennial had 94.9% students in attendance. This data will be monitored for continuous improvement and attainment of our goal. Through Innovation Status and implementation of the Expeditionary Learning model, Centennial children will look forward to coming to school to develop relationships with friends, teachers, and Crew leaders. Through the creation of joyful, personally meaningful learning expeditions, Centennial students will view school as rewarding and

empowering. Within our inclusive school culture, our Social Worker, in collaboration with staff, will also contact parents and families to extend personal invitations to school events.

Centennial Student Perception Surveys will be administered and will yield a positive response rate of at least 90%. By creating an innovative and positive environment for learning, students will demonstrate higher levels of engagement and motivation for learning. The results of these measures will be communicated to teachers and administrative staff and utilized to inform goal setting at teacher's end of year conference.

School-specific rituals, including Crew, focused goal setting, student-led conferences, school-wide assemblies, recognition of children for demonstrations of exemplary character, and portfolio passage ceremonies in 3rd and 5th grade will be implemented as investment strategies in our Innovation Plan.

H. Ongoing Parent/Guardian Involvement & Satisfaction

In Spring 2012, Centennial attained a parent response rate of 37.11%. As a result of increased parent engagement through the implementation of the EL model, Centennial has a goal of increasing parent response rates and achieving at least a 50% response rate on the DPS Parent Satisfaction Surveys, and a parent satisfaction rate above 95%. School leadership will work diligently to address concerns and complaints as they arise throughout the year. Centennial has a goal of In addition to the Parent Satisfaction Surveys, Centennial will utilize re-enrollment data in addition to student and parent perception evaluations to inform our performance and evaluation systems. The Principal will be in charge of this survey and these results will inform school-wide decisions in response to community needs.

As mentioned above in *Stakeholder Participation in the Planning Process*, Centennial will engage with community partners, organizations, and agencies in the development of expeditions. This will provide Centennial students with access to experts from the community. These experts will be selected based on their alignment with expeditions driven by Common Core State Standards and Colorado Academic Standards. These experts will collaborate with students on projects, teach them skills from their field, and critique their work using professional standards.

The Collaborative School Committee (CSC) is a committee formed by all of a school's community stakeholders i.e. educators, parents, students and community that serves as a leadership body for school accountability. The CSC collaborates with senior staff, various departments, schools and the school community to support the implementation of Policy BDFH-Collaborative School Committees as required by State Law 22-7-106 on School Accountability Committees. The purpose of the Collaborative School Committee is to enhance student achievement, parent engagement and school climate through collaboration. The work of the CSC includes providing guidance, evaluation and approval for the Unified Improvement Plan (UIP), a blueprint to improve teaching and learning that prepares students for postsecondary and workforce opportunities. Centennial will elect members for the 2013-2014 school year in August and will begin monthly meetings in September 2013. The CSC has been composed of, and will continue to be composed of the following: the school Principal, classroom teachers, parents of students enrolled at Centennial, at least one classified staff member, and at least one member from the community.

Section II. LEADERSHIP

A. Leadership Team Personnel

Laura Munro is serving as the Principal of Centennial and is responsible for successfully implementing this Innovation Plan. Laura demonstrates an entrepreneurial spirit, drive, and focus to excel to change the academic outcomes for the children attending Centennial ECE-5, A School for Expeditionary Learning.

As principal, Laura Munro, will be the instructional leader of the school and has distinguished herself as a high performer in various leadership positions with track records of success. Laura has served in a variety of capacities across some of the state's leading school districts including as an ECE and elementary teacher, teacher leader, ESL Director, Director of Student Achievement for Diverse Learners, and as an Executive Director of Diverse Learners. Most recently, Laura serves as the school principal at Centennial. All of these experiences have provided both breadth and depth of experience to ensure Laura's success in this role. The following qualifications were used for selecting the school leader and will also be used to inform future selection processes: ability to demonstrate strategic leadership, act as an instructional leader, articulate and model a clear vision of the school's culture, promote parent and community involvement, support the development of the whole child (social, emotional, physical, and academic), commitment to serving a diverse student population, celebrates strengths and diverse student talents, strives for continuous improvement, critically consumes data and uses it to elevate student achievement, is relationship driven, possesses strong communication skills, demonstrates business management skills, participates in family and community outreach, possesses a strong moral compass and joyful spirit, desires to be a leader in the educational landscape and make positive contributions to the field, acts as a champion for children, and advocates for Centennial improving the school's ability to serve the best interests of students and families.

As a result of implementing this Innovation Plan, the role of the school leader will evolve. The school leader will be a keeper of the vision and stay relentlessly focused on successfully implementing the Innovation Plan, monitoring student progress, engaging members of the community, and leveraging the resources of the community to serve the children of Centennial.

As a lifelong learner, Laura will continue to grow professionally and will have the following supports throughout the implementation of this Innovation Plan: Expeditionary Learning Summer Institutes; Expeditionary Learning Leadership Induction Cohort where the school leader will develop a detailed work plan to ensure successful implementation of the model, monitor student achievement, and plan for positive school culture; EL Leadership Team; in addition to attending DPS universal and network meetings and DPS-L.

Additional leadership team members will be supporting the implementation of this Innovation Plan. Leadership is distributed broadly throughout the school through the following positions: Principal, Assistant Principal, Teacher Effectiveness Coach (TEC), Interventionist, and teacher leaders. Job descriptions for these positions along with resumes for hired staff are available in Appendices G and H respectively. External support will also be provided by Expeditionary Learning staff to support Centennial's leaders in implementing the plan (as specified by the MOU included as Appendix N).

Centennial U¹⁹ was also intentionally designed to build leadership capacity among staff.

Centennial will have an Instructional Leadership Team (ILT), which will be composed of the Principal, Assistant Principal, Teacher Effectiveness Coach (TEC), Interventionist, teacher leaders, teacher representatives from primary and intermediate, and at least one member from instructional support staff (ESL, SPED, GT, electives). The composition of this team is a critical aspect of developing a robust succession plan to cultivate outstanding leaders who can continuously improve performance and position Centennial to thrive, while ensuring our stability and continuity. Each person on the ILT will be responsible for operationalizing Centennial's mission, vision, and core values. ILT members will be responsible for focusing on student achievement and continuous improvement, and will align all activities in the school to that vision. Leaders will use data wisely, boldly shape school structures to best meet student needs, celebrate joy in learning, and build a school-wide culture of trust and collaboration. The ILT will collect and analyze data to understand student achievement, assess teaching practices, and make informed decisions about instruction. Members of the Instructional Leadership Team will lead data inquiry teams in analyzing and disaggregating various data to determine patterns of performance. These teams emphasize collaborative inquiry as the keystone for productive data use. They use multiple sources of data, including and going beyond test scores (e.g., classroom assessments, student work, student engagement indicators, student surveys). Centennial will invest in the capacity of every teacher to access, understand, and use data effectively. Centennial's leadership strategy goes beyond a single person or team; it is a role and expectation for all members of staff. The faculty at Centennial will ensure that curriculum, instruction, and assessment are tightly aligned to high standards for student achievement, including required district frameworks, Colorado Academic Standards, and the Common Core State Standards.

Members of the Instructional Leadership Team will exemplify the six characteristics of leaders of change: being visionary, believing that schools are for learning, valuing human resources, communicating and listening effectively, being proactive, and taking risks.²⁰ These characteristics are indicative of our educational leaders' successful performance in the two dimensions considered necessary for effective leadership: initiating structure, which is primarily concern for organizational tasks, and consideration, which is the concern for individuals and the interpersonal relations between them. Centennial leaders of educational change illustrate this with their vision and belief that the purpose of schools is students' learning. Valuing human resources as well as communicating and listening are directly associated with the dimension of consideration. Being a proactive leader and a risk taker demonstrate the dimension of initiating structure. Centennial is committed to investing in our human capital and creating a diverse body of skills among members of staff, while increasing the leadership capacity for all members of staff.

As mentioned above, members of the Collaborative School Committee will be collectively responsible for maintaining a long-term vision of success for the school and actively planning for that vision. The CSC will continue to provide guidance, evaluation, and approval for Centennial's Unified Improvement Plan in addition to enhancing student achievement, parent engagement and school climate through

¹⁹ See Appendix R.

²⁰ <http://www.sedl.org/change/leadership/character.html#summ>

collaboration. The long-term success of Centennial is most pertinent with developing leadership within the organization and planning for leadership succession.

In the event there is a change in leadership, Centennial will follow a succession plan as outlined in the following steps:

The Collaborative School Committee (CSC) will be responsible for implementing the principal selection process in consultation with Denver Public Schools. The CSC will identify an interview team that will be comprised of 2 teachers, the principal's secretary, the exiting principal (optional, per CSC approval), the assistant principal, and 4 parents and/or community members. The committee will select the two best candidates and make recommendations to the DPS Superintendent. Potential applicants who currently work at the school will not be able to participate in or attend any selection related meetings. A neutral party will be invited to facilitate all faculty and parent/community meetings. The selection process will include:

- A work group to identify characteristics and criteria of desired new leader that are consistent with the Innovation Plan.
- A parent/community meeting to identify characteristics and criteria of desired new leader that are consistent with Innovation Plan.
- Development of a job description based on faculty and parent/community input.
- Posting of position on DPS's website and other external outlets.
- Development of interview questions and selection criteria rubric based on job description and key leader attributes.
- Application screening and scoring.
- Conduct interviews including performance tasks, such as classroom observations and feedback sessions.
- Reference checks on top candidates.
- Host a public symposium for finalists.
- Conduct site visits to finalists' current schools.
- CSC selects final two candidates and submits recommendation to DPS Superintendent for final selection.
- Announce position acceptance to staff, students, parents, and community.

The assistant principal would be a logical candidate to succeed the principal in that they will be an integral part of the school's leadership team and understand the day-to-day operations of the building. They will already have relationships built with the staff, students, and community and could continue the school's pursuit of its vision and mission without substantial turnover.

The Principal Selection Committee will consider the following criteria when selecting a new principal:

- Intelligence and inquiry- the school leader will be informed on the latest theories and best practices in education.
- Input and listening- the school leader values input from his/her teachers to help make decisions and create policies.

- Communicator- the school leader will operate transparently, be an effective communicator, and be able to actively engage parents and the community.
- Relationships- the school leader will be personable, empathetic, and value positive relationships with students, staff and parents.

B. Leadership Team Coaching & Evaluation

To support the school leader in successfully implementing the Innovation Plan, the Principal must become a visionary expert for Expeditionary Learning. To this end, Centennial has included participation in Expeditionary Learning Summer Institutes²¹; Expeditionary Learning Leadership Induction Cohort where the school leader will develop a detailed work plan to ensure successful implementation of the model, monitor student achievement, and plan for positive school culture; EL Leadership Team; in addition to attending DPS universal and network meetings and DPS-L. Additionally, the school leader will participate in all school-wide professional development opportunities facilitated by the EL School Designer. The Principal, Laura Munro, will also be evaluated by and maintain a traditional reporting relationship to the District Instructional Superintendent.

C. School Personnel Structure

The success of Centennial depends upon the school's ability to attract, recruit, and retain highly efficacious, exceptional individuals committed to advancing education by setting an example as an effective, diverse, and accountable school. As noted by Senate Bill 10-191, the greatest teachers and leaders will have the greatest impact on student achievement and engagement.

Centennial anticipates opening in August 2013 with the following staff: principal, assistant principal, 19 classroom teachers, 4 electives teachers (physical education, art, music, and Spanish), 1.5 ESL teachers, 0.5 GT/enrichment teacher, 1 interventionist, 1 social worker, 0.5 psychologist, 1 full time psychology intern from Naropa University, 3 SPED teachers (2 full time Mild/Moderate teachers and a 0.5 Mild/Moderate/0.5 Interventionist), 1 full time teacher librarian, 0.4 nurse and a full time clinic aide, 2 secretaries, and 15 paraprofessionals serving ECE classrooms, special education programming, and general assignment. This roster is available in Appendix J.

Centennial will utilize district resources to support our success in serving students and will continue to work collaboratively with our colleagues in Denver Public Schools. These resources include Budget, HR, and Instructional Support partners, Speech and Language Pathologist and Occupational Therapist, Food and Nutrition Services, and Facilities Management.

D. Employment Policies

Centennial will continue to utilize the DPS salary schedule and provide employment benefits consistent with the district. Employment policies consistent with DPS policies, with exception to the District Policy Waivers, State Statute and Rules Waivers, and Collective Bargaining Agreement Waivers presented in Section VI below. These include: GCB, GCF, GCID, GDA, GDF-R, GDI, GDQD, GDQD-R, IC/ICA, 22-32-109, 22-32-110, 11-63-202, 22-63-203, 22-63-206, 22-63-301, 22-63-302, 22-9-106, 22-33-102, and Articles 1, 5, 8, and 13.

²¹ These trainings are outlined in Centennial's MOU with Expeditionary Learning. See Appendix N.

The Instructional Leadership Team will work collaboratively to create an Employee Manual by September 1, 2013.

E. Operations - Transportation

Centennial will continue to provide transportation through the DPS Department of Transportation.

Section III: EDUCATION PROGRAM

A. Curriculum

The Centennial parent community researched several models of curriculum and explored the models of neighboring schools. After an extensive review, Centennial families selected Expeditionary Learning as the educational model to support our innovation plan. Expeditionary Learning's approach to curriculum makes content and skill standards come alive for students by connecting learning to real-world issues and needs. The Expeditionary Learning model provides academically rigorous learning expeditions, case studies, projects, fieldwork, and service learning projects to children of all backgrounds and ability levels inspiring students to think and work as professionals do, contributing high-quality work to authentic audiences beyond the classroom. Centennial curriculum will be developed in support of our belief that it is our moral obligation to create equal opportunity and support for all children; including children of poverty, English Language Learners, students with special needs, and Gifted and Talented learners. Centennial teachers and school leaders will ensure that students' linguistic and cultural backgrounds are represented in the curriculum supporting students' understanding and engagement while building positive identities. Centennial will emphasize the following Core Practices²² to foster each child's sense of wonder and adventure through exemplary standards of character, academic achievement, and social responsibility:

1. Mapping skills and content.
2. Designing learning expeditions that include: formulating guiding questions; selecting case studies; designing projects and products; incorporating fieldwork, experts, and service learning; producing high-quality student work; and teaching global skills and knowledge.
3. Planning and delivering effective lessons that include: differentiating instruction; utilizing culturally responsive pedagogy; teaching reading and writing across the disciplines; teaching mathematics; teaching science, social studies, and the arts; teaching and promoting fitness and wellness.
4. Building a community of learning, fostering character, and establishing structures for knowing students well.

Core Practice 1: Mapping skills and content

Centennial teachers and school leaders will work collaboratively to ensure that a set of school-wide, standards-based curriculum maps acts as the foundation for all planning and instruction. Expeditionary Learning curriculum has been developed by the EL network using Colorado Academic Standards and Common Core Standards through an Understanding by Design backwards planning model. Appendices S, T, U, and V contain a detailed 2nd grade expedition titled Whirl, Pop, Whoosh: The Sounds of Simple Machines. Appendix S provides an overview of the expedition, Appendix T articulates the standards addressed in the expedition, the learning targets, or objectives, and the assessments embedded in the expedition. Appendix U details recommended nonfiction texts to support the expedition and Appendix V contains a scaffolding plan detailing long-term targets and aligned assessments in addition to daily/supporting learning targets, instructional plans, and assessments. Centennial teachers will begin unpacking the curriculum designed by the EL network and examine existing expeditions aligned with the expedition content map over the course of two days in June. In July, teachers will engage in two days of

²² Expeditionary Learning Core Practices and Expeditionary Learning Design Principles are available upon request.

professional development, titled EL 101 where teachers will unpack the curriculum and plan for its implementation in their classrooms. Prior to the start of the 2013-2014 school year, staff will have two days of professional development in June and 2 days in July based on the current MOU with EL. Additionally, staff will engage in 5 days of professional development in August led by an EL School Designer, totaling 9 days of professional development with an EL School Designer prior to the start of the school year to ensure successful implementation of the EL model. The 2013-2014 school year contain 14 EL Professional Development/Assessment days in addition to job embedded, professional development that will occur with the support of an EL School Designer throughout the school year.²³ Additionally, professional development will occur on Wednesdays from 3:15-4:45 pm. Grade level teams will also meet twice a week during common planning time to plan lessons collaboratively and engage in data team meetings led by administrators. These meetings provide an opportunity to plan instruction in response to student data, including interim data and common assessment data. **Administrators and the Teacher Effectiveness Coach (when available) will attend all grade level meetings. During these meetings, SPED, ELL, and Intervention teachers will be assigned to a grade level and attend data team meetings. In situations where a conflict between DPS and EL trainings exists, staff will prioritize district trainings and be provided with support from the EL School Designer and administrative support upon return.** These structures will provide faculty with weekly opportunities to analyze achievement data, monitor student progress, and use reflection and learning to improve instructional practices.

Expeditionary School Designers will support Centennial staff in designing expeditions for the 2014-2015 school year in January 2014. Specific standards, learning targets, and assessments will be identified within each expedition. Concept maps describe a vertical sequence of learning expeditions and projects and they define the key content and skills that need to be addressed at each grade level and discipline.²⁴ The maps for Centennial will be developed by highly efficacious teachers with the support of EL School Designer, Marnie Cooke prior to the start of the 2013-2014 school year. Centennial Curriculum Maps will be crafted through ongoing professional development at the beginning of each school year²⁵ and revised and refined throughout the year to support student achievement. Centennial's curriculum maps will be focused on standards alignment, skills and concepts, and content to be learned and assessed within each expedition, ensuring that all students have access to a high-level curriculum.

Core Practice 2: Designing learning expeditions that include: formulating guiding questions; selecting case studies; designing projects and products; incorporating fieldwork, experts, and service learning; producing high-quality student work; and teaching global skills and knowledge

Learning expeditions are the signature Expeditionary Learning curricular structure.²⁶ They make content standards come alive for students. These long-term, in-depth studies offer real-world connections that inspire students toward higher levels of academic achievement. Learning expeditions involve students in original research, critical thinking, and problem solving, and they build character along with academic

²³ Centennial has designated 40 days with an EL School Designer for the 2013-2014 SY.

²⁴ See Appendix Q for a sample Expedition Content Map Overview.

²⁵ 5 professional development days have been included at the beginning of the school year to promote the development of our curriculum. This is also contained in Centennial's MOU with Expeditionary Learning and reflected in the school budget.

²⁶ The following expeditions have been developed and are available upon request: "Building Homes for Families: Studying Houses to Learn About Our Community and the World" (kindergarten), "Kindergarten Tools: An Expedition into Tools and Their Uses" (kindergarten), "Gone Fishin': An Expedition into the Life of Seth Green, the Life Cycle of Salmon, and the Genesee River Biome" (2nd Grade), "How Do You Get Money from a Stone? Rocks and Minerals as a Resource" (3rd Grade), and "Top Gear: Cars, Science, and Simple Machines" (5th Grade).

scholarship. Learning expeditions take multiple, powerful elements of the Expeditionary Learning model and join them together: guiding questions, kickoff experiences, case studies, projects, lessons, fieldwork, experts, service learning, and a culminating event featuring high-quality student work. All of these strategies can also be used independently, outside of full learning expeditions.

Centennial students will engage in 1-6 learning expeditions per year. These learning expeditions range from 4-12 weeks in duration and comprise a significant portion of daily instructional time for students. All learning expeditions are interdisciplinary, and integrate skills of reading, writing, listening, speaking, and research, as well as critical thinking, creative thinking, problem solving, and collaboration. Numeracy and other math skills are integrated when there are genuine connections. Centennial learning expeditions will be constructed or customized based on existing units aligned with CCSS by individual teachers or teaching teams and will also be refined and assessed for quality through school-wide structures that involve leadership and faculty in critique and support.²⁷ Teachers plan backward, using the principles of Understanding by Design²⁸ constructing expeditions that begin with the end in mind and are centered on Colorado Academic Standards and Common Core State Standards.

Through in-depth studies centered on engaging topics, students possess a depth of knowledge and immersion in content rich vocabulary, which supports English Language Learners, increases students' reading comprehension, and enhances the vocabulary students utilize in their written and oral language. These in-depth studies also provide opportunities for differentiation and enrichment for Gifted and Talented students.

Core Practice 3: Planning and delivering effective lessons that include: differentiating instruction; utilizing culturally responsive pedagogy; teaching reading and writing across the disciplines; teaching mathematics; teaching science, social studies, and the arts; teaching and promoting fitness and wellness

Lessons are the building blocks of all curricular structures. Whether planning a single lesson or a series of lessons, Centennial teachers attend to each lesson with care to ensure engagement and achievement for every student. Effective lesson planning begins with naming clear learning targets, which articulate specific learning goals in student-friendly language.²⁹ (E.g., I can improve my score on the number game by working with my partner. I can use figurative language to paint a picture in my writing.) Teachers make decisions about which practices to use during lessons, based on their professional knowledge of individual students, in order to support all students to make progress, including English Language Learners and Special Education students. They employ strategies to ignite student curiosity and track student understanding, and they maximize opportunities for student voice, critical thinking, and leadership. Thoughtful lesson design promotes student engagement, collaboration, and awareness of their learning process and growth. The utilization of effective instructional practices promotes equity and high expectations. Effective lessons foster character by inspiring each student to develop craftsmanship, perseverance, collaborative skills, and responsibility for learning. They promote critical thinking by asking that students make connections, perceive patterns and relationships, understand

²⁷ 10 EL professional development days are included in the Centennial School Calendar, and 40 days with an EL School Designer to provide job-embedded professional development.

²⁸ Wiggins, Grant P. & McTighe, Jay. (2005). *Understanding By Design*, 2nd Edition. Alexandria, VA: Association for Supervision & Curriculum Development.

²⁹ See Appendix T: Standards-Targets-Assessments (STA) Plan: Whirl, Pop, Whoosh The Sounds of Simple Machines.

diverse perspectives, supply evidence for inferences and conclusions, and generalize to the big ideas of the discipline studied.

In EL schools, differentiation is a philosophical belief and an instructional approach through which teachers proactively plan to meet students' varied needs based upon ongoing assessment. Teachers utilize flexible groupings of students and design respectful tasks that allow for different approaches to the same goals. Each classroom builds a culture that honors diverse needs and holds all students accountable to the same long-term learning targets, putting equity at the center of the school's commitment and vision. At a school-wide level, differentiation is supported by appropriate grouping structures that are informed by the Centennial Instructional Leadership Team.

Language Arts

Reading is a complex process about making meaning. Centennial utilizes Bookshop³⁰, a core reading program for grades K-5, published by Mondo. Bookshop is a scientifically research-based reading program and instructional framework that combines high-quality student literature with professional development support in the form of explicit teacher resource materials. Bookshop provides teachers with all the tools they need to carry out precise, personalized, and professional instruction for all students. The scope and sequence/pacing charts in Bookshop delineate the lesson sequences that guide individual instructional pathways, resulting in targeted instruction that is both fully differentiated and informed by assessment. Comprehension strategies and critical thinking skills will be taught within expeditions to help students make sense of content and the world around them. Students learn to read while reading to learn. Students at all grade levels work with a balance of informational and literary text, and learn to read carefully to extract evidence from text. Whole class, small group, and individual instruction aligned with Colorado Academic Standards and Common Core State Standards will be designed to ensure all students meet their individual achievement and growth goals.

Like reading, writing will be taught K-5 across the curriculum. Students will learn to write effectively to inform, to build arguments substantiated with evidence, and to write with literary power in narrative and poetic genres. Centennial teachers will use consistent practices for teaching and assessing writing. The Calkins writing curriculum consists of the following structures: Mini Lesson, Independent Writing and Conferencing, Mid-Workshop Teaching Point, and Sharing.³¹ Students learn to write like historians, scientists, mathematicians, and artists. Through writing, students learn more deeply about content and communicate what they know. They learn to craft quality writing in a variety of contexts. Students write to learn while learning to write. Students will have regular opportunities to write for authentic purposes and audiences beyond the classroom, which fosters motivation for producing quality writing. While the nature and amount of writing varies by discipline and grade level, writing is a central vehicle for learning and communicating in all classrooms.

Leveled Books for Libraries and Bookrooms

Centennial's comprehensive literacy program will include a collection of high quality literature that will represent every subject area. Each classroom library will have a section for subject areas, for leveled books, and for mentor texts organized by writing genres. Centennial's teachers will carefully select

³⁰ The Bookshop Reading Program is aligned to the five elements of reading as identified by the National Reading Panel; phonemic awareness, phonics/word study, vocabulary, comprehension, and fluency, and adds a crucial sixth element: oral language.

³¹ The Units of Study in Opinion, Information and Narrative Writing, *A Common Core Workshop Curriculum*, Lucy Calkins.

literature that is culturally sensitive and relevant³², connecting to students' lives and cultural heritage. Appendix U contains an example of a text collection aligned with a 2nd grade expedition.

Mathematics

At Centennial, math will be taught with rigor and integrity in discrete math classes. The Centennial math program will consist of the following structures: Mini Lesson, Investigation, and Strategy Share³³. Along with discrete math instruction, math is integrated into projects, case studies, and learning expeditions whenever possible, in a lead or supporting role. Teachers support mathematical thinking in areas such as numeracy, statistics, patterns, and problem-solving. In the same way that Centennial will celebrate literacy through events, projects, community meetings, exhibitions, and hallway displays, mathematical thinking and learning will be showcased and discussed throughout the building.

Centennial will focus on foundational facts-vocabulary, formulas, algorithms, and number facts-that are always grounded in conceptual understanding. Teachers will ensure that students develop procedural fluency, calculating with accuracy and efficiency. There will be an equally strong focus on problem-solving skills and critical thinking. Through a highly successful, research-based, constructivist mathematics curriculum, Everyday Mathematics (a district approved curriculum³⁴), students will think deeply through problems in real-world contexts to develop number sense, computational skills, and mathematical reasoning skills as they apply individual approaches to problem solving. Centennial teachers will support students to think like mathematicians and cultivate mathematical habits of mind-curiosity, risk-taking, perseverance, and craftsmanship. Students will learn to reason abstractly and quantitatively, model mathematically to empirical situations, and to construct and critique mathematical arguments. The rigorous Everyday Mathematics curriculum and differentiated instructional approach align with the Expeditionary Learning model and Centennial's mission.

Science

EL teachers reinforce the connections among science, math, engineering, and technology as they promote skills in questioning; developing and using models; planning and carrying out investigations; collecting, analyzing, and interpreting data; constructing explanations; designing solutions; engaging in argument from evidence; and synthesizing and communicating information. Students will learn to be logical in making assumptions, accurate when collecting data, insightful when drawing conclusions, and unbiased when supporting statements with reliable scientific evidence. Centennial will develop science-based expeditions aligned with Colorado Academic Standards and district-approved resources to support science instruction.

Social Studies

In social studies, Centennial teachers will prioritize students' understanding of enduring concepts so that they can apply that understanding to the modern world. Teachers in EL schools view social studies

³² Scherff, L. & Spector, K. (2011). *Culture, Relevance, and Schooling: Exploring Uncommon Ground*. Lanham, MD: Rowman and Littlefield Education.

³³ The Strategy Share provides an opportunity to intentionally focus on the NCTM Process Standards: Problem Solving, Reasoning and Proof, Communication, Connections, and Representation. <http://www.nctm.org/standards/content.aspx?id=322>

³⁴ Clarification: Everyday Mathematics is the district curriculum and so is aligned to state standards based on district processes.

as a way to develop students' capacity to interpret their world critically and to engage productively in it. They help students understand the big picture and timeline of history and emphasize deep understanding rather than memorization of myriad facts and details. By focusing on big ideas such as the elements that make up a culture or a civilization, teachers support students to appreciate and understand diverse cultures and understand connections among ancient and modern cultures. To help animate history, teachers choose compelling case studies that include narratives that intertwine history, government, economics, geography, and culture, and illuminate enduring themes. Students often investigate and address social issues in their local community and become passionate community members in the process. Explicit literacy instruction is a focus for all students across the content areas. Students learn to read, write, and think as historians. Centennial will develop expeditions aligned with Colorado Academic Standards and district-approved resources to support social studies instruction.

Core Practice 4: Building a community of learning, fostering character, and establishing structures for knowing students well

The foundation of Centennial's success is a community that brings out the best in students and staff. The school climate will be characterized by respect, responsibility, wonder, leadership, determination and positive leadership by staff and students. Teachers and school leaders will work together to communicate clear expectations for student character and model those values in their own practice. Policies and practices will encourage students to take responsibility for learning, to demonstrate empathy and caring, and to be stewards of the school.

Character is a focus all day long in EL schools. Academic learning prepares students and adults to contribute to a better world. Therefore, all learning is character-based. Students are on a mission to do good work: work that is good in quality, good for the soul, and good for the world.

Centennial school culture will be planned for, developed, and sustained through practices that bring the community together, promote shared understandings, and encourage all community members to become "crew, not passengers."³⁵ This structure allows Centennial students to be known well and supported by adults.³⁶ The structure of crew allows for relationship building, academic progress monitoring, character development, and goal setting. Multi-year relationships are also forged through multi-age classrooms in grades 2-5 to ensure that students' needs are met and individual strengths are discovered.

B. Evidence Basis

In 2002, Borman, Hewes, and Brown³⁷ reviewed 29 Comprehensive School Reform models with respect to their evidence base, design characteristics, and indicators of student achievement. The authors described the research base for Expeditionary Learning as showing "highly promising evidence of effectiveness," (p. 34) and rated EL as 4th highest of all 29 models assessed. Since this meta-analysis was published, the evidence base for Expeditionary Learning models has grown – supported by both the research literature, as well as by data from EL schools themselves. The evidence for Expeditionary

³⁵ "We're Crew, Not Passengers" is a theme used in successful EL classrooms to promote student engagement, respect students' voices and contributions, and honor diversity. This is reflected in Centennial's Crew Guide located in Appendix O.

³⁶ Appendix O contains Centennial's Crew Guide.

³⁷ Borman, G.D, Hewes, G.M., Overman, T., Brown, S. (2002). Comprehensive school reform and achievement: A meta-analysis. *Review of Educational Research*, 73 (2), 125-230.

Learning models can be classified into three key domains: EL student achievement and school test performance; EL student engagement; and EL teacher practice and professional development. These domains align with the assessment of Centennial’s needs for improvement.

Evidence for the effect of EL participation on student achievement and test performance indicates that EL students have outperformed their peers on state and mandated tests, in some cases by considerable margins. An early study of EL by the Center for Research in Educational Policy³⁸ found that a Colorado-based EL school, The Rocky Mountain School of Expeditionary Learning, consistently outscored non-EL schools from the four state districts from which its students were drawn across all grade levels for each of 5 years on the Colorado Student Assessment Program. In reading in particular, these EL students scored an average of 11.9% higher in reading than their non-EL peers. Recent studies have provided additional strong evidence for EL student achievement. The UMASS Donahue Institute (2010)³⁹ compared the performance of students from EL elementary schools to their non-EL state district peers over the course of two school years. The study found that EL schools produced statistically significant student achievement gains in English/language arts and math. While these achievement gains are important for all students, they are particularly significant for populations that have lagged behind others, including English Language Learners, students receiving Free and Reduced Lunch, Hispanic, and African American students. A 2011 study⁴⁰ found that EL schools in New York had made substantial progress toward closing the achievement gap in English/language arts and math for these groups of students between 2006 and 2010. In some cases, the study found that the achievement gap was fully closed for students in EL schools.

Student engagement increases as a result of Expeditionary Learning’s focus on critical thinking, problem-solving, and collaborative learning. Students participating in EL programs are highly engaged in their own learning as well as the world around them through civic engagement, and social and environmental service. In 2001, the American Youth Policy Forum⁴¹ surveyed 28 leading school reform models and gave EL a “five star” rating for being “highly compatible” in linking community service to academics and building “an ethos and belief of service to others.” Similarly, the Academy for Educational development⁴² found a strong level of student engagement.

Teachers play a critical role in the implementation of the Expeditionary Learning model. Teaching practices and professional development are central conduits through which the ideals and principles of EL flow. The Center for Research in Educational Policy report (2002)⁴³ highlights the unique pedagogical approach of EL teachers, finding that in comparison to other schools with similar demographics, teachers at an EL school used significantly more coaching and project-based learning and significantly less direct instruction and independent seatwork than their non-EL colleagues, while the Academy for Educational Development⁴⁴ found that EL teachers reported that their classroom practices changed markedly with EL, noting in particular their collaboration with other teachers, systematically addressing

³⁸ Rocky Mountain School of Expeditionary Learning Evaluation Report, 2002
Full Report (PDF format)

³⁹ *Study 1: Impact of the Expeditionary Learning model on student academic performance in Rochester, NY. September 2010* Author: UMASS Donahue Institute.

⁴⁰ *Study 3: Expeditionary Learning: Analysis of impact on achievement gaps. Date: July 2011* Author: UMASS Donahue Institute Methodology described by Bloom, Hill, Black, and Lipsey (2008)

⁴¹ Finding Common Ground: Service Learning and Educational Reform, 2001; Full Report (PDF format)

⁴² Expeditionary Learning Outward Bound Project, 1995; Full Report (PDF Format)

⁴³ Rocky Mountain School of Expeditionary Learning Evaluation Report, 2002; Full Report (PDF format)

⁴⁴ Expeditionary Learning Outward Bound Project, 1995; Full Report (PDF Format)

content and skill learning in designing expeditions, and developing clear criteria for assessing student work. The success of EL teachers in implementing these approaches to support the high levels of student achievement discussed previously owes to the strong foundation of professional development that EL provides.⁴⁵ A series of reports by the National Staff Development Council (1999, 2002)⁴⁶ described EL as a leading professional development association and mentioned Expeditionary Learning's "heavy emphasis on teacher content development and the rigorous expectation of adult learning and collaboration for all teachers."

A scope and sequence aligned with Common Core State Standards and Colorado Academic Standards is included in Appendix L. These will inform the development of expeditions with classroom teachers, school leadership, and EL school designers.

Culture is central to learning. It plays a role not only in communicating and receiving information, but also in shaping the thinking process of groups and individuals. A pedagogy that acknowledges, responds to, and celebrates fundamental cultures offers full, equitable access to education for students from all cultures. Centennial will utilize Culturally Responsive Teaching (CRT). CRT is a pedagogy that recognizes the importance of including students' cultural references in all aspects of learning.⁴⁷ Centennial will be collaborating with Bill De La Cruz, Director of Equity and Inclusion, to form a CRE/Equity Advisory team. This team will work to build skills, capacity, and systemic sustainability from within the school. During the 2013-14 school year, Centennial will administer a CRE/equity/inclusion needs assessment and/or culture and climate survey to assess the current climate of equity/inclusion and CRE practices. Following the administration of this assessment, Centennial will engage in a debrief of the needs assessment, followed by a three hour conversations on bias workshop. These meetings will focus on the following objectives: engage in honest dialogue about our assessment outcome data, create a menu of skill development and resources based on outcome data, utilizing purposeful conversations and deep listening in conversations on bias. This work will begin before the conclusion of the school year with three 45-minute professional development sessions (May 20th, 28th, and 29th 4:00-4:45 pm) facilitated by Bill De La Cruz with future Centennial staff.

Centennial will use Mondo Bookshop as the core reading program for grades K-5. This curriculum will be taught during a daily literacy block that may include a 30-minute skills/phonics block followed by a 60-minute reader's workshop. Whole group instructional strategies include oral language, shared reading, guided reading, and reciprocal reading. Phonics is taught in both small and whole group situations. The scope and sequence/pacing charts in Bookshop delineate the lesson sequences that guide individual instructional pathways, resulting in targeted instruction that is both fully differentiated and informed by assessment.

One feature that makes Bookshop different from the DPS Literacy Guides is that it provides teachers with the tools they need to support *all* students, including native English speakers and English Language Learners, as they develop the language necessary for learning and beyond. Mondo Bookshop's *Let's Talk About It!*, a core resource for Kindergarten and 1st grade, provides a link between building the instructional language capacity (academic syntax) students need and their ability to benefit from guided reading. *Let's Talk About It!* improves students' reading comprehension by helping students to understand how thinking, talking, reading and writing are related; comprehend more complex spoken

⁴⁵ American Institutes for Research; An Educators' Guide to Schoolwide Reform, 1999; No PDF available

⁴⁶ What Works: Results-Based Staff Development, 2002 and 1999; Full 1999 report (online)

⁴⁷ Ladson-Billings, G. (1994). *The Dreamkeepers*. San Francisco, CA: Jossey-Bass Publishing Co.

and written language; incorporate more complex structures into their own language; and expand general and content-area background knowledge and vocabulary.

Bookshop *Phonics* differs from the District's adopted Houghton Mifflin resource as it provides daily differentiated instruction at three levels as determined by assessment data; including intensive, strategic and benchmark data. Assessment tools in Bookshop *Phonics Intervention* for Grades 2+ allow teachers to determine the starting point for students on the scope and sequence. In all cases, instruction is assessment-driven and personalized.

The Bookshop program supports teachers in using formative data to place students on individual learning pathways. The assessment kit within Bookshop includes the following battery of assessments: Oral Language, Benchmark Text Level/Comprehension, Fluency, Print Concepts, Phonemic Awareness, Letter Recognition, Letter Sound Correspondence, Phonics, and Word Knowledge. These assessments allow teachers to generate formative data so they can establish diagnostic profiles for each of their students. This data links directly to Bookshop's scope and sequence/pacing charts. The assessment battery also supports teachers in ongoing progress monitoring needed for Response to Intervention (RtI).

Centennial will also utilize Lucy Calkins' Units of Study in Opinion, Information and Narrative Writing, *A Common Core Workshop Curriculum*, which builds on all the empowering features in the existing Units of Study for Teaching Writing series. These features are included in the DPS Literacy Guides and include: guidelines for effective workshop instruction; detailed management techniques; embedded teacher professional development; and replicable teaching moves. New to this writing instruction resource is the presence of a coherent, systematic curriculum in the three types of Common Core writing. The new Units of Study also reflects the latest research on responsive, data based instruction and contains a built-in assessment system. At each grade level at least one unit of study is devoted to each of the three types of writing mandated by the Common Core: opinion/argument writing, information writing, and narrative writing. Grade level units also address the new CCSS emphasis on close reading, text-based questioning and reading to learn writing moves. This will support K-5 teachers at Centennial to have a single source resource already aligned to CCSS, supporting them to plan instruction with a higher level of rigor.

Centennial will invest in nonfiction texts to provide a rich collection of leveled books for classroom libraries and bookrooms. These texts will be used to support explicit literacy instruction is a focus for all students across the content areas. At the heart of Centennial's comprehensive literacy program is its collection of high quality literature that will represent every subject area, aligned with the Colorado Academic Standards in science and social studies. Each classroom library will have a section for subject areas, for leveled books, and for mentor texts organized by writing genres. Teachers at Centennial will carefully select literature that is culturally sensitive and relevant⁴⁸, connecting to students' lives and cultural heritage.

Centennial will continue to have class sizes of approximately 25 students. Centennial will provide rigorous and stimulating multiage learning environments that challenge students to think critically and take active roles in their classrooms and communities through implementation of the Expeditionary Learning model. ECE 3 and 4 year-old classes will remain the same, kindergarten and 1st grade classes will utilize straight grade level configurations. Kindergarten and 1st grade teachers will loop with their students. 2nd/3rd and 4th/5th grade classes will be multi-age classes. 4th and 5th grade electives classes will

⁴⁸ Scherff, L. & Spector, K. (2011). *Culture, Relevance, and Schooling: Exploring Uncommon Ground*. Lanham, MD: Rowman and Littlefield Education.

be larger due to the fact that there are five 4/5 classrooms and 4 electives offered at Centennial. As a result, the 4/5 classes will be composed of four consistent groups for electives.

Curriculum will be developed with the intensive support of an EL School Designer in August 2013, as well as throughout the year. Centennial has contracted with EL to provide 40 on-site EL School Designer days; 5 full days prior to the start of the school year, 10 full day professional development days on green days throughout the year, and on weekly professional development sessions.

Centennial will investigate a bell time change request for the 2014-15 school year and for subsequent years thereafter with the department of transportation pursuant to CSC approval to lengthen the school day by 15-30 minutes each day. If found feasible, this extension will be designed both to extend the overall seat time for students and to obtain additional non-student content days for teacher planning, professional development, and/or students' passage ceremonies.

C. School Schedule & Calendar

Centennial will utilize the DPS calendar for the 2013-2014 school year. Dependent upon funding, Centennial will explore innovative options for the 2014-2015 school calendar and for subsequent years thereafter. These innovations may include additional planning days to support the development of expeditions as well as an extended daily schedule.

In subsequent years, Centennial will utilize creative school structures and explore the possibility of extending the school day to a limited degree to provide opportunities for passage ceremonies to occur at the conclusion of each school year, to extend the overall seat time for students, and to obtain additional non-student content days for teacher planning and professional development. This will be negotiated with the DPS Department of Transportation. The calendar will be constructed so that staff members have the opportunity to engage in focused professional development prior to the start of the school year as well as throughout the school year.

Students will meet in Crew three times per week.⁴⁹ These meetings will focus on literacy, school-based initiatives such as service learning and Project-Based Learning, and goal setting. Students will build deep, personal relationships with staff year after year through the implementation of this structure.

Additionally, time will be allocated for faculty to engage in school-wide professional development aligned with Centennial's school design, mission, and vision. Appendix V contains a sample professional development calendar. Centennial's Work Plan will be developed with Expeditionary Learning in June of each school year. This includes developing goals and targets for faculty and students based on school-wide and individual data. Student achievement and school conditions goals will be included in Centennial's Work Plan and will be used to inform the development of Centennial's Professional Development Calendar.

As mentioned above, Centennial teachers and school leaders will work collaboratively to ensure that a set of school-wide, standards-based curriculum maps acts as the foundation for all planning and instruction. Expeditionary Learning curriculum has been developed by the EL network using Colorado Academic Standards and Common Core Standards through an Understanding by Design backwards planning model. Appendices S, T, and U contain a detailed 2nd grade expedition titled Whirl, Pop,

⁴⁹ See Appendix O: Centennial's Crew Guide and Appendix M: School Calendar and School Day Schedule.

Whoosh: The Sounds of Simple Machines. Appendix S provides an overview of the expedition, Appendix T articulates the standards addressed in the expedition, the learning targets, or objectives, and the assessments embedded in the expedition. Appendix U details recommended nonfiction texts to support the expedition. Centennial teachers will begin unpacking the curriculum designed by the EL network and examine existing expeditions aligned with the expedition content map over the course of two days in June. In July, teachers will engage in two days of professional development, titled EL 101 where teachers will unpack the curriculum and plan for its implementation in their classrooms. Prior to the start of the 2013-2014 school year, staff will have two days of professional development in June and 2 days in July based on the current MOU with EL. Additionally, staff will engage in 5 days of professional development in August, totaling 9 days of professional development with an EL School Designer prior to the start of the school year to ensure successful implementation of the EL model. Job embedded, professional development will occur with the support of an EL School Designer throughout the school year. Additionally, professional development will occur on Wednesdays from 3:15-4:45 pm. Grade level teams will also meet twice a week during common planning time to plan lessons collaboratively and engage in data team meetings led by administrators. These meetings provide an opportunity to plan instruction in response to student data, including interim data and common assessment data. **Administrators and the Teacher Effectiveness Coach (when available) will attend all grade level meetings. During these meetings, SPED, ELL, and Intervention teachers will be assigned to a grade level and attend data team meetings. In situations where a conflict between DPS and EL trainings exists, staff will prioritize district trainings and be provided with support from the EL School Designer and administrative support upon return.** These structures will provide faculty with weekly opportunities to analyze achievement data, monitor student progress, and use reflection and learning to improve instructional practices.

D. Progress Monitoring and Assessment

Centennial will utilize highly advanced student assessment systems to monitor student progress. The most important of these will be real-time, in-class assessments to help teachers monitor the effectiveness of their day-to-day instruction. Our leaders, teachers, and students will embrace the power of student-engaged assessment practices to build student ownership of learning, focus students on reaching standards-based learning targets, and drive achievement. This approach to assessment is key to ensuring that students achieve educational equity. Students continually assess and improve the quality of their work through the use of models, reflection, critique, rubrics, and work with experts. These practices are a critical component of the Expeditionary Learning model. Centennial staff will engage in ongoing data inquiry and analysis, examining everything from patterns in student work to results from formal assessments, disaggregating data by groups of students to recognize and address gaps in achievement. The effective use of data systems to effectively guide instruction is a common feature of the highest performing schools in the country and is consistently supported by research as an effective practice.⁵⁰

Centennial will utilize the data-based methods developed by Paul Bambrick-Santoyo in *Driven by Data: A Practical Guide to Improve Instruction*.⁵¹ Features of Paul Bambrick-Santoyo's methods include: frequent school-wide interim assessments, data days, explicit planning and opportunities for reteaching, use of the Response to Intervention model where students are assessed and flexibly grouped every 6-8 weeks,

⁵⁰ Goodwin, B. (2010). *Changing the Odds for Student Success: What Matters Most*. Denver, CO: Mid-continent Research for Education and Learning (McREL).

⁵¹ Bambrick-Santoyo, P. (2010). *Driven by Data: A Practical Guide to Improve Instruction*. San Francisco, CA: Jossey-Bass.

and a data-driven school culture. As previously mentioned, each learning expedition will be developed with explicit standards, learning targets, and assessments.

Centennial will utilize the DPS interim assessments for mathematics and reading. For writing, Centennial will utilize assessments aligned with the units of study presented in the Lucy Calkins curriculum. Teachers will work collaboratively to evaluate student work and focus on developing inter-rater reliability when assessing school-wide writing assessments. Centennial will also utilize formative and summative assessments including assessments of learning targets within each expedition, STAR, DRA2, and the reading assessment toolkit from Mondo Bookshop. The K-2 Assessments include: Oral Language Assessment, Benchmark Text level/Comprehension, Fluency, Print Concepts, Phonemic Awareness, Letter Recognition, Phonics, and Word Knowledge. The 3-5 Assessments include: Benchmark Text Level/Comprehension, Oral Reading Fluency, Vocabulary, Letter Sound Correspondence, and Oral Language. This portfolio of assessments will ensure that every child is successful and will be communicated to parents during parent-teacher conferences, student-led conferences, portfolio showcases, and passage ceremonies.⁵² Centennial teachers will communicate information about student achievement in a wide variety of ways, most of which feature students as the key communicators. In this way, students are engaged throughout the assessment process. Students have individual responsibilities—they maintain a portfolio and discuss their learning during family conferences and passage presentations, and they participate collectively in communicating about achievement during public presentations of learning. Centennial teachers will support students in analyzing their own portfolios to identify quality evidence that demonstrates progress toward academic learning targets and habits of mind and readiness for passage. Teachers and staff will assume an active role in supporting students in showcasing their progress and demonstrating their readiness for passage. They will assist students in practicing presentation skills, such as eye contact, clear articulation of ideas, use of technology, and presenting evidence to support their statements. Passages may include students articulating their current levels of proficiency in core subjects; sharing exemplary work from different subject areas; sharing artistic, athletic, and technology accomplishments; outside of school and service learning contributions to the community; and growth and proficiency with relational and performance character.

In order to meet or exceed District expectations for the School Performance Framework, Centennial has outlined the following annual performance and growth goals in their Unified Improvement Plan:

⁵² Passage ceremonies provide students with the opportunity to present their learning, supported by evidence in their best work to a panel of experts. At Centennial, this will occur at the end of 3rd and 5th grade.

School Performance Targets (Innovation Years 1-4)

	Expected TCAP (MGP) Median Growth Percentile (Grades 4-10)	Expected TCAP % Proficient-Reading (Grades 3-10)	Expected TCAP % Proficient-Math (Grades 3-10)	Expected TCAP % Proficient – Writing (Grades 3-10)	Expected TCAP % Proficient - Science (Grades 3-10)	Expected DRA/ EDL % on grade level (Grades K-3)	Expected % of students on-track to graduate on time (Grades 9-11)	Expected MGP on new WIDA-Access State Assessment measuring Growth in English Language Acquisition
<i>Meets Standard on SPF Rubric</i>	<i>Above 50</i>	<i>At least 50%</i>	<i>At least 40% (elem.) 50% (middle) 20% (high)</i>	<i>At least 40%</i>	<i>At least 30%</i>	<i>At least 50% of students at or above grade level</i>	<i>At least 75%</i>	<i>*Current CELA MGP at or above 50</i>
Year 1	50	70%	71%	54%	49%	70%	N/A	55
Year 2	55	76%	77%	58%	57%	76%	N/A	60
Year 3	60	80%	81%	65%	65%	80%	N/A	65
Year 4	65	85%	86%	70%	70%	85%	N/A	65

To ensure our students’ success, Centennial staff must be critical consumers of data and utilize this data to inform instructional decisions. The Student Intervention Team composed of administrators, primary and intermediate teachers, the school social worker, ESL/SPED/GT teachers, and electives teachers; the Instructional Leadership Team, and Collaborative School Committee will be primarily responsible for evaluating school-wide performance data and communicating with grade level teams, interventionist teachers, and support staff. These teams will meet on a monthly basis to examine progress toward our goals. Additionally, data will be a part of our weekly professional development sessions. After the administration of school-wide formative assessments, grade level teams will collaborate with members of the Instructional Leadership Team to identify specific instructional targets based on students’ needs. These will be monitored, celebrated, and revised every six-eight weeks.

Promotion will be based on students meeting standards in both academics and habits of mind. Passages (e.g., portfolio presentations, presentations of learning) will require students to take part in traditions that confirm their readiness to move forward in all realms of achievement. In the rare occasion that a student needs to be retained, the Student Intervention Team in collaboration with the student’s family will work collaboratively to make a decision based on the individual student’s circumstances.

E. English Language Learner Students

Centennial has been identified as a school that needs to transition from an ESL program to a Transitional Native Language Instruction (TNLI) program now that the ELL population has exceeded 60 students. The K-8 ELL projection for the 2013-14 school year is 90 students, which includes students in grades 7 and 8. Centennial anticipates having approximately 9 English Language Learners in 1st grade, 12 in 2nd, 13 in 3rd, 14 in 4th, 9 in 5th, 9 in 7th, and 10 in 8th.

Centennial is transitioning to the TNLI (Transitional Native Language Instruction) model in the 2013-14 school year with a planned three-year implementation plan. During year 1 (2013-14), Centennial will provide native language Spanish instruction in grades ECE, K, and 1. ELA-S/E staff will be hired at these grade levels. The English Language Learners in Kindergarten and 1st grade will be grouped with the ELA-S certified teacher so they can receive native language instruction in literacy/math and native language support during science and social studies instruction. The schedule of the ESL-Spanish resource teacher will be built so she can be an additional instructional resource in these 2 rooms to support with native language literacy and/or math instruction. The ESL-Spanish resource teacher may also work with students both in and out of the classroom to support with the explanation of difficult concepts, preview/review of vocabulary, and other appropriate strategies in students' native language and to increase overall learning. The school administrator will assume responsibility for the management of the program. These responsibilities include: hiring ELA-S and ELA-E teachers, designating classroom assignments, overseeing the ISA team, setting student achievement goals (individual and group), monitoring student achievement data, measuring growth and the effectiveness of Centennial's instructional model, assuming a lead role with ELL teachers in determining exit/redesignation of ELL students, and monitoring their growth for two years after exit/redesignation to determine if additional ELA program services are needed. Laura Munro possess an ESL endorsement, and has experience in the following roles: ESL Director, Director of Student Achievement for Diverse Learners, Executive Director of Diverse Learners, and was and ESL and bilingual teacher. Additionally, Laura possesses knowledge of the history and culture of the ELLs in the program.

Overall, as a TNLI school, Centennial will provide three main services to English Language Learners:

Instructional component	Description & Purpose	Teacher qualification
English language development (ELD)	<ul style="list-style-type: none"> • Systematic instruction to develop listening, speaking, reading & writing to accelerate students' development of academic language in English 	ELA-E or ELA-S
Supported content instruction in English	<ul style="list-style-type: none"> • Grade-level content instruction in English with sufficient supports to facilitate successful content learning for students • Literacy instruction that builds on developing literacy in Spanish 	ELA-E or ELA-S
Native language instruction	<ul style="list-style-type: none"> • Literacy instruction to develop reading and writing skills in Spanish • Grade-level content instruction provided in Spanish to ensure that students stay at grade level in content areas (math, science, and social studies) while developing academic language in English 	ELA-S

Centennial's plan for serving English Language Learners was developed with staff from the district ELA office and is designed to add one 'grade band' each subsequent year. In year 2 (2014-15), Centennial will

provide native language Spanish instruction in grades ECE-3, adding services to 2nd and 3rd graders. In year 3 (2015-2016), native language instruction will be provided in grades ECE-5, adding services to 4th and 5th graders. During the multi-year implementation, students at Centennial will still be supported by 2 ESL Resource teachers, reflected in 1.5 FTE. The full time ESL Resource teacher is a native Spanish speaker and will be able to support students in grades not implementing native language instruction with native language support and ESL instruction. The .5 ESL resource teacher is a returning staff member who will be assigned to support middle school ELLs. These students will be provided with 45-minutes of ESL classes daily using the district approved ESL curriculum (Inside/Edge). The ESL Spanish Resource teacher will work collaboratively with the Spanish World Language teacher to identify students who qualify for/will benefit from Spanish as a Heritage Language instruction. This multi-year implementation plan will ensure continuity of program services for English Language Learners. The TNLI implementation plan will support our youngest English Language Learners as they move through the grades. The addition of ELA-S staff will support these students as they progress through each grade to provide continuity of services.

Centennial will use the district approved English Language Proficiency (ELP) assessments. Centennial will continue to assess students during the district/state identified assessment windows. The DPS Home Language Questionnaire will continue to be used as part of the registration process for all students to identify those whose Primary or Home Language is Other Than English (PHLOTE). This information will be utilized to inform instructional placement and to determine the level of ELL support needed for academic success. Each child's English Language Acquisition (ELA) plan will continue to include parent notification regarding placement in a Language Instruction Educational Program (LIEP) that will be sent no later than 30 days after the beginning of school. Parents who are not proficient in English will be provided with appropriate and sufficient information, in a language and/or manner that parents can understand, about all essential information in a manner that allows parents to make well-informed decisions about the participation in Centennial's programs and services. Centennial's assessment and placement plan will include provision for a timely (within 10 days) screening placement assessment (W-APT) as students enter the school and provision of English language development services within 30 days of arrival. English Language Learners will be tested annually with the required ACCESS assessment to determine progress/growth in English language proficiency (ELP). ELP assessment data will be used to inform placement, set student achievement goals (individual and group), measure growth, and to measure the effectiveness of Centennial's instructional model. This data will be combined with school-wide data and classroom data to create a body of evidence monitoring students' academic progress/growth.

All classroom teachers and special education teachers (mild moderate and MI-S) at Centennial who are not designated ELA-S are qualified ELA-E through the District approved ELA coursework. Professional development at Centennial will always take into account the unique needs of ELLs across English speaking and TNLI classroom environments . ELA-designated teachers will either become qualified via state-endorsement in teaching the culturally and linguistically diverse, or through masters or doctorate degree in teaching the linguistically diverse, or completion of a district-approved training program. Teachers will participate in mandatory, high-quality professional development for teachers in ESL/bilingual, mainstream, and content-specific classrooms. The central focus of the professional development is: language development and second language acquisition, effective teaching strategies to make content comprehensible to ELLs, and other essential elements in teaching ELLs with high standards. In addition to applying the strategies learned in mandatory professional development, classroom teachers will implement Sheltered Instruction strategies in their classroom to support ELLs in

accessing grade level content. Teachers will be evaluated to ensure that the training prepares them adequately to implement the ELA program and that their delivery of program services is effective as measured by student achievement. Additionally, Centennial administrators will receive regular professional development regarding appropriate assessment and implementation of ELA programming. This includes attendance at Universal meetings where there will be ELA professional development. Laura Munro, principal, was both an ESL teacher and ESL District Administrator, providing her with a wealth of expertise to help support Centennial's English Language Learners and staff. Laura will also be responsible for management of the program.

Centennial currently incorporates the district curriculum for English language development (Avenues and Inside) into our educational model. The full-time ESL Spanish resource teacher will use Avenues K-5 during daily 45-minute ELD instruction for identified students. An instructional schedule will be built to support the ESL-Spanish Resource teacher to pull small groups of students and/or work in general education classrooms on a daily basis. The ESL schedule will be developed so that ELLs are not missing core instruction with their classroom teacher. ESL support will be planned to coincide with small group instruction/independent instruction so students are provided a 'double dose' of instruction, or so the ESL teacher can enter the general education classroom and work with a small group of students while the teacher is working with small groups and students are working at centers.

The 0.5 ESL Resource teacher supporting middle school will use the Inside curriculum during the daily 45-minute ELD class. The middle school schedule at Centennial is built so that there is a 45-minute skills block daily. During this daily period identified English Language Learners have ELD instruction with the 0.5 ESL Resource teacher.

The progress of English Language Learners, in terms of Language proficiency, will be measured by WIDA-ACCESS test and anecdotal notes taken by the classroom teacher throughout the year between formal assessment periods. English Language Learners in intermediate grade levels, not receiving Native language instruction in their general education classrooms will participate in Bookshop's Oral Language Reading and will be assessed with the Oral Language Assessment twice each year. This will provide informal language growth data for classroom teachers to inform reading instruction. Academic progress in literacy and mathematics will be measured using district interim assessments; including STAR, Math Interims, unit assessment and RSAs in Everyday Mathematics, DRA2, TCAP, etc. Instructional Services Advisory (ISA) team members, including ESL and ELA-S teachers and the principal, will be part of the school's Instructional Leadership Team and therefore will participate in ongoing gathering and analysis of student achievement data. Since members of ISA are classroom teachers they will further analyze ELL students achievement and ELD data during weekly data team meetings.

Centennial's ESL Resource teacher will work closely with grade level teams, attending grade level team meetings, to be aware of curricular units being taught in an effort to pre-teach targeted vocabulary to students. Also, the ESL resource teacher can preview/review target concepts and vocabulary in students' native language in small like-language groups. The ESL Resource Teachers will share language proficiency data with all teacher teams so they are aware of students' individual English language proficiency levels. This will be done at the start of the year to inform placement and after January to measure growth. Teachers will be part of the annual goal setting for English Language Learners English language

development. Centennial will employ a Co-teaching/Co-Planning model⁵³. In this model, ESL staff will work collaboratively with classroom teachers to ensure daily instruction is planned to meet the language needs of English Language Learners. Co-teaching will support teachers in deepening their knowledge of ELL instructional strategies when they observe/teach alongside the ESL Resource Teacher in their classroom. Strategies to ensure content is accessible to students will include: preview/review of target vocabulary; high-interest/low-vocabulary text to support reading about content; and integration of content supports accessibility. ESL Resource staff schedules will be built and reviewed periodically based on students' needs. This schedule can be refined during the year at semester at grade level team meetings. English Language Learners in intermediate grade levels, not receiving the TNLI model during the 2013-14 school year, will have access to support in Spanish from the ESL-Spanish Resource teacher in an inclusive setting (ESL teacher co-teaching in general education classroom). There will be 1 paraprofessional in the ECE 4 year old program and 1 paraprofessional in the ECE 3 classroom who speaks Spanish and can provide L1 support to students. One ECE 4 teacher is bilingual and Centennial currently is searching for an ECE 3 teacher and hopes to hire an ELA-S teacher to fill that position. In the event Centennial is unable to secure an ELA-S teacher for this classroom, Centennial will hire a second bilingual para to support these students' success. Centennial will receive Spanish curriculum materials from the District for classrooms implementing the TNLI model. Additionally, Mondo Bookshop materials will be purchased in Spanish for Kindergarten and 1st grade. All classroom teachers will use Sheltered Instruction techniques in their classroom (observed using the Sheltered Instruction Observation Protocol) and will employ the strategies they learn in DPS ELA coursework.

Due to the relatively low number of English Language Learners, 90 students in grades K-8, English Language Learners will be integrated into general education classrooms with non-ELLs, ensuring students are not isolated from their peers. Students will always participate in electives classes in heterogeneous groups composed of English Language Learners and non-ELLs. The multiage classroom configuration also ensures integration, students are in heterogeneous grade level groups and language groups throughout the day. Centennial's commitment to have World Language Spanish teacher on staff to provide Spanish instruction to non-native Spanish speakers also supports integration. Additionally, Centennial is committed to hiring a diverse teaching staff, so Spanish speaking English Language Learners will have positive mentors to look up to throughout their educational experience at Centennial. The structure of Crew also supports integration as we will be strategic in creating diverse Crew assignments.

The goal for Centennial's TNLI program is late exit; high levels of academic achievement in all curricular areas and full academic proficiency in English and Spanish for native Spanish speakers. Centennial will utilize the Required Components in Late Exit Transitional Native Language Instruction aligned with the District. Centennial will utilize the DPS Transitional Native Language Instruction, Late-Exit approach to provide *native language instruction* to English language learners. The Late-Exit TNLI approach teaches core academic subjects to native Spanish speaking English Language Learners through both Spanish and English for as many grades as the school district can support, ideally through the end of high school. This approach promotes high levels of academic achievement in all curricular areas and full academic proficiency in the students' first and second languages. The Late-Exit approach emphasizes the cognitive

⁵³ Villa, Richard A. and Thousand, Jacqueline. (2005). *Creating an Inclusive School 2nd edition*. Alexandria, VA: Association for Supervision and Curriculum Development (ASCD).

and academic richness of exploring knowledge across academic domains from multiple cultural perspectives and using two languages (See Table 1).

Table 1: Required Components in Late-Exit Transitional Native Language Instruction (TNLI)

Required Components	Student's English Language Proficiency Level (as measured by CELA and ACCESS in Colorado)					Teacher Qualifications
	Level 1	Level 2	Level 3	Level 4	Level 5	
Native Language Content Instruction (Spanish)	<ul style="list-style-type: none"> Spanish Language Arts Content Instruction is delivered in Spanish. 		Reduce content instruction in Spanish based on a body of evidence.	Content instruction in Spanish or English adjusted as appropriate to ensure strong bilingualism in both languages.		Fully qualified or on-track ELA-S
English Language Content Instruction	N/A		Add content instruction in English based on a body of evidence.			Fully qualified or on-track ELA-E
English Language Development <i>A separate instructional block (K-5: up to 30% of day; 6-12: 45 - 90 minutes/day)</i>	<ul style="list-style-type: none"> English language concepts and skills Develop receptive language skills and oral language development. 		<ul style="list-style-type: none"> Literacy instruction in English begins immediately in ELD. At the same time, students have literacy instruction in Spanish for as much time as practicable, but at least until students reach an intermediate level of English Language Proficiency 		Fully qualified or on-track ELA-E Fully qualified or on-track ESL Fully qualified or on-track ELA-S/E (with demonstrated mastery of English)	
Supported English Content Instruction <i>See DPS ELA Professional Learning, "Sheltering"</i>	<ul style="list-style-type: none"> Deliberate planning of language to ensure access to content for ELLs. Differentiation according to language level proficiencies. 					Fully qualified or on-track ELA-E/ESL For elementary, at least one fully qualified or on-track ELA-E or ESL qualified instructor per grade For secondary, at least one fully qualified or on-track ELA-E or ESL per grade AND per content area
Non Academic Subjects, GT Consideration & Interventions	ELLs follow the same District standards for access as native English speakers					
Assessment Guidelines	Best practice is for assessment to take place in the same language as instruction					

Centennial's ESL Resource teacher is bilingual and will support communications between school/home in families' native language. The World Language teacher is also a native Spanish speaker and will support with family/community connections and will support with heritage language development of older students who do not have exposure to the TNLI program due to implementation plans. Centennial will hire a Family/Community Liaison to support with community/family outreach in an effort to increase family/community engagement. Centennial anticipates hiring a native Spanish speaking person for this role. The Principal's secretary is bilingual and supports with the translation of school-home communications when the District office does not translate them. Additionally, the Principal is bilingual.

Centennial faculty will work collaboratively with parents to exit/reassign students from the ELA program consistent with CDE standards and a solid body of evidence including ACCESS scores, TCAP scores, DRA, reading and writing samples, interim assessment data, and student portfolios. Students will be monitored for two years after exit/reassignment to determine if additional ELA program services are needed. A thorough review of student achievement data at weekly data team meetings and after district interim assessment windows will support decision-making regarding ESL services.

F. Special Education Students

Centennial will be an inclusive school community that maintains high expectations for all students, including those with disabilities. Staff will work together to ensure that students' learning and achievement is not unduly limited by either disability or language status. Our overall educational program, which emphasizes an incremental view of intelligence, includes a variety of instructional styles and groupings and gives students frequent feedback and multiple points of entry into the curriculum, is well suited to accommodate a diverse group of learners. Expeditions, which allow students to pursue individual tasks toward a larger team objective, allow for students of differing ability to engage in appropriately challenging tasks involving the same content.

Centennial's staffing plan allows for 2.5 Mild/Moderate teachers (1 of these is designated 0.5 MM/0.5 Intervention). This staffing plan meets the minimum requirement suggested by the Special Education department who makes minimum staffing suggestions for schools during budget development to inform hiring and staffing based on individual school's needs. Mild/Moderate staff will be assigned across grades by K-2, 3-5, and 7-8 to support vertical articulation of students. This also allows their schedules to be tightly aligned with grade level teams ensuring they are consistent members of grade level team meetings and data team meetings. Centennial has committed to increasing mental health staff hours from the district minimum of 0.6 FTE to 1.1 FTE. This provides a 0.6 FTE Social Worker and a 0.5 Psychologist to serve students with special rights.

Centennial has hired all Special Education staff for the 2013-14 school year. All Special Education staff is Highly Qualified in accordance with ESEA and are appropriately licensed and endorsed per District requirements. One Mild/Moderate teacher is also ELA-S to support with existing and upcoming special education service needs in Spanish.

Special Education staff will have access to instructional programs supported by the Special Education Department and/or Teaching and Learning. Instructional programs SPED staff will utilize, but will not be limited to, include: Wilson, Foundations, Language!, Just Words, Read Well, Leveled Literacy Instruction (LLI), Origo Mathematics, and Do the Math. These programs will be open to students needing Tier III interventions as evidenced by RtI team meetings. Centennial will open a 3 year-old ECE program in 2013-14 that integrates typical 3 year-old peers with 4 year-olds with severe needs. This class will support a continuum of services for 4 year-olds with severe needs that may transition into Centennial's Multi-Intensive Severe (MI-S) K-5 program. Centennial has hired an ELA-S qualified Mild/Moderate teacher who can provide targeted, direct instruction in Spanish for students needing this level of support in TNLI classrooms.

The Master Schedule will be designed to support Mild/Moderate teachers coplanning with general education teachers. This will enable these staff members to attend their assigned grade level teams' weekly team meetings. The Special Education schedule will ensure that students receiving Special Education support will not miss core (1st instruction) for IEP minutes, but will receive their required

support above core instruction. This schedule will be created after class lists are composed and students' needs are assessed. Centennial will ensure that students do not miss core instruction to receive intervention support.

Centennial will regularly evaluate and monitor the progress and success of special education students so that students attain those goals set forth in the Individualized Education Program (IEP).⁵⁴ SPED teachers will participate in weekly data team meetings and will be assigned K-1, 2-3, and 4-5. Data will be analyzed by Centennial's Instructional Leadership Team on a quarterly basis and after district interim assessment periods. Additionally, students will be setting goals in Crew each week with their assigned Crew leader. Centennial will utilize a multidisciplinary Response to Intervention team that includes school psychologists, occupational therapists, speech language pathologists, special education teachers, general education teachers, school administration, and District staff, when appropriate, to identify students with special needs and determine the appropriate interventions and progress monitoring tools to ensure significant gains in achievement for all students. This team will examine a body of evidence, including TCAP, district interim assessments, DRA2, STAR, formative assessments in Mondo Bookshop's assessment kit, Lucy Calkins' Units of Study writing assessments, and Everyday Mathematics unit assessments/RSAs to identify students in need of acceleration/intervention. Centennial employs the use of weekly grade level data team meetings to provide a forum for data-driven dialogue. Additionally, Centennial's Instructional Leadership Team analyzes data after the district interim assessment window to identify larger groups of students needing additional support.

As mentioned above in the English Language Learner Students section, Centennial will employ Villa and Thousand's Coplanning/Coteaching model. When appropriate, Mild/Moderate teachers will coteach with general education teachers in an inclusive setting. When Special Education teachers are working alongside Mild/Moderate staff, this provides insight into what strategies best support students with IEPs in their classrooms. All Mild/Moderate staff at Centennial will participate in district-led professional development for Leveled Literacy Instruction (LLI) so they are well versed in a Tier II intervention that supports students' needs and connects to school's workshop model. Mild/Moderate staff will participate in grade level team meetings where they will have the opportunity to share best practices for students on IEPs. A full time, 1.0 FTE, Interventionist will have time in her daily schedule to provide modeling, coaching, and feedback to teachers on best practice Tier I interventions to build teachers' understanding of interventions.

G. Academic Intervention & Acceleration

As mentioned above, Centennial will utilize a multidisciplinary Response to Intervention team that includes school psychologists, occupational therapists, speech language pathologists, special education teachers, general education teachers, school administration, and District staff, when appropriate, to identify students to identify students in need of academic intervention or acceleration.

Centennial has intentionally focused their staffing plan to support the success of all students. This includes: 1.0 interventionist who will focus on the primary grades, supporting students early to ensure they are on grade level before reaching the intermediate grades. A full time Interventionist who will provide Tier 1 and Tier II interventions in addition to modeling, coaching, and feedback to classroom teachers on how to effectively plan and provide Tier I interventions in the general education setting. A 0.5 Interventionist who will focus on supporting the intermediate grades. This individual has extensive

⁵⁴ Clarification for state: Centennial will ensure that all services provided will meet requirements specified by the Federal Individuals with Disabilities Education Act (IDEA).

experience delivering math interventions and will support the 3-5 team. A minimum of 50% of 4th grade students scoring Unsatisfactory on the mathematics TCAP will receive 45-minutes of daily intervention support from trained math tutors as a part of a district-wide initiative funded with Mill Levy dollars. These students will be provided with additional instruction using Scholastic's Do the Math outside of the core math block. All Mild/Moderate staff will be required to attend District provided professional development on Fountas and Pinnell's Leveled Literacy Intervention (LLI). This will be a Tier II resource SPED staff can use with identified students in groups of 4 for a duration of 18 weeks. In addition, all special education mild moderate teachers will have access to the following Tier III literacy and math intervention tools: Wilson Reading, Foundations, Language!, Read Naturally, Origo Math.

H. Gifted and Talented Students

Centennial is committed to providing an excellent education for all students. Similar to SPED, Gifted and Talented students will be identified by a multidisciplinary team to avoid the misidentification of students. The GT teacher will oversee the identification process and utilize the DPS Gifted Identification Guidelines. This includes ensuring that every student be screened on at least four instruments. For a student to qualify, a total of three qualifying indicators must be recorded. Additionally, at least two indicators must come from section I-Ability, II-Achievement in the Curriculum, and/or III-Talent/Potential. This process will ensure representation of traditionally under-represented student cohorts. An Advanced Learning Plan (ALP) will be developed for qualifying students in accordance with the Exceptional Children's Education Act (ECEA).

The Expeditionary Learning model supports the engagement and academic achievement of Gifted and Talented students through the Core Practices described in the Curriculum and Instructional Design section above. Expeditions provide opportunities for in-depth study and exposure to local experts. Additionally, Gifted and Talented students will have opportunities to explore independent and collaborative passion projects, accelerated subjects, and small-group enrichment activities, all of which aim at developing creative and high-level thinking skills. Centennial will utilize temporary grouping structures for reading and math; including within-class grouping and cross-grade grouping, to adjust teaching to match students' achievement or ability.⁵⁵ Centennial's multi-age class structures support the academic and affective needs of Gifted and Talented students. The implementation of the Reading, Writing, and Math Structures mentioned above will provide multiple opportunities for teachers and students to raise the ceiling off of the classroom and allow for student choice and individualized goal setting aligned with the learning targets. School-wide reading challenges encourage and acknowledge independent reading goals. The school culture, focused on achievement and academic rigor, encourages such activities and inspires students to engage in a variety of challenging academic endeavors. In the event that the EL Core Practices do not adequately challenge a given student, Centennial will craft an individualized plan with that student, family, and selected faculty. Such a plan might include alternative classroom placements, special interest projects, or opportunities for guided independent study.

Centennial has hired a "Highly Qualified" GT teacher who will also support the Instructional Leadership Team and support the development of personalized interventions for students. This process will support general education teachers in delivering personalized accommodations to all students. The GT teacher will utilize high quality professional development offered through DPS and CDE to continuously learn current practices and changes in the law.

⁵⁵ Kulick, J. A. (2003). Grouping and Tracking. In N. Colangelo & G.A. Davis (Eds.), *Handbook of Gifted Education* (3rd ed.; pp. 268-281). Boston: Allyn & Bacon.

I. Supplemental Programming

Centennial will offer a variety of supplemental programs to support student engagement and joy-filled educational experiences. Many of these programs will be facilitated by parent volunteers and teachers. These offerings may include: Running Club, Chess Club, Choir, Spanish Club, Dance, Community Gardening, Art Club, Writing Club, Math Lab, etc. The actual offerings will be inspired by teachers' and parents' passions and interests.

Centennial's Celebrations
Community Crew: Once each month, Centennial parents and members of the community will come together for a Crew meeting. This time will be intentionally designed to build relationships and engage the parent community in the life of Centennial. Events will be facilitated in both Spanish and English, allowing participants to swap headsets and experience the facilitation of a translator. At the conclusion of our school site visit to RMSEL on May 16 th , we gathered in a Centennial Community Circle to discuss what we observed. This was facilitated in Spanish, whereas the previous events had been presented in English. This provided an opportunity for parents to exchange headsets and fostered a unique sense of community that inspired this vision.
Diversity Days: National Diversity Day is an annual event on the first Friday in October (Diversity Awareness Month). It is a day to celebrate and embrace who we are, despite our differences, no matter what race, religion, gender, sexual orientation, age, nationality, or disability. A day to reflect on and learn about different cultures and ideologies. A day to vow acceptance and tolerance. A day to consciously address these areas at educational and religious institutions, as well as in the workplace and at home. Centennial may establish a week of activities to support this mission. ⁵⁶
Family Literacy and Math Nights: Centennial will facilitate a joy-filled evening of learning, literacy, and mathematics. Teacher leaders will facilitate parent workshops identifying instructional strategies parents and families can utilize to support student achievement.
Do 1 Thing: Centennial students will be organized into "Crews" led by one staff member. Staff will facilitate Crew meetings to identify one thing that each and every student can do to make our school community, city, state, country, and world a better place. These meetings will empower students to make a difference in their community.
Character Awards Ceremonies: To support the implementation of Crew and exhibition of positive school-wide behaviors, Centennial will facilitate monthly awards ceremonies to acknowledge Centennial students.
Celebrate Earth Day! One of the themes that emerged from the mission statements composed by families and teachers during school design meetings was a focus on the natural world. In response, Centennial will create opportunities to incorporate experiences in nature through expeditions and in school-wide celebrations. These may be inspired by the Earth Day Network and other organizations to create an international focus on Earth Day.
Night of the Arts: Toward the end of the school year, student artwork will be showcased with students positioned throughout the school building to perform, play music, sing, and showcase their creative talents.

⁵⁶ http://www.nationaldiversityday.com/Ideas_for_NDD.html

Section IV: TEACHING

A. Teacher Recruitment, Hiring, & Retention

Centennial ECE-5, A School for Expeditionary Learning will focus on improving student achievement by developing quality teachers. The Principal will establish and communicate high expectations and will be responsible for aligning professional development, feedback, and coaching with formal evaluation systems in order to promote the professional growth of every teacher and ensure school-wide excellence.

Centennial has hired a founding team of talent who possess a passion and commitment to implementing the Expeditionary Learning model while operationalizing Centennial's mission: Centennial ECE-5, A School for Expeditionary Learning is an inclusive school that fosters each child's sense of wonder and adventure through exemplary standards of character, academic achievement, and social responsibility. Centennial will utilize the following set of indicators in addition to the Colorado definition of "Highly Qualified":

In accordance with section 1119 of NCLB, Colorado defines Highly Qualified Teachers as teachers that are fully licensed and able to demonstrate subject matter competency in each core content area in which they are assigned. This definition applies to both general and special education teachers that are responsible for providing instruction in core content subject areas.

Proven ability to execute standards-based instruction and progress monitoring strategies to promote student achievement; knowledge of culturally responsive pedagogy; excellent communication skills; ability to plan for and implement a variety of instructional techniques and strategies to meet the needs of diverse learners; strong classroom management skills; alignment with Centennial's mission, vision, and core values; desire and ability to hold all children to high expectations; commitment to exceeding expectations and doing whatever it takes to ensure the success of all students; willingness to work an extended day and year; possess an ethic of excellence; utilizes autonomy in instructional design and accountability for meeting high expectations; professionalism; openness to feedback; desire and ability to work effectively as part of a team; demonstrated ability to work well with parents and build positive relationships with students; demonstrated ability to analyze data and measurements of achievement; commitment to ongoing professional development and lifelong learning; and possess a sense of humor, flexibility, and adaptability. Preference will be given to teachers who possess or are pursuing a CLD endorsement, Special Education endorsement, or Gifted Education endorsement.

Additionally, Centennial faculty must be committed to creating joy-filled, personally meaningful learning experiences for students within our culture of respect, responsibility, wonder, leadership, and determination. Centennial staff members must also possess a strong moral compass and ensure the success of a diverse body of students, act as champions for all children promoting access and equity to create equal opportunity and support for all children, and empowering children to be socially responsible, service-oriented leaders who achieve academic excellence through meaningful work, academically rigorous explorations, and relationships. Our success relies upon a shared responsibility for operationalizing the mission and vision of Centennial.

Centennial staff members place a high degree of value on school culture and are dedicated to breathing life into our Core Values (crated as Learning Targets to align with the Expeditionary Learning model):

- I am ready to collaborate deeply with my colleagues to raise student achievement.
- I am ready to be a leader in bringing about significant and lasting change in my classroom and school.
- I am ready to fully engage in professional development activities and coaching cycles to learn how to effectively implement the Core Practices of EL.

Centennial posted positions in February 2013 and began interviewing teacher candidates in March 2013. The Principal is responsible for all hiring and firing decisions and will invite members from the school community to serve on the hiring committee. Centennial's recruitment and selection processes will assist in ensuring quality hiring decisions are made on an annual basis.

Centennial will possess a joy-filled, caring school culture, which will attract and bring out the best in people through trust, empowerment, and respect. Individuals will be given a high degree of autonomy within a culture of authentic accountability. Centennial's school culture will celebrate individual's passions and interests within a collective school spirit where we choose to be "great by choice."⁵⁷ This intentional culture will promote the retention of the highest performing teachers.

B. Teacher Coaching

The primary goals for coaching are to set clear expectations for staff, support professional growth, provide frequent descriptive feedback, and support inquiry-based staff development approaches to help teachers focus on the relationship between student learning and instructional and assessment practices. The Principal, Expeditionary Learning School Designer, Teacher Effectiveness Coach (TEC), and Interventionist will observe teachers over the year providing constant observation, evaluation, and intentional instructional celebrations. Feedback will be provided on all aspects of the class including, but not limited to, classroom management, implementation of school-wide systems including EL Core Practices, planning, lesson pacing, assessment and strategic questioning methods, differentiation, and student engagement. These informal coaching sessions will provide teachers and administrators the opportunity to build relationships and create a reflective and intentional school culture. Informal observations will be used as a reflective tool and will generate professional goals aligned with our school-wide goals. The spirit of lifelong learning permeates these practices. As a result, these observations are not evaluative in nature. Rather, they are celebratory, inspiring staff to imagine the possibilities; to innovate and create; to try new things, measure results, and repeat the process. These experiences inspire us to explore, experience, exceed, and expand learning opportunities generating improved outcomes for our children. Centennial possesses a service-oriented mindset and values input from the students and families we serve. Parent and Student Satisfaction Surveys are administered in October and March each year. Students know when they have a great teacher, and Centennial will value student voice and incorporates it into our conversations and performance evaluations.

Coaching will be linked to the school's improvement priorities and a teacher's instructional priorities and is focused on student achievement, including data collection. Centennial's coaching plans will be driven by an in-depth analysis of the data. After the first round of interim assessment data has been released, the Principal and Teacher Effectiveness Coach will prioritize coaching needs and develop a coaching plan. Ongoing conversations will occur between the Principal and Teacher Effectiveness Coach to support the successful implementation of the coaching plan. Centennial U also provides an opportunity for teacher leaders to be known as experts in specific areas. Creative school structures may be utilized to provide opportunities for teacher leaders to support their colleagues.

All teachers, whether one-on-one or in small groups, engage in non-evaluative coaching cycles with the EL School Designer, Teacher Effectiveness Coach (TEC), and Interventionist⁵⁸. Sustainable coaching is grounded by school-wide structures and systems. Centennial is committed to achieving great results through learning, reflection, and

⁵⁷ Collins, Jim. (2011). *Great by Choice: Uncertainty, Chaos, and Luck--Why Some Thrive Despite Them All*. New York, NY: Harper Collins.

⁵⁸ An Interventionist is included in classroom observations to increase teacher's capacity in supporting ELL, SPED, and GT students, increasing the use of best practices.

intentional practice. As a result, Centennial will provide our faculty and staff members a special place to pursue the science and art of teaching. We want to align the rewards of teaching more closely with the value it brings to society, provide teachers opportunities to deepen their skills, and be a place where careers, in and out of the classroom, can flourish.

C. Teacher Evaluation

Centennial will utilize the DPS Leading Effective Academic Practice Framework containing classroom observation protocols and feedback instruments.⁵⁹ LEAP has provided Centennial with valuable information.

Additionally, Centennial teachers will participate in their own evaluation process through structures including self-assessment, goal setting, and the creation of a body of evidence that demonstrates their growth and achievement. This practice mirrors the portfolios students use to house their best work and demonstrate their personal growth and lifelong learning.

All teachers will receive a comprehensive evaluation at the end of each year from the Principal or Assistant Principal. This evaluation will consist of a comprehensive review of the employee's contributions toward academic student performance and achieving the mission of Centennial. For all teachers, this evaluation will consist of student achievement and growth data aligned with SB 191, classroom observation results from walkthroughs aligned with LEAP, professionalism, and teacher portfolios. LEAP, Leading Effective Academic Practice, will be the formal evaluation tool used to evaluate teachers. The end of the year summative evaluation will be the final responsibility of the Principal or Assistant Principal.

Centennial teachers will be on annual contract. Unsatisfactory performance will be addressed immediately depending on the nature of the performance. If it is determined through the evaluation process that a teacher is in need of remediation at any point throughout the year, the school leader and teacher will meet to discuss an appropriate remediation plan. The plan will include: an appropriate timeline, specific measurable goals for the teacher, and appropriate supports for the teacher. If at the end of the remediation period, the school leader decides that the individual is not meeting performance expectations, then the teacher may be subject to termination.

D. Professional Development

Centennial ECE-5, A School for Expeditionary Learning will take pride in being a learning organization and staff will seek opportunities for continuous growth and learning. The Principal, Teacher Effectiveness Coach (TEC), and Expeditionary Learning staff will be responsible for developing, leading, and evaluating professional development at Centennial.

Prior to opening in August 2013, staff will engage in nine on-site professional development days with Expeditionary Learning School Designers, followed by an additional 35 days of job-embedded professional development throughout the school year. (See MOU located in Appendix N). Centennial staff will also have opportunities to attend the EL National Conference, 5-day Institutes, 3-day Institutes, and Site Seminars based on their professional goals providing differentiated professional development for each and every individual teacher. Additionally, the Principal will participate in the EL Leadership Cohort. As an Expeditionary Learning school, Centennial is committed to ensuring that Expeditionary Learning Core Practices are implemented with fidelity and that staff has multiple opportunities for learning and refining their practice. SPED and ESL teachers

⁵⁹ <http://leap.dpsk12.org/The-Framework/View.aspx>

will attend district-led Leveled Literacy Intervention (LLI) training and Teacher Leaders will attend the district-led Teacher Leader Academies. Centennial will continue to align with DPS initiatives and attend professional development offerings throughout the school year.

The school calendar and daily schedule will provide opportunities for in-depth professional development prior to the start of each school year and throughout the year. Additionally, the school schedule allows for school-wide planning on a weekly basis. See Appendix M for a planned calendar and daily schedule.

As a data-driven learning organization, Centennial will utilize student achievement data and progress monitoring results to drive professional development decisions and identify areas of greatest need. Professional development efforts will be aimed at supporting staff in building capacity in the cultural competencies necessary to effectively serve linguistically and culturally diverse students.

An essential component of professional development activities involves ongoing and systematic evaluation procedures. Ensuring the delivery of high quality professional development is a foundational aspect of the implementation of this Innovation Plan. As a result, Centennial will evaluate the efficacy of our professional development sessions with Expeditionary Learning. This is especially critical given the certainty of diminishing resources and competing priorities. Centennial will utilize an evaluation framework that is appropriate for all approaches to professional development. The framework emphasizes that evaluation is continuous rather than a single event - especially not just a single event that occurs at the end of professional development activities. Professional development is about CHANGE. The purpose of professional development is to improve learner outcomes by changing instructional behavior to achieve a pre-determined goal. Centennial will utilize the following five questions when using evaluation as a mechanism to promote continuous program improvement:

1. *What would we like to see happen?* (Examine goals identified in needs assessments. When correctly done, needs assessments detail the learning needs of participants, which are then reflected in professional development activities. Such assessments should provide a clear reading of the specific objectives of professional development activities. Evaluation provides information as to whether and to what extent goals identified through needs assessments have been met.)
2. *How can we make that happen?* (Design a professional development plan that includes information on delivery, timing, and use of professional development approaches, and evaluation questions that need to be answered.)
3. *How is it going?* (Collect information and monitor progress on an ongoing basis.)
4. *What are the results?* (Assess the extent of both short and long-term changes.)
5. *What should be done with the results?* (Evaluate options and make decisions.)

Analysis of these questions is used to inform continuous program improvement efforts and will be conducted by the Instructional Leadership Team.

Similar to how students will be responsible for managing a portfolio of their learning, teachers will also be responsible for managing an evidence portfolio of their professional development. This will be done through the Centennial U framework. A sample tracking document for teacher professional development through Centennial U is included as Appendix R.

Centennial U is a system design that will create a school-based “university” structure that focuses on building teacher leaders who possess a high degree of passion and enthusiasm for leading, inspiring, and elevating the

profession. The Centennial U approach will use as its foundation, the core professional development program as described above. Core courses will be taken by all faculty members. In addition, teacher leaders will select an area of interest to study throughout the school year. Teacher leaders will present their topic of interest and offer “passion pursuits” courses to their colleagues. In addition, teacher leaders may become mentors to their colleagues in their area of expertise. Centennial U will empower teachers to take ownership of their professional development and share their passion and enthusiasm for learning with their colleagues, students, and families. This structure supports the development of a learning organization and will build both breadth and depth of leadership at Centennial.

E. Pedagogy

Expeditionary Learning provides schools with professional development, coaching, and online tools to improve curriculum design, instruction, school culture, leadership, and assessment practices. School-wide professional development with EL will focus on planning and delivering effective lessons. Strategies EL schools use to deliver effective lessons include: creating purpose, building curiosity, maintaining focus, using protocols, supporting all students, using models, representing thinking, reflecting, ongoing assessment, in addition to providing opportunities for revision and critique.

Effective lesson planning begins with naming clear learning targets, which articulate specific learning goals in student-friendly language. Examples of 1st grade Learning Targets may include: *I can identify the difference between fiction and non-fiction text and sort books according to those distinctions. I can examine and identify models of non-fiction text and illustrations. I can write a non-fiction text by moving from facts through the revision process to a final published page. I can measure plants and a garden with nonstandard units of measure. I can conduct field interviews with government and non-governmental agencies to collect data about food distribution. I can provide appropriate and helpful feedback to my peers on their written and artistic work. I can identify what plants and animals need to survive and grow. I can explain what migrant farmworkers lives are like and describe their fight for their rights. I can share some ideas about how we can help people get access to food (and shelter).* Teachers will make decisions about which of the practices to use during lessons, based on close knowledge of individual students, in order to support all students to make progress. They will employ strategies to ignite student curiosity and track student understanding, and they will maximize opportunities for student voice, critical thinking, and leadership. Thoughtful lesson design will lead students to want to learn, to work collaboratively, and to be aware of their learning process.

In Expeditionary Learning schools, differentiation is a philosophical belief and an instructional approach through which teachers proactively plan to meet students’ varied needs based upon ongoing assessment. Teachers will utilize flexible groupings of students and design respectful tasks that allow for different approaches to reaching the same goals. Each classroom will build a culture that honors diverse needs and holds all students accountable to the same long-term learning targets, putting equity at the center of the school’s commitment and vision. At a school-wide level, differentiation will be supported by appropriate grouping structures that are informed by a team of school professionals. Centennial will use the following structures aligned with EL Core Practices to differentiate instruction for students: flexible heterogeneous grouping informed by ongoing assessment, supplemental services that provide additional support and intervention to students whose needs are not met in the regular education setting (developed based on the recommendations of a multidisciplinary team whose recommendations are informed by student data), and students with disabilities and English Language Learners will be taught in general education classrooms to the greatest extent possible.

Decisions about placement and programs for students with disabilities are based on high-quality assessments. Additionally, learning specialists create tailored learning targets for students with disabilities that meet Individual

Education Plan or 504 Plan goals as well as additional learning targets for English language learners that focus on language development.

Students will work toward the same long-term learning targets, and teachers will provide multiple pathways for meeting the learning targets based on students' needs (e.g., tiering lessons). Teachers will determine student needs through use of assessment strategies (e.g., pre-assessments, student self-assessments, inventories, providing multiple opportunities for success). Also, teachers will use instructional practices that ensure that all students are thinking and participating (e.g., providing texts for different reading levels, designing tasks based on different learning styles). These investment strategies, coupled with Crew practices, will involve students in the school and their academics.

Teachers will utilize EL planning tools, including the Common Core State Standards, Targets, and Assessments (STA) Plan; Concept Maps; and Learning Expedition Planning Template.⁶⁰ Teachers will plan backward, using the principles of Understanding by Design⁶¹ constructing expeditions that begin with the end in mind and are centered on Common Core State Standards and Colorado Academic Standards. This collaborative professional development will occur during 2 days in June and 2 days in July based on the current MOU with EL. In addition, staff will engage in 5 days of professional development in August and ongoing job embedded, professional development throughout the school year. Additionally, professional development will occur on Wednesdays from 3:15-4:45 pm. Grade level teams will also meet twice a week during common planning time to plan lessons collaboratively and engage in data team meetings led by administrators.

As evidenced in the examples provided above, Learning Targets are written to incorporate interdisciplinary studies within each expedition to ensure that each student not only masters content objectives, but also develop related skills to demonstrate proficiency across all standards.

⁶⁰ These templates are designed by Expeditionary Learning and are available upon request.

⁶¹ Wiggins, Grant P. & McTighe, Jay. (2005). *Understanding By Design*, 2nd Edition. Alexandria, VA: Association for Supervision & Curriculum Development.

Section V: GOVERNANCE & FINANCE

A. School Governance

Centennial will utilize the Collaborative School Committee to ensure that parents/guardians, teachers, and community members are active participants in the school's governance structure. As mentioned in Section I, Ongoing Parent/Guardian Involvement & Satisfaction, the Collaborative School Committee (CSC) is a committee formed by all of a school's community stakeholders i.e. educators, parents, students and community that serves as a leadership body for school accountability. The CSC collaborates with senior staff, various departments, schools and the school community to support the implementation of Policy BDFH-Collaborative School Committees as required by State Law 22-7-106 on School Accountability Committees. The purpose of the Collaborative School Committee is to enhance student achievement, parent engagement and school climate through collaboration. The work of the CSC includes providing guidance, evaluation and approval for the Unified Improvement Plan (UIP), a blueprint to improve teaching and learning that prepares students for postsecondary and workforce opportunities. Centennial will elect members for the 2013-2014 school year in August and will begin monthly meetings in September 2013. The CSC has been composed of, and will continue to be composed of the following: the school Principal, classroom teachers, parents of students enrolled at Centennial, at least one classified staff member, and at least one member from the community.

The names and profiles of individuals serving on the 2013-2014 Collaborative School Council will be available for review in September 2013.

The CSC meets at least once a month, with additional meetings scheduled as needed to ensure the successful implementation of Centennial's Innovation Plan. The CSC will utilize the goals identified in the Unified Improvement Plan to evaluate the health and progress of the school. The CSC will review and approve financial reports, including the annual budget; monitor student enrollment and retention strategies; inform ordering decisions (e.g., equipment, technology, books); and review student and parent satisfaction survey data.

The school's mission: *Centennial ECE-5, A School for Expeditionary Learning is an inclusive school that fosters each child's sense of wonder and adventure through exemplary standards of character, academic achievement, and social responsibility* will inform dialogue and decision-making. These goals should be central to the thinking and behavior of every student, every faculty and staff member, and every community volunteer. The goals can be reinforced throughout the school with dramatic visual reminders, and through regular meetings with students and their families.

In addition to the Collaborative School Committee, Centennial will have an Instructional Leadership Team, Response to Intervention team, and Crew Committee.

B. Budget and Policy Narrative

As mentioned above, Centennial has a Memorandum of Understanding with Expeditionary Learning totaling \$27,900.00 for the 2012-2013 school year, and \$72,500 for the 2013-2014 school year. This includes direct service days, 3 Day Institutes, and 5 Day Institutes. See Appendix N for detailed MOU. These resources will support Centennial in successfully implementing the Expeditionary Learning model, including supporting teachers and administration with professional development to improve student achievement at Centennial. As mentioned above, Centennial has been invited to apply for the Walton Family Foundation Innovation School Startup grant and the CDE School Improvement Support Grant. While Centennial's budget is not contingent upon acquiring these funds, Centennial anticipates being able to obtain additional support for programs and implementation of Expeditionary Learning.

Centennial has established enrollment projections consistent with information provided from Denver Public Schools. Additionally, Centennial will collaborate with the Office of School Choice and Enrollment. Expeditionary Learning schools typically have extensive waiting lists, as a result, Centennial plans to utilize the space currently housing 6-8 grade classrooms to expand its ECE program and leverage early childhood education to promote school readiness and accelerate academic achievement.

Centennial will continue to utilize central services provided by Denver Public Schools. Centennial has worked with their budget partner at Denver Public Schools to evaluate possible impacts to their budget over multiple years, and found that the budget is sustainable (even when factoring in the Expeditionary Learning MOU), based on current and projected Per Pupil Revenue with minimal reliance on outside sources of funding. Even in worse-case scenarios, Centennial has identified alternative cuts that can be made to the budget without compromising on access to EL training and coaching supports. Centennial will continue to work with DPS and budget salaries on averages. In addition to PPR, Centennial anticipates the following funding:

- District Mill Levy Allocations.
- ECE and Kinder Allocations.
- Title I and II Funds.
- Walton Foundation Grant, \$250,000.
- CDE School Improvement Support Grant, \$100,000.

General Fund-instructional expenses include professional development for the implementation of Mondo, including \$16,313.40 to provide Mondo intervention tools for teachers. Mondo is already being used at Centennial and as a result, Centennial will not accrue additional costs as a result of implementing this program. In the event Walton funds are secured, additional professional development and Spanish tools will be purchased to supplement the existing program. Centennial also plans to update the school bookroom and classroom libraries to provide rich nonfiction texts aligned with science and social studies expeditions through the acquisition of grant dollars.

C. Facility

Centennial plans to stay in the current facility and revise the school's name to reflect the EL model and grade configuration. As a result, Centennial is now being referred to as *Centennial ECE-5, A School for Expeditionary Learning*. Including the model and grade level configuration supports Centennial's branding efforts to distinguish themselves as a neighborhood school providing a model of education to meet the needs of children and families in the community.

Section VI: WAIVERS

A. District Policy Waivers

Centennial ECE-5, A School for Expeditionary Learning requests the following district and state waivers:

District Policy	GCB: Professional Staff Contracts and Compensation
Policy language/summary	It is the Board's intent to review all compensation plans annually with representatives of the district's teaching staff. Administrator's salaries shall be determined by Board action with consideration given to the assigned responsibilities and specialized training. Salaries shall be reviewed annually at the regular Board meeting in June, and contracts as appropriate. The school district shall adhere strictly to the employment contract procedures established by Colorado statutes.
School's Replacement Policy	It is the Board's intent to review all compensation plans annually with representatives of the district's teaching staff. Administrator's salaries shall be determined by Board action with consideration given to the assigned responsibilities and specialized training. Salaries shall be reviewed annually at the regular Board meeting in June, and contracts as appropriate. The school district shall adhere strictly to the employment contract procedures established by Colorado statutes except for any statutory waivers identified by the Centennial innovation plan that are intended to protect the autonomy of the school to pursue recruitment, selection, and hiring outside of the district hiring calendar and to prevent the direct placement of teachers from the district. Additionally, the district HR office will work with Centennial Elementary to ensure staff contracts are consistent with the approved innovation plan.

District Policy	GCF: Professional Staff Hiring
Policy language/summary	From the list of available candidates for teaching positions in the Denver Public Schools, the superintendent shall recommend those persons best fitted to serve...Applicants for probationary appointments shall be required to have a bachelor's degree...Teachers in the Denver Public Schools shall hold a...teacher certificate...Exceptions to this certification requirement may be made by the superintendent in cases of teachers of adult vocational education and in other unusual cases...Prior to hiring any person, in accordance with state law the district shall conduct background checks Reappointment after resignation: Teachers reappointed to teaching positions after resignation shall be employed on probationary appointments. A teacher who has been absent five years or less may be considered for reappointment at the salary to which he was entitled at the time of resignation. Reappointment of probationary teachers: Reappointment of probationary teachers shall be considered annually at a meeting of the Board prior to June 1.
School's Replacement Policy	Centennial Elementary will have autonomy to recruit staff and make offers to candidates outside of the traditional district hiring calendar. Centennial Elementary will work with the district HR office to post teaching positions through the district website. From this posting, Centennial Elementary will engage in independent outreach efforts to recruit candidates outside of the centralized recruitment channels, but will require that any interested candidates apply through the district site. All eligible applications for posted teaching positions at Centennial Elementary will be provided to the school

	<p>principal for selection using locally-designed processes.</p> <p>Centennial Elementary will receive applications and consider candidates from the direct placement process; however, Centennial Elementary is not required to select teachers through direct placement or to alter the hiring schedule or selection process in a way that gives preference to direct placement teachers.</p> <p>The Centennial Elementary principal will consult with district HR staff and incorporate hiring best practices at the school level where it is found to be appropriate.</p> <p>Background checks will be administered using the existing systems and processes for the district.</p>
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District Policy	GCID: Professional Staff Training, Workshops and Conferences
Policy language/summary	<p>Attendance by school personnel at professional meetings shall be justified by meaningful guidelines or rationale for such attendance. Such guidelines or rationale may differ by department but shall be well-defined and understood by appropriate personnel. An understanding of reasonable expenses should be developed prior to travel. The budgetary allocation of departmental travel accounts shall not be construed as automatic approval for expenditure. Travel outside the continental United States shall be considered only as an exception.</p>
School's Replacement Policy	<p>For purposes of this policy, the "department" capable of establishing guidelines and rationale for attendance of school personnel at professional meetings will be the school/instructional leadership team. This will be of particular importance when identifying training and development needs specific to an Expeditionary Learning school community.</p> <p>Centennial Elementary requires staff participation in professional development beyond that of a typical district-run school. Required attendance at professional development trainings will include training before and after the academic calendar (including the summer as specified each year), local and national level Expeditionary Learning Institutes and conferences, as well as dedicated professional development days when school is cancelled for students, but maintained for staff (for example, the 1st Friday of every month).</p> <p>The school principal in consultation with her instructional leadership team will identify shared professional development events based on the needs of the school. Additionally, all teachers at Centennial Elementary will be evaluated annually by the school principal or her designee. As part of the evaluation process, all teachers will work collaboratively with their evaluator to develop a personalized professional development plan. The professional development opportunities subsequently identified for teachers will be driven from their PD plan.</p> <p>Professional development will be tied directly to the learning needs of the students, and will incorporate support for teachers to develop expertise with embedding Expeditionary Learning strategies into classroom environments. The school calendar for teachers will be set in the spring of the preceding academic year and will highlight the additional professional development days. These days will be required participation for classroom teachers and part of their base salary.</p> <p>Professional development instances provided outside of the school's published staff calendar will either be optional for teachers or teachers will be provided with extra duty pay for participating.</p>

District Policy	GDA: Support Staff Positions
Policy language/summary	<p>All support staff positions in the school system shall be established initially by the Board. Support staff members shall be employed for such time as the district is in need of or desirous of the services of such employees...</p> <p>The Board shall approve a statement of job requirements as presented by the superintendent. This shall be in the form of a job description setting forth the qualifications for the job, a detailed list of performance responsibilities and any required physical capabilities. Only the Board may abolish a position that it has created.</p>
School's Replacement Policy	<p>The school will use the same support staff positions as identified by the Board. Should these positions prove to not properly reflect the need for support staff appropriate for an Expeditionary Learning school, then the school principal will identify additional support staff roles.</p> <p>Once these roles are identified, job descriptions will be created. The school principal or her designee will then consult with the Office of Human Resources for the district to develop appropriate language so that the school can then move forward with properly staffing the position.</p> <p>Should the board abolish a position that was previously created, the Centennial Elementary school principal will work with the Human Resource Office to identify the best solution for correctly staffing any affected employees.</p>

District Policy	GDF-R: Selection, Appointment, and Reappointment of Full-time Classified Employees – Procedures
Policy language/summary	<p>The Board of Education has delegated the authority for appointment of classified employees in the Denver Public Schools to the Superintendent. The Department of Human Resources will convey to the Superintendent on a regular basis a recommended list of candidates for classified positions. The Superintendent's appointment of these classified employees will be on a probationary basis.</p> <p>The term "classified employee" ...shall be deemed to include, each DPS employee assigned to a full-time position listed in the salary and classification schedules for classified employees as maintained by the Department of Human Resources. No position requiring Department of Education certification or license shall be considered a classified position. Employees on the administrative and managerial salary schedules are not subject to the provisions of this policy.</p> <p>e. Probationary Period. All classified employees must serve a probationary period of at least two (2) continuous years on a full-time basis. A "year" means a continuous period not in excess of twelve (12) months. Employees shall be deemed probationary until they attain continuing service status as provided herein. Probationary employment shall be subject to termination at any time for any lawful reason, pursuant to Policies GDQD and GDQD-R.</p> <p>f. Continuing Service. Any classified employee who has served as an employee in active service in the Denver Public Schools on a regular full-time basis continuously for two (2) complete years, and for whom the Department of Human Resources has received an appraisal documenting the satisfactory performance of duties and the endorsement of his or her department head or principal, shall be recommended for continuing service by the Board of Education at their next regularly scheduled meeting. Employees granted continuing service shall not be required to be re-appointed on an annual basis. Written notification of continuing service status shall be furnished by the Department of Human Resources.</p>

	<p>b. Separation of Five (5) Years or Less. A classified employee who has resigned and within five (5) years thereafter is re-employed by the school district may be considered for re-appointment to the same position at the salary to which he/she would have been entitled at the time of resignation.</p> <p>b. Notification of Resignation. Classified employees who plan to resign in good standing shall notify their supervisor and the Department of Human Resources at least fourteen (14) calendar days in advance. Notification shall be in writing. Receipt of a resignation in writing by the Department of Human Resources creates an official resignation. Action by the Superintendent is not necessary to effectuate a resignation. A resignation, which has become effective, shall terminate continuing service status. The district has the sole authority to honor a revocation of the resignation.</p>
<p>School's Replacement Policy</p>	<p>Centennial Elementary will comply with the existing district policy, with the following exceptions:</p> <ol style="list-style-type: none"> 1. School will have the ability to engage in extended outreach for classified positions and have the ability to consider candidates who express a desire to apply for position vacancies specific to Centennial Elementary. 2. Centennial will work with the district HR office to post classified positions through the district website. From this posting, Centennial may choose to engage in independent outreach efforts to recruit candidates outside of the centralized recruitment channels as they deem appropriate. 3. All applications for certified positions that are commonly hired by the school's principal will be provided to the school principal for selection using school-based processes. Background checks will follow the traditional process.

District Policy	GDQD: Dismissal of Full Time Classified Employees and Licensed Service Providers
<p>Policy language/summary</p>	<p>Both probationary and continuing service classified employees may be dismissed for any lawful reason by the Superintendent or his/her designee. However, dismissal of classified employees shall comply with the dismissal procedures related to this policy.</p> <p>The term "classified employee" as used in this policy shall be deemed to mean, and include, each Denver Public Schools employee assigned to a full-time position listed in the salary and classification schedules for classified employees as maintained by the Department of Human Resources. No position requiring Department of Education certification or license shall be considered a classified position. Employees on the administrative and managerial salary schedules are not subject to the provisions of this policy.</p> <p>Service providers who as part of their job requirements hold "licenses" from the Colorado Department of Education, and who are not statutory "teachers" as defined in the Colorado Teacher Employment, Compensation, and Dismissal Act, may be dismissed for "just cause" in accordance with dismissal procedures related to this policy.</p> <p>The Board of Education may, in its discretion, modify or revoke this policy and the following procedures in whole or in part and this provision is implicit in all of the provisions hereinafter.</p>
<p>School's Replacement Policy</p>	<p>Classified employees that are hired by the Centennial principal may be dismissed for any lawful reason by the principal or his/her designee. However, dismissal of classified employees shall comply with the dismissal procedures specified in the replacement policy for GDQD-R.</p> <p>The term "classified employee" as used in this policy shall be deemed to mean, and include, each Denver Public Schools employee assigned to a full-time position listed in the salary and</p>

	<p>classification schedules for classified employees as maintained by the Department of Human Resources or any additional positions created consistent with the replacement policy for GCF. No position requiring Department of Education certification or license shall be considered a classified position. Employees on the administrative and managerial salary schedules are not subject to the provisions of this policy.</p> <p>Service providers who as part of their job requirements hold "licenses" from the Colorado Department of Education, and who are not statutory "teachers" as defined in the Colorado Teacher Employment, Compensation, and Dismissal Act, may be dismissed for "just cause" in accordance with dismissal procedures related to this policy.</p>
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District Policy	GDQD-R: Dismissal of Full Time Classified Employees and Licensed Service Providers-Procedures
<p>Policy language/summary</p>	<p>Probationary classified employees shall be entitled to limited dismissal procedures as noted herein. Continuing service classified employees shall be entitled to the more extensive dismissal procedures. These procedures are an effort to maintain fair and equitable treatment of classified employees. The procedures do not change the at-will status of classified employees. (These procedures apply to "classified employees" only as defined in policy GDQD).</p> <p>I. Dismissal Procedures</p> <p>a. No classified employee will be dismissed until he/she has been notified by one of his/her supervisors of the supervisor's intent to recommend dismissal to the Superintendent or his/her designee. The supervisor will inform the employee of the grounds for the recommended dismissal and will give the employee a reasonable opportunity to respond.</p> <p>b. If the supervisor decides to proceed with the dismissal recommendation, the supervisor will provide the employee with written notice of the ground(s) for the dismissal recommendation and the employee may request a post-termination hearing before an administrator (designated by the Superintendent or his/her designee) in the Human Resources Department. The employee must request the post-termination hearing within three (3) scheduled working days of the last day of work.</p> <p>1. If the employee does not request the post-termination hearing within three (3) scheduled working days, the termination will be considered final. The recommendation for dismissal of employees who do not request a post-termination hearing will be forwarded to the Superintendent or his/her designee for final action. If the Superintendent or his/her designee does not uphold the supervisor's recommendation for dismissal, then the employee shall be entitled to back pay.</p> <p>2. If the employee makes a timely request for a post-termination hearing, then the Human Resources administrator shall conduct the hearing within ten (10) scheduled working days of the receipt of the request for hearing, unless extraordinary circumstances require additional time.</p> <p>i. The Human Resources administrator shall review the supervisor's decision in order to determine if there are facts that demonstrate that any of the ground(s) specified in the notice of dismissal recommendation provided the employee are present. The Human Resources administrator shall issue a decision in writing affirming, modifying, or reversing the dismissal</p>

recommendation. The decision shall be rendered within five (5) working days of the hearing, unless extraordinary circumstances require additional time.

ii. If the Human Resources administrator affirms the dismissal recommendation, the recommendation will be forwarded to the Superintendent or his / her designee for final action. If the Superintendent or his/her designee does not uphold the recommendation for dismissal, the employee shall be entitled to back pay.

iii. The Human Resources administrator's review concludes the dismissal procedures for probationary classified employees.

c. If the Human Resources administrator affirms the dismissal recommendation, a continuing service classified employee may request a hearing before an impartial hearing officer. (As noted above, probationary classified employees are not entitled to the hearing before an impartial hearing officer.) The continuing service classified employee must request the hearing within ten (10) working days of the decision by the Human Resources administrator. The hearing officer will review the dismissal recommendation in order to determine if any of the ground(s) specified in the dismissal recommendation notice provided to the employee are present. This hearing officer will not be a district employee.

The following procedures shall apply to the hearing before an impartial hearing officer:

1. When a request for a hearing is received, the Superintendent or his/her designee, shall appoint a hearing officer skilled in the arbitration of labor relations matters and shall notify the Superintendent or his/her designee and the employee of the name of the hearing officer appointed. The hearing officer shall arrange the date and time of the hearing with the employee and a representative of the district.
2. The hearing officer so appointed shall have the authority to establish hearing dates and to make all the necessary procedural rules. The hearing shall be strictly confined to whether any of the ground(s) specified in the dismissal recommendation notice provided to the employee and affirmed by the Human Resources Administrator are present.
3. The parties shall exchange exhibits and witness lists at least five (5) working days prior to the commencement of the hearing.
4. Pertinent information not privileged under law in the possession of the district shall be made available to the employee at his/her request.
5. The employee may be represented by legal counsel at the hearing.
6. The hearing officer will issue a written recommendation to the Superintendent or his/her designee and the employee within fifteen (15) working days after the close of the hearing. The hearing officer's recommendation shall set forth detailed, written findings of fact. If the findings of fact demonstrate that any of the ground(s) specified in the notice for dismissal recommendation provided to the employee are present, the hearing officer is without authority to recommend the reversal of the dismissal recommendation. If the findings of fact

demonstrate that none of the ground(s) specified in the notice for dismissal recommendation provided the employee are present, the hearing officer will have authority to recommend reversing the dismissal recommendation. The hearing officer's report shall be advisory only and shall not be binding on the Superintendent or his/her designee.

7. All hearings conducted by the hearing officer shall be confidential.

8. The Superintendent or his/her designee shall act on the hearing officer's report within ten scheduled working days, and his/her decision shall be final and shall terminate any rights of the employee under this policy. If the Superintendent or his/her designee does not affirm a dismissal recommendation, back pay and associated benefits may be restored, if applicable.

9. The cost associated with employment of the hearing officer shall be paid by the district. The district shall be responsible for its legal costs, and the employee shall be responsible for paying his/her legal costs, if any.

10. An official stenographic transcript of the hearing may be made at the request of the district or the employee, and a copy of any request shall be made available to the hearing officer. The person requesting a stenographic transcript shall pay the cost, except, if the other party requests a copy of the transcript, the entire cost of the stenographic transcript shall be shared equally by both parties.

II. Additional Related Procedures

a. Incarceration of Employee. An employee who is incarcerated and unable to work will be placed on leave without pay immediately.

b. Disciplinary Actions Other than Dismissal. This policy does not apply to any disciplinary actions taken by district administrators, directors, or supervisors that do not result in a recommendation of dismissal.

III. Dismissal of Licensed Service Providers

Service providers whose position requires them to maintain a "license" issued by the Colorado Department of Education, and who are not statutory "teachers" under the Colorado Teacher Employment, Compensation, and Dismissal Act, may be dismissed for "just cause," in accordance with the following procedures, except that nothing herein shall in any way limit the right of the District to non-renew the contract of a probationary service provider:

1. The employee shall be provided a written notice of recommendation to dismiss, listing the bases for that recommendation.

2. That notice shall also include provision of an opportunity for a pre-termination hearing before a designee of the Superintendent, at a specified date and time. The purpose of that pre-termination hearing is to allow the employee to present any information he or she may have regarding the dismissal recommendation and respond to the bases of the dismissal recommendation. The employee may bring a DCTA UniServ representative to this meeting. If the employee chooses not to attend this meeting, the employee shall be deemed terminated as of the date of the scheduled pre-termination hearing.

3. The employee's pay shall terminate as of the date initially scheduled for the pre-termination hearing, absent a conclusion by the Superintendent's designee that the employee shall not be dismissed.

	<p>4. If, following the pre-termination hearing, the District dismisses the employee, he/she will be provided an opportunity for a post-termination hearing. An impartial hearing officer (“IHO”)/Arbitrator will preside over that hearing.</p> <p>5. If the parties cannot agree on the choice of an IHO/Arbitrator, the District will submit a request to the American Arbitration Association, and the IHO/Arbitrator will be selected in accordance with the procedure provided in Article 7-3-5-2 of the District-DCTA collective bargaining agreement. At the post-termination hearing, the employee may be represented by legal counsel.</p> <p>6. At least ten (10) business days prior to the date of the post-termination hearing, the District shall make available to the employee all pertinent information not privileged under law in the administration’s possession which is relevant to the matters raised in the dismissal recommendation. The parties shall exchange witness and exhibit lists at least five (5) business days prior to the date of the post-termination hearing.</p> <p>7. The IHO/Arbitrator shall have the authority to establish hearing dates and to make any necessary and appropriate procedural rules. The hearing shall be conducted informally, and confined to whether just cause for dismissal exists and the IHO/Arbitrator may also deal with any grievances that the employee filed alleging violations of the Collective Bargaining Agreement related to the termination recommendation or action. The IHO/Arbitrator shall have authority to: administer oaths and affirmations; issue subpoenas enforceable by appropriate Colorado courts for attendance and production of documents; rule upon offers of proof; order witness sequestration; receive relevant and material evidence; call and question witnesses; regulate the course of the hearing; hold conferences for the settlement or the simplification of the issues by consent of the parties; issue protective orders; and dispose of procedural requests or similar matters.</p> <p>8. The parties may offer such evidence as is relevant and material to the dispute, and shall produce such additional evidence as the IHO/Arbitrator may deem necessary to an understanding and determination of the dispute. The IHO/Arbitrator shall be the judge of the relevance and materiality of the evidence offered and conformity to legal rules of evidence shall not be necessary. Each party shall have the right to present his/her case by oral and/or documentary evidence, to submit rebuttal evidence, and to conduct cross-examination in order to elicit a full and true disclosure of the facts. Each side shall be limited to three days of hearing to present its case.</p> <p>9. The cost associated with retaining the IHO/Arbitrator shall be paid by the District. The District shall be responsible for its legal costs, and The employee shall be responsible for paying her legal costs, if any.</p> <p>10. The IHO/Arbitrator will make findings as to whether any of the grounds for dismissal are present, and if so, he must recommend termination. The Board of Education will issue a final decision on whether to affirm or reverse the dismissal. If the Board of Education does not affirm a dismissal recommendation, back pay and associated benefits may be restored, if applicable.</p>
<p>School’s Replacement Policy</p>	<p>All school employees with annual contracts are subject to renewal at the completion of the contract term. There shall be no limitation on the ability of the school to non-renew the contract of an Innovation Employee at the end of the contractual period except for staff identified in the replacement policy for GDI.</p> <p>All school employees terminated prior to the expiration of any applicable contractual period or during the school year shall be entitled to Due Process dismissal procedures as specified in detail below.</p>

I. Dismissal Procedures For Employees

-These procedures are an effort to maintain fair and equitable treatment for all school employees.

-These procedures do not change the at-will employment status of classified employees.

A. No employee will be dismissed until he/she has been notified by one of his/her supervisors of the supervisor's intent to recommend dismissal to the Superintendent or his/her designee. The supervisor will inform the employee of the grounds for the recommended dismissal and will give the employee a reasonable opportunity to respond.

B. If the supervisor decides to proceed with the dismissal recommendation, the supervisor will provide the employee with written notice of the ground(s) for the dismissal recommendation and the employee may request a post-termination hearing before an administrator (designated by the Superintendent or his/her designee) in the Human Resources Department. The employee must request the post-termination hearing within three (3) scheduled working days of the last day of work.

1. If the employee does not request the post-termination hearing within three (3) scheduled working days, the termination will be considered final. The recommendation for dismissal of employees who do not request a post-termination hearing will be forwarded to the Superintendent or his/her designee for final action. If the Superintendent or his/her designee does not uphold the supervisor's recommendation for dismissal, then the employee shall be entitled to back pay.

2. If the employee makes a timely request for a post-termination hearing, then the Human Resources administrator shall conduct the hearing within ten (10) scheduled working days of the receipt of the request for hearing, unless extraordinary circumstances require additional time.

i. The Human Resources administrator shall review the supervisor's decision in order to determine if there are facts that demonstrate that any of the ground(s) specified in the notice of dismissal recommendation provided the employee are present. The Human Resources administrator shall issue a decision in writing affirming, modifying, or reversing the dismissal recommendation. The decision shall be rendered within five (5) working days of the hearing, unless extraordinary circumstances require additional time.

ii. If the Human Resources administrator affirms the dismissal recommendation, the recommendation will be forwarded to the Superintendent or his / her designee for final action. If the Superintendent or his/her designee does not uphold the recommendation for dismissal, the employee shall be entitled to back pay.

iii. The Human Resources administrator's review concludes the dismissal procedures for individuals employed with DPS for less than two years.

C. If the Human Resources administrator affirms the dismissal recommendation, an individual employed with DPS for two or more years may request a hearing before an impartial hearing officer. (As noted above, individuals employed with DPS for less than two years are not entitled to the hearing before an impartial hearing officer.) An individual employed with DPS for two or more years must request the hearing within ten (10) working days of the decision by the Human Resources administrator. The hearing officer will review the dismissal recommendation in order to determine if any of the ground(s) specified in the dismissal recommendation notice provided to the employee are present. This hearing officer will not be a district employee.

The following procedures shall apply to the hearing before an impartial hearing officer:

1. When a request for a hearing is received, the Superintendent or his/her designee, shall

	<p>appoint a hearing officer skilled in the arbitration of labor relations matters and shall notify the Superintendent or his/her designee and the employee of the name of the hearing officer appointed. The hearing officer shall arrange the date and time of the hearing with the employee and a representative of the district.</p> <p>2. The hearing officer so appointed shall have the authority to establish hearing dates and to make all the necessary procedural rules. The hearing shall be strictly confined to whether any of the ground(s) specified in the dismissal recommendation notice provided to the employee and affirmed by the Human Resources Administrator are present.</p> <p>3. The parties shall exchange exhibits and witness lists at least five (5) working days prior to the commencement of the hearing.</p> <p>4. Pertinent information not privileged under law in the possession of the district shall be made available to the employee at his/her request.</p> <p>5. The employee may be represented by legal counsel at the hearing.</p> <p>6. The hearing officer will issue a written recommendation to the Superintendent or his/her designee and the employee within fifteen (15) working days after the close of the hearing. The hearing officer's recommendation shall set forth detailed, written findings of fact. If the findings of fact demonstrate that any of the ground(s) specified in the notice for dismissal recommendation provided to the employee are present, the hearing officer is without authority to recommend the reversal of the dismissal recommendation. If the findings of fact demonstrate that none of the ground(s) specified in the notice for dismissal recommendation provided the employee are present, the hearing officer will have authority to recommend reversing the dismissal recommendation. The hearing officer's report shall be advisory only and shall not be binding on the Superintendent or his/her designee.</p> <p>7. All hearings conducted by the hearing officer shall be confidential.</p> <p>8. The Superintendent or his/her designee shall act on the hearing officer's report within ten scheduled working days, and his/her decision shall be final and shall terminate any rights of the employee under this policy. If the Superintendent or his/her designee does not affirm a dismissal recommendation, back pay and associated benefits may be restored, if applicable.</p> <p>9. The cost associated with employment of the hearing officer shall be paid by the district. The district shall be responsible for its legal costs, and the employee shall be responsible for paying his/her legal costs, if any.</p> <p>10. An official stenographic transcript of the hearing may be made at the request of the district or the employee, and a copy of any request shall be made available to the hearing officer. The person requesting a stenographic transcript shall pay the cost, except, if the other party requests a copy of the transcript, the entire cost of the stenographic transcript shall be shared equally by both parties.</p>
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District Policy	IC/ICA: School Year/School Calendar
Policy language/summary	Prior to the end of the school year, the Board of Education shall determine the length of time during which district schools shall be in session during the next school year...All calendars shall include the dates for all staff in-service programs scheduled for the coming school year...Any change in the calendar except for emergency closings or other unforeseen circumstances shall be preceded by adequate and timely notice of no less than 30 days.
School's Replacement Policy	Prior to the end of the school year, Centennial Elementary shall determine the length of time during which Centennial Elementary shall be in session during the next school year. The number of days of planned teacher-student instruction and of teacher-student contact shall

	<p>meet or exceed the requirements of state law and the DPS Board-approved district calendar. The Centennial Elementary calendar shall include the dates for all staff in-service programs scheduled for the coming school year that are not identified on the DPS Board-approved district calendar.</p> <p>A copy of the calendar shall be provided to all parents/guardians of students enrolled in Centennial Elementary. The calendar will also be published on the school's web page. Any change in the calendar except for emergency closings or other unforeseen circumstances shall be preceded by adequate and timely notice to students and parents of no less than 30 days. Centennial will investigate a bell time change request for the 2014-15 school year and for subsequent years thereafter with the department of transportation pursuant to CSC approval to lengthen the school day by 15-30 minutes each day. If found feasible, this extension will be designed both to extend the overall seat time for students and to obtain additional non-student content days for teacher planning, professional development, and/or students' passage ceremonies.</p>
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B. State Statute and Rules Waivers

Innovation School's Replacement Policies for Automatic Waivers from State Statutes	
State Statute	Section 22-32-109(1)(f): Local Board Duties Concerning Selection of Personnel and Pay
Statute Description	<p>22-32-109. Board of education - specific duties. (1) ...each board of education shall have and perform the following specific duties:</p> <p>(f) (I) To employ all personnel required to maintain the operations and carry out the educational program of the district and to fix and order paid their compensation...A board of a district of innovation...may delegate the duty specified in this paragraph (f) to an innovation school,</p>
School's Replacement Policy	<p>Centennial Elementary is not seeking a waiver from this policy. Rather it is clarifying the Board's delegation of the duty to the school. The principal, in consultation with the CSC, will select teaching staff directly. Rates of pay will remain consistent with the district schedule and policies.</p>

State Statute	Section 22-32-109(1)(n)(I): Schedule and Calendar
Statute Description	<p>22-32-109. Board of education - specific duties. (1) ...each board of education shall have and perform the following specific duties:</p> <p>(n) (I) To determine, prior to the end of a school year, the length of time which the schools of the district shall be in session during the next following school year, but in no event shall said schools be scheduled to have fewer than [varies by grade level] hours of planned teacher-pupil instruction.</p>
School's Replacement Policy	<p>The school leader, in consultation with the SAC, will determine prior to the end of a school year, the length of time which the school shall be in session during the next following school year, but in no event shall Centennial Elementary have fewer than the minimum hours set by the district and state for public instruction.</p>

State Statute	Section 22-32-109 (1)(n)(II)(A): Actual Hours of Teacher-Pupil Instruction and Contact
Statute Description	<p>22-32-109. Board of education - specific duties. (1)...each board of education shall have and perform the following specific duties:</p> <p>(II) (A) The actual hours of teacher-pupil instruction and teacher-pupil contact specified in subparagraph (I) of this paragraph (n) may be reduced to no fewer than one thousand fifty-six hours for secondary school pupils, no fewer than nine hundred sixty eight hours for elementary school pupils, no fewer than four hundred thirty-five hours for half-day kindergarten pupils, or no fewer than eight hundred seventy hours for full-day kindergarten pupils, for parent-teacher conferences, staff in-service programs, and closing deemed by the board to be necessary for the health, safety, or welfare of students.</p>
School's Replacement Policy	<p>The school leader, in consultation with the SAC, will determine prior to the end of a school year, the length of time which the school shall be in session during the next following school year, but in no event shall Centennial Elementary have fewer than the minimum hours set by the district and state for public instruction.</p> <p>Centennial will investigate a bell time change request for the 2014-15 school year and for subsequent years thereafter with the department of transportation pursuant to CSC approval to lengthen the school day by 15-30 minutes each day. If found feasible, this extension will be designed both to extend the overall seat time for students and to obtain additional non-student content days for teacher planning, professional development, and/or students' passage ceremonies.</p>

State Statute	Section 22-32-109 (1)(n)(II)(B): School Calendar
Statute Description	<p>22-32-109. Board of education - specific duties. (1) ...each board of education shall have and perform the following specific duties:</p> <p>(B) Prior to the beginning of the school year, each district shall provide for the adoption of a district calendar which is applicable to all schools within the district...A copy of the calendar shall be provided to the parents or guardians of all children enrolled...Such calendar shall include the dates for all staff in-service programs...[The] school administration shall allow for public input from parents and teachers prior to scheduling ...staff in-service programs. Any change in the calendar...shall be preceded by adequate and timely...of not less than thirty days.</p>
School's Replacement Policy	<p>Prior to the end of the school year, Centennial Elementary shall determine the length of time during which Centennial Elementary shall be in session during the next school year. The number of days of planned teacher-student instruction and of teacher-student contact shall meet or exceed the requirements of state law and the DPS Board-approved district calendar. The Centennial Elementary calendar shall include the dates for all staff in-service programs scheduled for the coming school year that are not identified on the DPS Board-approved district calendar.</p> <p>A copy of the calendar shall be provided to all parents/guardians of students enrolled in Centennial Elementary. The calendar will also be published on the school's web page. Any change in the calendar except for emergency closings or other unforeseen circumstances shall be preceded by adequate and timely notice to students and parents of no less than 30 days.</p>

State Statute	Section 22-32-110(1)(h), C.R.S.: Local Board Powers Concerning Employment Termination of School Personnel
Statute Description	22-32-110. Board of education - specific powers. (1) In addition to any other power granted ... each board of education of a school district shall have the following specific powers, to be exercised in its judgment: (h) To discharge or otherwise terminate the employment of any personnel. A board of a district of innovation...may delegate the power specified in this paragraph (h) to an innovation school.
School's Replacement Policy	(h) To discharge or otherwise terminate the employment of any personnel. The DPS board delegates the power specified in this paragraph (h) to Centennial Elementary.

State Statute	Teacher Employment, Compensation and Dismissal Act of 1990 Section 22-63-202, C.R.S.: Contracts in Writing Duration Damage Provision
Statute Description	Contracts shall be in writing, amount of notice required by a teacher/principal who intends to resign, when a position can be re-opened, penalties for resigning outside of the window, no direct placement requirement, priority hiring preference for effective/satisfactory teachers, management of displaced teachers, disclosure of why contracts were terminated.
School's Replacement Policy	All contracts will be in writing. School will provide contract language with the district for feedback before any initial employment contracts are signed. Mutual terminations will be negotiated between the teacher and the school principal and teachers must give notice at least 30 days prior to the date of termination (unless mutually agreed upon that the termination date could be sooner). Teachers will be on an annual contract. Contract renewals for the following school year must be finalized no later than 60 days before the end of the current school year or two weeks after publication of the following year's academic calendar, whichever date is later. The school principal has the authority to make employment offers to qualified candidates. Termination of all staff will follow the dismissal procedures outlined in the replacement policy for GDQD and GDQD-R. Centennial Elementary will not provide first opportunity to interview rights to priority hiring pool candidates, but will still consider them for employment and make best efforts to consider their candidacy as early in the application process as practicable. The school has the right to refuse direct assignment of teachers from the district.

State Statute	Teacher Employment, Compensation and Dismissal Act of 1990 Section 22-63-203, C.R.S.: Probationary Teachers – Renewal and Nonrenewal of Employment Contract
Statute Description	Tenure - how established, treatment of probationary teachers, time, ability to not renew contracts.
School's Replacement Policy	Centennial Elementary will employ all teachers according to an annual contract and will not recognize probationary or non-probationary status for teachers as a result. Years of service and formal evaluations using DPS systems will be tracked and monitored by the school.

State Statute	Teacher Employment, Compensation and Dismissal Act of 1990 Section 22-63-206, C.R.S.: Transfer of Teachers – Compensation
Statute Description	Specifies that schools are not required to accept transfers from the Chief Admin Officer of a district, but if they do, specifies the manner in which compensation should be handled.

School's Replacement Policy	School will have the authority to decide whether to accept transfers of any staff from the district on a case-by-case basis. In situations where the school is being asked to receive a teacher for which there was not mutual consent, the salary expense will not be drawn from the school's budget so long as the school has not released teachers into the priority hiring pool in the current or previous year.
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State Statute	Teacher Employment, Compensation and Dismissal Act of 1990 Section 22-63- 301: Grounds for Dismissal
Statute Description	A teacher may be dismissed for physical or mental disability, incompetency, neglect of duty, immorality, unsatisfactory performance, insubordination, the conviction of a felony or the acceptance of a guilty plea, a plea of nolo contendere, or a deferred sentence for a felony, or other good and just cause. No teacher shall be dismissed for temporary illness, leave of absence previously approved by the board, or military leave of absence pursuant to article 3 of title 28, C.R.S
School's Replacement Policy	All school employees with annual contracts are subject to renewal at the completion of the contract term. There shall be no limitation on the ability of the school to non-renew the contract of an Innovation Employee at the end of the contractual period. All school employees terminated prior to the expiration of any applicable contractual period or during the school year shall be dismissed for cause and shall be entitled to due process as specified in the replacement policy for 22-63-302.

State Statute	Teacher Employment, Compensation and Dismissal Act of 1990 Section 22-63- 302: Procedures for Dismissal of Teachers and Judicial Review
Statute Description	Detailed process for teacher dismissals.
School's Replacement Policy	<p>I. Dismissal Procedures For Employees</p> <ul style="list-style-type: none"> -These procedures are an effort to maintain fair and equitable treatment for all school employees. -These procedures do not change the at-will employment status of classified employees. <p>A. No employee will be dismissed until he/she has been notified by one of his/her supervisors of the supervisor's intent to recommend dismissal to the Superintendent or his/her designee. The supervisor will inform the employee of the grounds for the recommended dismissal and will give the employee a reasonable opportunity to respond.</p> <p>B. If the supervisor decides to proceed with the dismissal recommendation, the supervisor will provide the employee with written notice of the ground(s) for the dismissal recommendation and the employee may request a post-termination hearing before an administrator (designated by the Superintendent or his/her designee) in the Human Resources Department. The employee must request the post-termination hearing within three (3) scheduled working days of the last day of work.</p> <p>1. If the employee does not request the post-termination hearing within three (3) scheduled working days, the termination will be considered final. The recommendation for dismissal of employees who do not request a post-termination hearing will be forwarded to the Superintendent or his/her designee for final action. If the Superintendent or his/her designee does not uphold the supervisor's recommendation for dismissal, then the employee shall be entitled to back pay.</p>

2. If the employee makes a timely request for a post-termination hearing, then the Human Resources administrator shall conduct the hearing within ten (10) scheduled working days of the receipt of the request for hearing, unless extraordinary circumstances require additional time.

i. The Human Resources administrator shall review the supervisor's decision in order to determine if there are facts that demonstrate that any of the ground(s) specified in the notice of dismissal recommendation provided the employee are present. The Human Resources administrator shall issue a decision in writing affirming, modifying, or reversing the dismissal recommendation. The decision shall be rendered within five (5) working days of the hearing, unless extraordinary circumstances require additional time.

ii. If the Human Resources administrator affirms the dismissal recommendation, the recommendation will be forwarded to the Superintendent or his / her designee for final action. If the Superintendent or his/her designee does not uphold the recommendation for dismissal, the employee shall be entitled to back pay.

iii. The Human Resources administrator's review concludes the dismissal procedures for individuals employed with DPS for less than two years.

C. If the Human Resources administrator affirms the dismissal recommendation, an individual employed with DPS for two or more years may request a hearing before an impartial hearing officer. (As noted above, individuals employed with DPS for less than two years are not entitled to the hearing before an impartial hearing officer.) An individual employed with DPS for two or more years must request the hearing within ten (10) working days of the decision by the Human Resources administrator. The hearing officer will review the dismissal recommendation in order to determine if any of the ground(s) specified in the dismissal recommendation notice provided to the employee are present. This hearing officer will not be a district employee.

The following procedures shall apply to the hearing before an impartial hearing officer:

1. When a request for a hearing is received, the Superintendent or his/her designee, shall appoint a hearing officer skilled in the arbitration of labor relations matters and shall notify the Superintendent or his/her designee and the employee of the name of the hearing officer appointed. The hearing officer shall arrange the date and time of the hearing with the employee and a representative of the district.
2. The hearing officer so appointed shall have the authority to establish hearing dates and to make all the necessary procedural rules. The hearing shall be strictly confined to whether any of the ground(s) specified in the dismissal recommendation notice provided to the employee and affirmed by the Human Resources Administrator are present.
3. The parties shall exchange exhibits and witness lists at least five (5) working days prior to the commencement of the hearing.
4. Pertinent information not privileged under law in the possession of the district shall be made available to the employee at his/her request.
5. The employee may be represented by legal counsel at the hearing.
6. The hearing officer will issue a written recommendation to the Superintendent or his/her designee and the employee within fifteen (15) working days after the close of the hearing. The hearing officer's recommendation shall set forth detailed, written findings of fact. If the findings of fact demonstrate that any of the ground(s) specified in the notice for dismissal recommendation provided to the employee are present, the hearing officer is without authority to recommend the reversal of the dismissal recommendation. If the findings of fact demonstrate that none of the ground(s) specified in the notice for dismissal recommendation

	<p>provided the employee are present, the hearing officer will have authority to recommend reversing the dismissal recommendation. The hearing officer's report shall be advisory only and shall not be binding on the Superintendent or his/her designee.</p> <p>7. All hearings conducted by the hearing officer shall be confidential.</p> <p>8. The Superintendent or his/her designee shall act on the hearing officer's report within ten scheduled working days, and his/her decision shall be final and shall terminate any rights of the employee under this policy. If the Superintendent or his/her designee does not affirm a dismissal recommendation, back pay and associated benefits may be restored, if applicable.</p> <p>9. The cost associated with employment of the hearing officer shall be paid by the district. The district shall be responsible for its legal costs, and the employee shall be responsible for paying his/her legal costs, if any.</p> <p>10. An official stenographic transcript of the hearing may be made at the request of the district or the employee, and a copy of any request shall be made available to the hearing officer. The person requesting a stenographic transcript shall pay the cost, except, if the other party requests a copy of the transcript, the entire cost of the stenographic transcript shall be shared equally by both parties.</p>
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State Statute	22-32-110(1)(ee) Local Board Powers-Employ teachers' aides and other noncertificated personnel
Statute Description	<p>(1) In addition to any other power granted to a board of education of a school district by law, each board of education of a school district shall have the following specific powers, to be exercised in its judgment:</p> <p>(ee) To employ on a voluntary or paid basis teachers' aides and other auxiliary, nonlicensed personnel to assist licensed personnel in the provision of services related to instruction or supervision of children and to provide compensation for such services rendered from any funds available for such purpose, notwithstanding the provisions of sections</p>
School's Replacement Policy	Board retains this responsibility but grants autonomy to the school leadership team at Centennial Elementary to make staffing decisions consistent with waivers for district policies GCF and GDF.

State Statute	22-63-203.5 5 Portability of non-probationary status
Statute Description	Beginning with the 2014-15 school year, a nonprobationary teacher, except for a nonprobationary teacher who has had two consecutive performance evaluations with an ineffective rating, who is employed by a school district and is subsequently hired by a different school district may provide to the hiring school district evidence of his or her student academic growth data and performance evaluations for the prior two years for the purposes of retaining nonprobationary status. If, upon providing such data, the nonprobationary teacher can show two consecutive performance evaluations with effectiveness ratings in good standing, he or she shall be granted nonprobationary status in the hiring school district.
School's Replacement Policy	Centennial Elementary will employ all teachers according to an annual contract and will not grant or grandfather the non-probationary status for teachers as a result. This includes teachers hired into the school who came with an existing nonprobationary status. Years of service and formal evaluations using DPS systems will be tracked and monitored by the school.

State Statute	22-9-106 Licensed Personnel Evaluations
Statute Description	Teacher effectiveness legislation
School's Replacement Policy	Centennial Elementary will use the district adopted performance evaluation system for licensed personnel with one revision. In any circumstances where existing policies differentiate between probationary and non-probationary staff, the school will comply with the requirements described for probationary staff.

State Statute	22-33-102(1) Definition of "Academic Year"
Statute Description	As used in this article, unless the context otherwise requires: (1) "Academic year" means that portion of the school year during which the public schools are in regular session, beginning about the first week in September and ending about the first week in June of the next year, or that portion of the school year which constitutes the minimum period during which a pupil must be enrolled.
School's Replacement Policy	"Academic year" refers to the year as it is established by the locally adopted academic calendar for Centennial Elementary. This definition will include both an identification of days and a typical daily schedule.

C. Collective Bargaining Agreement Waivers

Innovation School's Replacement Policies for Additional Waivers from Collective Bargaining Agreements	
CBA Article/Section	Article 1-7: Definition of "School Year"
Article Summary	The term "school year" as used in these Articles shall mean the officially adopted school calendar.
School's Replacement Policy	The term "school year" will refer to the year as it is established by the locally adopted academic calendar for Centennial Elementary. This definition will include both an identification of days and a typical daily schedule.

Innovation School's Replacement Policies for Additional Waivers from Collective Bargaining Agreements	
CBA Article/Section	Article 5-4: School Leadership Team
Article Summary	<p>Each school will have a School Leadership Team (SLT) consisting of the principal, the association representative, a teacher appointed by the principal, and a minimum of 3 teacher representatives ... elected annually by a majority of the faculty voting by secret ballot</p> <p>The SLT will make decisions by consensus. A consensus is either a unanimous decision or a majority decision that the entire SLT, including the dissenters, will support.</p> <p>Their responsibilities shall include: a. Collaborate in the development of the School Improvement Plans; b. Review and collaborate on the design of and schedule for the professional development c. Review and collaborate on the implementation of the District's instructional program ...including prioritizing and sequencing activities within the work week;...f. Collaborate to implement best instructional practices</p>
School's Replacement Policy	<p>Centennial's Instructional Leadership Team (ILT) will be composed of the Principal, Assistant Principal, Teacher Effectiveness Coach (TEC), Interventionist, teacher leaders, teacher representatives from primary and intermediate, and at least one member from instructional support staff (ESL, SPED, GT, electives). Each person on the ILT will be responsible for operationalizing Centennial's mission, vision, and core values. ILT members will be responsible for focusing on student achievement and continuous improvement, and will align all activities in the school to that vision. Leaders will use data wisely, boldly shape school structures to best meet student needs, celebrate joy in learning, and build a school-wide culture of trust and collaboration. The ILT will collect and analyze data to understand student achievement, assess teaching practices, and make informed decisions about instruction. Members of the Instructional Leadership Team will lead data inquiry teams in analyzing and disaggregating various data to determine patterns of performance. These teams emphasize collaborative inquiry as the keystone for productive data use. They use multiple sources of data, including and going beyond test scores (e.g., classroom assessments, student work, student engagement indicators, student surveys). Centennial will invest in the capacity of every teacher to access, understand, and use data effectively. Centennial's leadership strategy goes beyond a single person or team; it is a role and expectation for all members of staff. The faculty at Centennial will ensure that curriculum, instruction, and assessment are tightly aligned to high standards for student achievement, including required district frameworks, Colorado Academic Standards, and the Common Core State Standards.</p>

Innovation School’s Replacement Policies for Additional Waivers from Collective Bargaining Agreements

CBA Article/Section	Article 8: Professional Standards
Article Summary	<p>Article 8 - Professional Standards</p> <p>School Leadership Team. Each school will have a School Leadership Team as described in 5-4. The SLT will be responsible for making decisions as noted in Article 8. Decisions may be made by the SLT to alter the length of the lunch period (Article 8-2) ...only after conducting a confidential vote of the majority of the faculty. Changes will not be made to the length of the lunch period or secondary teaching load without a positive majority confidential vote of the faculty. Information about such changes will be sent to the Instructional Issues Council for tracking purposes.</p> <p>8-1 Contract year. The contract year shall be one hundred eighty-four (184) days. If a teacher is required to extend his/her contract year...he or she shall be paid at their regular scheduled rate per day. Regular scheduled rate per day is the teacher’s salary divided by the number of days in the contract year.</p> <p>8-1-1 In addition to the one hundred eighty-four (184) days, newly hired teachers may be required to attend pre-session orientation meetings and shall be paid in accordance with Article 32...</p> <p>8-1-2 ...non student contact days shall include the equivalent of four and one half (4.5) full self-directed teacher planning days to be distributed in meaningful increments, and three (3) full professional days to be directed by the principal and one parent conference day. If the District continues the benchmark assessment program, three (3) or more days shall be set aside to grade and analyze data from benchmarks and other related assessments...</p> <p>8-1-2-1 The assessment day will be used to administer, grade and analyze data from benchmarks and other related assessments.</p> <p>8-1-2-2 Schools may modify the daily schedule on the parent/teacher conference days.</p> <p>8-1-3 There is an expectation that teachers will attend beyond the contract year for professional development determined by the principal if: a. the program needs to be scheduled outside the contract year, b. no programs will be scheduled for the last two weeks of June and the first two weeks of July, c. written notice is given ninety (90) days prior to the end of the school year, d. the educational reason is sound, e. teachers attending are paid in accordance with Article 32, f. adequate alternate opportunities are provided.</p> <p>8-1-4 Evening Meetings. Each teacher may be required to attend three (3) evening events approved by the SLT per school year, as part of the contracted time.</p> <p>8-1-5 Special Conditions of Employment. Any special conditions regarding the assignment of any teacher will be an addendum to the initial employment contract.</p> <p>8-2 Forty (40) Hour Work Week. The work week shall be forty (40) hours and shall include: 1. Lunch Periods...a minimum standard 45 minute daily lunch...duty free. 2. Operations and professional time up to one hundred twenty (120) minutes per week</p> <p>8-2-1 The principal shall have authority to permit teachers to diverge from the regular school day.</p> <p>8-2-2 The District’s scheduled student school contact day will not be extended without applying the due process of collective bargaining.</p>

	<p>8-3 Planning Time. Each teacher shall receive a minimum of forty (40) minutes of uninterrupted, self-directed instructional planning time scheduled during the student school contact day...</p> <p>8-5 Teaching Loads...</p> <p>8-5-1-1 For schools that include both elementary grades (ECE-5) and secondary grades (6-12) whose staffing model differs from the traditional model, such must be made known to all prospective applicants during the posting and /or interview process.</p> <p>8-5-1-2 For music and physical education classes, the SLT may annually set a higher daily class size limit for a single school year or semester after engaging in direct consultation with the affected teacher(s) and department chairperson(s).</p> <p>8-5-2 Elementary Teaching Load...When it is necessary to have class size exceed twenty-five (25) in primary elementary grades (K-3), the Board shall honor teachers' requests for qualified paraprofessional assistance according to the following schedule,</p> <p>8-5-3 ...Beginning with the 2003-2004 budget process, any increases in the "at-risk" funding component of the School Finance Act that are not earmarked by the State will be used to improve specialized services staffing ratios.</p> <p>...</p> <p>8-7 Non-Teaching Duties.</p> <p>8-7-1 Assignment of teachers to non-teaching duties not done by aides will be rotated so that no teachers will have the same assignment for more than four (4) consecutive semesters, unless the teacher agrees to such assignment.</p> <p>8-12 Teacher-in-Charge. If a teacher is placed in charge of a building during the absence of the principal, and when the principal's absence will be one-half day or longer, the teacher will be relieved from either the office or classroom assignment.</p> <p>8-13 Transportation of Students. Teachers shall not be required to transport pupils to activities, which take place away from the school building</p>
<p>School's Replacement Policy</p>	<p>The school will create and publish an annual calendar that reflects any summer trainings, passage ceremonies, parent conferences, and planned expeditions. Teachers will be required to participate in school expeditions affecting their students, which to the extent possible, will be run during normal school hours, but may at times take place outside of the normal school day. Teachers will also be asked to participate in collaborative planning and school culture building activities consistent with the school design. School will also use a daily schedule that will at times blend lessons across classrooms and use multi-age groupings.</p>

<p>Innovation School's Replacement Policies for Additional Waivers from Collective Bargaining Agreements</p>	
<p>CBA Article/Section</p>	<p>Article 13-7 Hiring timelines, 13-8 Personnel Committee</p>
<p>Article Summary</p>	<p>13-7 Timelines. The Human Resources Department shall determine the start date of the open market staffing cycle as early as practicable after schools have submitted their staffing vacancies and needs...</p> <p>Key dates and activities:</p> <ul style="list-style-type: none"> • Teachers verify consideration group...

	<ul style="list-style-type: none"> • Teacher requests for Intent to Vacate, Early Retirement Incentive, move to part time/job share, Extended Leave of Absence, and Return from Leave notice submitted. • Recommendation for non-renewal of probationary teachers. • In-Building Bidding and Reduction in Building Staff interviews conducted by Personnel Committees. (Articles 13-10,13-15) • Schools report vacancies. (Article 13-17) Vacancies are posted. • Teachers apply to transfer for vacancies. (Article 13-18) • Schools review qualified applicants’ applications and resumes, schedule interviews, extend offers. Schools notify unsuccessful transfer applicants. (Articles 13-19, 13-20) • Assignment of unassigned non-probationary teachers. (Article 13-194) • End of open market staffing cycle. <p>13-8 Personnel Committee.</p> <p>13-8-1 Each school shall establish a Personnel Committee to select candidates for vacancies and Reduction in Building Staff (RIBS) at the school building.</p> <p>13-8-2 The Personnel Committee will be composed of the principal and three (3) teachers chosen by a vote of the faculty, and may have no more than two (2) parent(s) as member(s) appointed by the Collaborative School Committee.</p> <p>13-8-3 Teacher members will be chosen by the faculty.</p> <p>13-8-4 The Personnel Committee will make decisions by consensus...</p> <p>13-8-5 The decision or results of the Personnel Committee shall not be grievable. The failure to comply with the procedure contained in this Article is subject to grievance...</p> <p>13-8-7 The Personnel Committee shall operate during the school year. Outside of the school year the principal may fill positions without consultation.</p>
<p>School’s Replacement Policy</p>	<p>Centennial will work with the district HR office to post teaching positions through the district website. From this posting, Centennial will engage in independent outreach efforts to recruit candidates outside of the centralized recruitment channels.</p> <p>Teachers shall be hired based on a blend of the DPS model for teachers along with a screening for added competencies related to Expeditionary Learning. Subsequent hiring decisions will be made as the school’s personnel committee, with final determination to be made by the school principal. To the extent possible, the personnel committee shall include representatives from all staffing areas that will be affected by the new hire, such as the teaching team, an administrator, special education and support staff. All candidates must pass a DPS background check, which will be conducted through the district HR process.</p> <p>The school will adhere to district salary schedules for all teachers.</p>

Appendix A: Letter of Interest to Submit an Innovation Plan

Name of School:	Centennial ECE-5, A School for Expeditionary Learning
Grade Configuration:	ECE - 5
Model or Focus:	Expeditionary Learning
Primary Contact Person:	Laura Munro
Phone:	720-424-8900
Email:	LAURA_MUNRO@dpsk12.org
Region:	Northwest
Name of Leader:	Laura Munro
Plan to Contract with a Third-Party Provider?	Yes (See MOU with Expeditionary Learning located in Appendix N.)

Enrollment Projections: *Provide additional rows and columns if necessary.*

GRADE	2013-14	2014-15	2015-16	2016-17	2017-18
ECE 3	32	32	48	48	48
ECE 4	32	32	32	48	48
K	70	100	100	100	100
1	70	75	100	100	100
2/3	100	125	125	125	125
4/5	120	130	150	150	150
6					
7	45				
8	45	45			
Total # students	514	539	555	571	571

	FRL %	SPED %	ELL %
Projected Demographics	81.75%	16% ⁶²	19%

Mission of School:	Centennial ECE-5, A School for Expeditionary Learning is an inclusive school that fosters each child’s sense of wonder and adventure through exemplary standards of character, academic achievement, and social responsibility.
Provide a brief overview of the education	Centennial will provide rigorous and stimulating multiage learning environments that challenge students to think critically and take active roles in their classrooms and communities through implementation of the

⁶² This includes two center-based programs, K-5 MI-S and AN.

<p>program of the school:</p>	<p>Expeditionary Learning model. In Expeditionary Learning schools, learning is active, challenging, meaningful, public, and collaborative. Children produce high quality work that is good for the soul and the world.</p> <p>Centennial will be characterized by active instructional practices that build academic skills and student motivation; rigorous projects that meet the Common Core and Colorado Academic Standards and are connected to real-world needs; school cultures of kindness, respect, responsibility, and joy in learning; shared leadership for school improvement; and a school-wide commitment to improved teaching and leadership practice.</p> <p>Centennial's rigorous workshop model is assessment-driven and student-centered. Centennial will provide intensive, explicit instruction while also creating ongoing opportunities to differentiate teaching and learning supporting English Language Learners, students with disabilities, and gifted and talented students. Centennial students will be regularly assessed through formative and summative assessments to ensure attainment of their individual achievement and character goals. Centennial teachers will use assessment for learning strategies on a daily basis to empower students to engage in, reflect on, and take responsibility for their own learning. These strategies include communicating learning targets, using strategic questioning, using descriptive feedback, teaching students focused revision, and using structures to help students self assess, reflect on their progress, and set goals. These strategies will be utilized in addition to district and state assessments; including Interim Assessments, DRA2, MAP, and TCAP.</p>
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Appendix B: Evidence of Support from Admins, Teachers, and Staff

Denver Public Schools

CENTENNIAL SCHOOL
4665 RALEIGH STREET
DENVER, COLORADO 80212
TELEPHONE 720-424-8900
FAX 720-424-8925



June 17, 2013

Denver Public Schools School Board,


At the December 2012 Board meeting, you designated Centennial a redesign school and provided me with a recommendation to evaluate changing the school's education program in order to more effectively accelerate student achievement. After many months of community engagement, school design work, and iterative plan development, I am grateful for this opportunity to submit to you this plan for innovation which will serve as a blueprint for Centennial, *A School for Expeditionary Learning*.

Innovation Status will allow Centennial, *A School for Expeditionary Learning* to build a school culture rooted in quality, continuous improvement, and trust. This school culture will be further defined by strong adult-student relationships and positive character, with rigorous expectations for behavior and achievement. With added autonomy over people, time and money, Centennial will be able to create a school where students develop critical thinking and problem solving skills as essential elements of the deep learning that prepares them for success in college and beyond.

Innovation Status will support Centennial to fully implement the Expeditionary Learning model. In a fully realized model, student outcomes will be greatly improved as learning is organized around an experiential project-based approach where students engage in original research and create high-quality products for audiences beyond the classroom. The waivers requested in Centennial's plan will support the development of the school, teachers and students in a variety of ways, including:

- Autonomy to extend professional development that will build and strengthen the knowledge and skills of teachers to fully implement the Expeditionary Learning model and teach to the Common Core State Standards in literacy and math.
- Autonomy to create a work model, which fosters greater opportunity for school wide culture building activities, application of interdisciplinary learning experiences, and greater opportunity for peer-to-peer collaboration among teachers.
- Autonomy to have an open timeline for hiring exemplary teachers internally and externally, who are invested and believe in the vision and mission of Centennial, *A School for Expeditionary Learning*.

I believe that in order to have transformational change in a school, a leader must always put students first. It is my firm belief that innovation status will ensure all students at Centennial, *A School for Expeditionary Learning* are provided classrooms alive with discovery, inquiry, critical thinking, problem-solving and collaboration, which will lead to greater academic and life outcomes. Additionally, as graduates of Centennial, students will transition to middle school and beyond with greater character traits, including a strong sense of respect, responsibility, courage and kindness. They will serve DPS and their communities well as young people committed to quality work and citizenship.

Thank you,

Laura Munro
Principal

DENVER PUBLIC SCHOOLS

900 GRANT STREET / DENVER, CO 80203
TELEPHONE (303) 764-3200



CENTENNIAL K-8 SCHOOL
4665 RALEIGH STREET / DENVER, CO 80212
TELEPHONE: (303) 433-6489

June 7, 2013

Dear Denver Public School Board of Education:

As the Assistant Principal of Centennial Elementary School, I am writing this letter in support of the proposed Innovation Plan for Centennial a School for Expeditionary Learning.

The goals of the plan provide for systemic changes focused on raising the academic achievement of our students. Through an extensive and thorough hiring process, acceptance into the Expeditionary Learning network and the support of our district and network leaders, we have begun the process of ensuring that every student at Centennial succeeds and is provided a high quality standards based education. Implementation of the core principles and values outlined in the Innovation Plan are critical to our success.

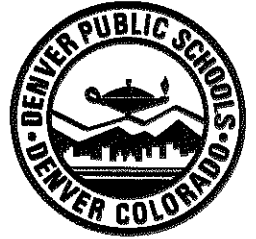
Thank you in advance for your consideration.

Respectfully,

Sharon Jones
Assistant Principal
Centennial ECE-8 School

Denver Public Schools

CENTENNIAL SCHOOL
4665 RALEIGH STREET
DENVER, COLORADO 80212
TELEPHONE 720-424-8900
FAX 720-424-8925



June 7, 2013

As the front office staff of Centennial ECE-8 we want to express our support for our school's Innovation Plan. We have both worked here at Centennial ECE-8 for many years in various roles. Most recently we are the Secretary I and II for the school. As direct supports to the school's administrative team we have the opportunity to interact with school leadership, all staff and community members on a daily basis.

The more and more we read and learn about Expeditionary Learning and the positive changes it will bring to our school the more excited we become about the possibilities for the students and families of our school. We are pleased to be active members of the change process.

Sincerely,

Jamie Castillo, Secretary II

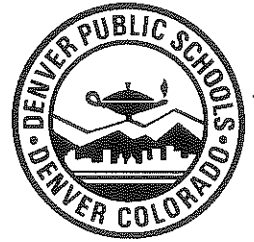
A handwritten signature in cursive script, appearing to read 'J Castillo'.

Stacy Garcia, Secretary I

A handwritten signature in cursive script, appearing to read 'Stacy Garcia'.

Denver Public Schools

CENTENNIAL K-8 SCHOOL
4665 RALEIGH STREET
DENVER, COLORADO 80212
TELEPHONE 303-433-6489
FAX 720-424-8925



To Denver Public Schools Board Members:

I am writing to ask you to support the proposal for Centennial ECE-5 to become a School of Innovation. As an instructional coach who has worked with Centennial over the past few years, I have experienced first-hand the struggle to raise student achievement and allow the school to become a great neighborhood school. The school's current and historical level of student achievement and growth is unacceptable. Centennial needs a major change in order to disrupt the pattern of low student achievement and growth. The shift to a School of Innovation and Expeditionary Learning is a needed change to allow the students to work up to their potential and become students who are college and career ready.

The plan to become a School of Expeditionary Learning is one that will support major change in both instruction and learning, as well as culture and community. As a member of the professional network of Expeditionary Learning Schools, Centennial will be provided with professional development, curriculum planning resources, and new school structures. The teachers will be supported in their collaboration around designing and teaching standards-based lessons. In addition, Centennial will implement structures for building a positive school culture and climate and for inviting parents and community members to become involved in the school.

In addition to the plan to become a School of Expeditionary Learning, the status of School of Innovation will give Centennial the flexibility to choose curriculum, design the school calendar, and hire staff. They need this kind of flexibility to make major changes to instruction and school culture. I strongly urge you to support this plan, principal Laura Munro, and Centennial's staff and community. Please feel free to contact me with any questions.

Sincerely,

A handwritten signature in cursive script, appearing to read "Karin Neugebauer".

Karin Neugebauer, Ph.D.
Teacher Effectiveness Coach
303-809-0479
Karin_Neugebauer@dpsk12.org

May 29, 2013

Board of Education
Denver Public Schools
900 Grant Street
Denver, CO 80203

To Whom It May Concern:

When I made the decision to return to a classroom teaching position in early 2013, after spending a year on staff at Teach for America's regional office in Denver, I had a number of very appealing and diverse options from which to choose. My past experience as a successful TFA corps member, and current position on staff, also meant that I also had access to a significant amount of advice and information about the options that were available.

I knew I wanted to go where there was a need for my strengths, that I wanted to grow as an instructor, that I wanted to have substantive opportunities in increase my leadership capacity, and that I wanted to work for an administrative team that would be responsive, ambitious, and innovative. I wanted to find a school whose mission and curriculum aligned with my beliefs about education. Frequently for young education professionals in Denver, this means going to work for a charter school network, and while that option was available; my heart has always been with the work that goes on in traditional district schools.

So when my colleague at Teach for America, Erin Bidikov, told me about an opening at Centennial Elementary School, I was immediately interested. Erin had just signed on as an interventionist and instructional coach at Centennial. She described a school that was in the process of transforming itself – recreating its identity, culture, and instructional approach in a way that was comprehensive and organic. Similarly, Erin had been looking for a school that matched her personal philosophy on education where she could impact change. I trusted that Erin saw something unique in Centennial, as she has spent the past two years working with teachers in over 30 different schools throughout Denver Metro.

When I went to visit with the school's administrative team, Laura Munro and Sharon Jones, my excitement grew. I saw a school that had room growth but was rapidly acquiring the resources, staff, and instructional model to make significant and lasting changes. I was eager to be a part of this team.

As Centennial staff members and community members, Erin and I write to emphatically support the innovation plan at Centennial Elementary, A School for Expeditionary Learning.

Sincerely,



Tyler Gamble
4th/5th Grade Teacher at Centennial

Erin Bidikov
Interventionist and Instructional Coach at Centennial

To Whom It May Concern,

I would like to express my support of the Innovation Plan for Centennial Elementary School. Having taught at Centennial for four years, I am enthusiastic for the school's future and the momentum that is being established to increase our student achievement and engagement. The Innovation Plan includes flexibility in the curriculum and school calendar that will support the transition to Expeditionary Learning (EL) and other changes needing to occur to enable greater student success. Also, the plan grants our administration the freedom to make staffing decisions and to lead in the best interest of our students.

Expeditionary Learning is an exciting program that has seen great results in Title I, urban schools. Teaching interdisciplinary units is an integral part of EL. We will be integrating the Colorado State Standards for Science and Social Studies into our core instruction blocks and having the freedom to choose our curriculum will help us in this process. Also, we have started using Mondo Book Shop during our literacy block, and we are seeing great success with this program. We are all very excited to have the opportunity to have choices about curriculums that best meet our students' needs.

In addition to curriculum flexibility, the plan enables increasing the day or school year. If we increase the school day, we can use more days throughout the year for professional development. Professional development is necessary for a school in transition, especially when there is a new program like EL. Also, we could use extra hours during the day for Professional Learning Communities and data teams. Our staff is committed to increasing student achievement, and the increased time will support our professional learning and team planning time.

Finally, the plan allows Principal Munro to have autonomy around hiring. Our school's success depends on everyone being 100% committed to our students and EL. High expectations for our staff are essential, and we need a devoted, engaged, and united staff to effectively turn our school around. Principal Munro is a strong leader, and has a demonstrated record of making courageous choices that increase the effectiveness of our team.

I am confident that Centennial is on its way to becoming a beacon of education for all its students. Centennial has been struggling and change is necessary in order for growth to happen. The Innovation Plan is a necessary and positive step towards meeting our goals for achievement.

Sincerely,

Robyn Thompson

A handwritten signature in black ink that reads "Robyn Thompson". The signature is written in a cursive style with a large, sweeping flourish at the end.

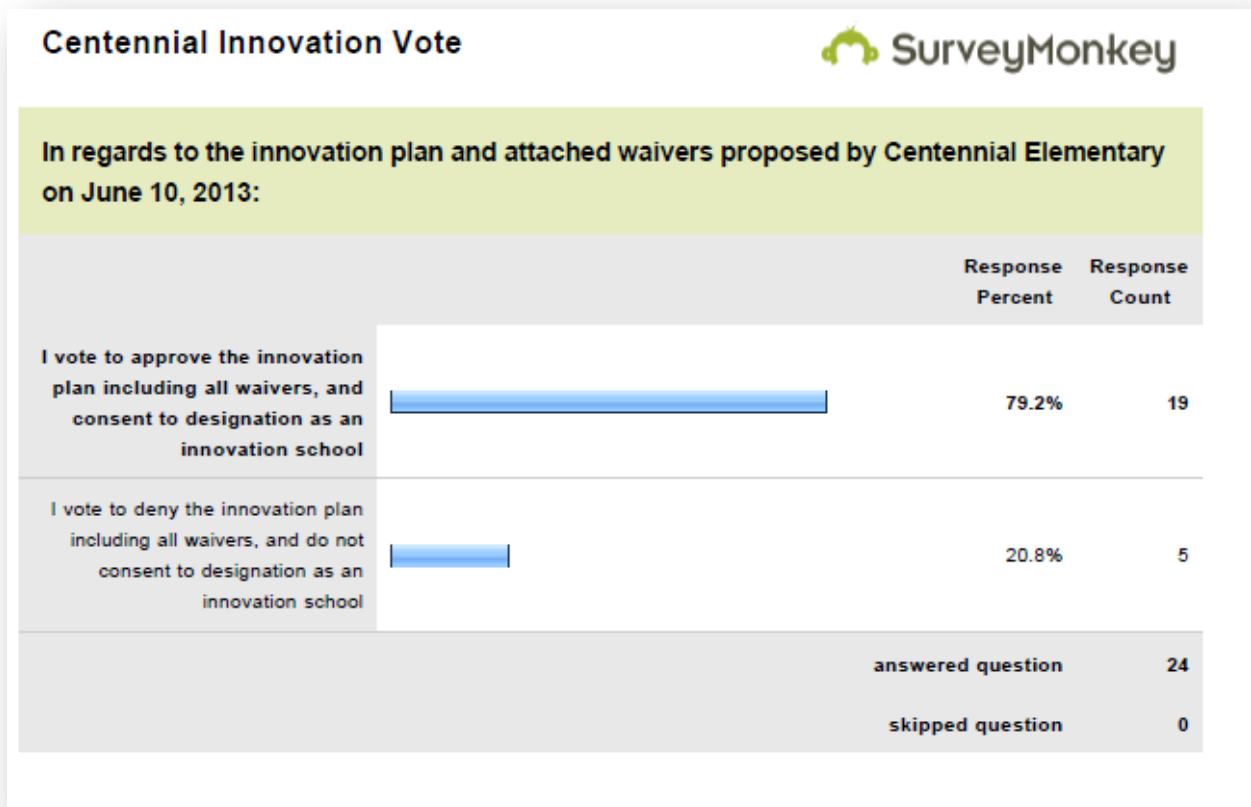
Evidence of support from classroom teachers and vote to approve waivers from DCTA Collective Bargaining Agreement:

Details: Invitation to participate sent to 28 staff covered under the DCTA Agreement.

24 staff participated

- 19 voted to support the innovation plan and authorize DCTA waiver requests
- 5 voted to not support the innovation plan and deny the DCTA waiver requests
- 4 did not cast a vote

Based on vote results, school exceeded the 60% threshold to approve the DCTA waiver requests. In addition, with 19 votes in support of the innovation plan along with letters of support from non-DCTA covered staff, school exceeded “majority support of staff” requirement.



Archive information of vote results are on file with the Office of School Reform and Innovation.

May 2013

Members of the DPS Board of Education and Colorado State Board of Education,

We write to you as members of the Centennial Collaborative School Committee, as parents of children enrolled in Centennial School, and as members of the Northwest Denver community and urge you to support the Innovation School Plan that has been developed for our school.

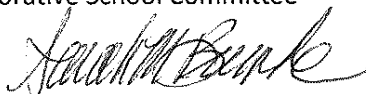
Each of us came to this school in a different way and each of us has devoted our time, energy and passion to improving the situation at this school. Earlier this year when we reviewed the 2012 student achievement scores for Centennial, we recognized that dramatic changes were needed to change the trajectory for our school. Many options were considered and ultimately the district designated Centennial for a redesign. While painful, that process should allow the school leader to create a new professional culture and establish new expectations for the school. However, that change alone will not be sufficient to improve this school's prospect. Thus, we have been pursuing Innovation School status along with the implementation of the "Expeditionary Learning" (EL) model for Centennial. The response to this model has been tremendously positive.

We fully believe that the EL model along with the flexibilities that Innovation School status can bring (longer school year, autonomy from onerous district bureaucratic requirements, increased budgetary autonomy, freedom from restrictive teacher union requirements, etc.) will allow Centennial to thrive and meet the needs of a changing population in Northwest Denver.

We urge you to recognize the clear imperative for change in our school and support this plan for our school.

Sincerely,

Centennial Collaborative School Committee

Sarah Brunke 

Shannon Cruwys 

Megan Broughton 

Ethan Hemming 

To Whom It May Concern:

On Tuesday, April 16th and Monday, May 6th Collaborative School Design meetings were held at Centennial ECE-8. These meetings were co-facilitated by the principal and an external consultant working with the school to develop the Innovation Plan. At these meetings members of the school's Collaborative School Committee (CSC), and any community members in attendance, were provided the Innovation Plan in full and were given time to read the plan, and the proposed waivers. Extended time was provided at the May 6th meeting to address any questions stemming from thorough reading of the plan. CSC members, and community members in attendance were also give time at both meetings to provide verbal and/or written feedback to the plan. CSC members were given the opportunity to vote on the school's Innovation Plan at the May 6th, 2013 meeting.

On May 6th, 2013 the following CSC members voted in support of Centennial's Innovation Plan:

Laura Munro (principal)
Sharon Jones (Assistant Principal)
Ethan Hemming (CSC Chair)
Megan Broughton (CSC parent)
Shannon Cruwys (CSC parent)
Sarah Brunke (CSC Parent)
Daniel Fehler (Para professional representative)
Alison Bernstein (CSC teacher representative)

The following CSC members did not vote on the Innovation Plan:

Krista Stewart (CSC teacher representative)
Deb Holt (CSC representative)

Parent representatives from the CSC drafted and signed a letter of support for Centennial's Innovation Plan at this time. This letter was submitted with the school's plan to the Denver Public Schools Board of Education.

Sincerely,



Laura Munro
Principal, Centennial ECE-8

Appendix C: Evidence of Support from Parents/Guardians, Community

Denver Public School Board
900 Grant St.
Denver, CO 80203

June 1, 2013

Dear DPS School Board,

I am writing this letter in support of the development, approval, and implementation of innovation status for Centennial, a School for Expeditionary Learning in northwest Denver. I believe innovation status will improve academic achievement at Centennial because it will allow the school community to make decisions that fully align with the Expeditionary Learning (EL) model.

To truly honor EL, to reap the benefits of what this exemplary model can do for a community, it needs to be implemented with fidelity and integrity. This will require leadership and a staff who possess a strong understanding and commitment to Expeditionary Learning and a willingness to align and take advantage of expanded learning opportunities that foster academic engagement, achievement, critical thinking, problem-solving, collaboration skills, leadership, and service while remaining consistent and supportive of school and district expectations.

The Centennial community, in its entirety, will need to be afforded autonomy to hire exemplary staff that is in alignment with the vision of EL and the school vision. The Centennial community will also need to have the flexibility and autonomy over how they organized their days and the manner in which they delivered their instruction, taking advantage of learning opportunities and making adjustments to best meet the needs of students.

I appreciate a statement made in the book, *The Culturally Responsive Teacher* (Lucas and Villegas, 2007) that suggests that the central role of the culturally and linguistically responsive teacher is to support students' learning by helping them build bridges between what they already know about a topic and what they need to learn about it, creating opportunities in and out of the classroom for students to discuss and pursue their aspirations for the future, posing, solving and revisiting problems and honoring how students go about solving them, while including parents and other community members in the process. I couldn't agree more.

Please grant Centennial, a School for Expeditionary Learning, innovation status. Let's us make curriculum as accessible and meaningful to students as we can. Let us collaborate, use our strengths, and take on risks and learning opportunities necessary to achieve our collective goals.

I am excited about the opportunity to collaborate with the Centennial community and firmly believe that exemplary learning opportunities are not reserved for particular schools, communities or seasons. Your support of innovation status will afford the very best that Expeditionary Learning can bring to Centennial.

Sincerely,

Susan Hart Calkin
Parent, community member, and staff

30 De mayo de 2013

Miembros de la Junta de educación del DPS y State Board of Educacion,

Escribimos a usted como miembros de la comunidad del Centennial ECE-8. Como los padres de estudiantes actualmente matriculados en la escuela y como miembros de la comunidad del noroeste de Denver, instamos a que apoye el Plan de innovación que ha sido desarrollado y presentado a usted por nuestra escuela.

Como los padres de la comunidad del Centennial ECE-8 tenemos cada dedicado tiempo y energía para hacer mejoras en el Centennial. Durante el invierno y la primavera, hemos participado en diversas actividades por Centennial para conocer los cambios positivos del modelo de aprendizaje expedicionario, y estado de innovación traerá a Centennial. Estas actividades incluyen una noche de padres, facilitada por el Director Regional de aprendizaje expedicionario, una reunión de consistencia colaboración del Comité de la escuela, reuniones de planificación colaborativa de la escuela y una excursión de medio día a la escuela de montaña Rocky para aprendizaje expedicionario (RMSEL). Durante el invierno y la primavera también hemos tenido la oportunidad de participar en reuniones del Comité Asesor de padres bilingües para aprender más sobre el movimiento del Centennial para ser una escuela de instrucción de idioma nativo transición (TNLI).

Como los padres de los estudiantes que actualmente asisten Centennial ECE-8 creemos completamente el modelo de aprendizaje expedicionario junto con las flexibilidades que puede traer el estado de la innovación permitirá Centennial a prosperar y satisfacer las necesidades de todos los alumnos matriculados y todos los estudiantes a estar inscrito durante muchos años por venir.

Estamos esperanzados que reconoce la necesidad de cambio en nuestra escuela y que apoyará el plan de innovación para el Centennial.

Sinceramente,

Cecilia Robio Lariz.

Raul E. Toros

Maria S. Ruvalcaba

FRIEDA HUAPAYA
Amada Martinez

May 30, 2013

Members of the DPS Board of Education and State Board of Education,

We write to you as members of the Centennial ECE-8 community. As parents of students currently enrolled in the school, and as members of the Northwest Denver community, we urge you support the Innovation Plan that has been developed and presented to you by our school.

As parents of the Centennial ECE-8 community we have each devoted time and energy to making improvements at Centennial. Over the course of the winter and spring we have been involved in various activities hosted by Centennial to learn about the positive changes the Expeditionary Learning model, and innovation status will bring to Centennial. These activities included a parent night facilitated by the Expeditionary Learning Regional Director, a Collaborative School Committee Consistency Meeting, Collaborative School Planning meetings, and a half-day field trip to the Rocky Mountain School for Expeditionary Learning (RMSEL). Throughout the winter and spring we have also had the opportunity to participate in Bilingual-Parent Advisory Committee meetings to learn more about Centennial's move to be a Transitional Native Language Instruction (TNLI) school.

As parents of students currently attending Centennial ECE-8 we fully believe the Expeditionary Learning model along with the flexibilities that innovation status can bring will allow Centennial to thrive and meet the needs of all the students enrolled and all the student to be enrolled for many years to come.

We are hopeful you recognize the need for change in our school and that you will support the innovation plan for Centennial.

Sincerely,



EXPEDITIONARY LEARNING

247 West 35th Street
Eighth Floor
New York, NY 10001
212-239-4455 tel
212-239-8287 fax
www.elschools.org

April 30, 2013

Denver Public Schools Board of Education
900 Grant Street
Denver, Colorado 80203

Dear Denver Public Schools Board of Education,

On behalf of Expeditionary Learning, I am writing this letter to express our fullest support for Centennial Elementary School's bid as an innovation school. We believe that the current conditions at Centennial and innovation status will create the foundation to use the Expeditionary Learning model to become a highly effective school for children in Northwest Denver.

Expeditionary Learning was founded upon the goal of creating schools where rigorous, standards-based curriculum and student achievement are the central aim and for over 18 years, this has been the core focus of our work. We are excited for Centennial Elementary School's innovation bid and we will continue to provide comprehensive support in the following areas:

- *Powerful Curriculum through Learning Expeditions and Projects:* Challenging, interdisciplinary, real-world projects and in-depth studies act as the primary curriculum units in Expeditionary Learning schools. Learning Expeditions support critical literacy and address central academic standards of content, while promoting critical thinking, problem solving, character and citizenship.
- *Effective Instruction through Active Pedagogy:* In Expeditionary Learning schools, teachers use active pedagogy to help students become engaged and collaborative learners: to make connections, to find patterns, to see events from different perspectives, to experiment, to go beyond the information given, and to develop empathy and compassion for events, people, and subjects.
- *Positive School Culture and Character:* Expeditionary Learning builds consensus of shared values, traditions, and routines in order to create school culture characterized by a climate of physical and emotional safety, courtesy, respect, a sense of adventure, an ethic of service and responsibility, and a commitment to high quality work.
- *Leadership and School Improvement:* Expeditionary Learning supports a notion of shared leadership in the building, and gives support to the building Principal and his/her leadership team through direct coaching and support, off site institutes, and regular meetings with other EL school leaders to share best practices.
- *School Structures:* Expeditionary Learning schools in general use longer and more flexible



instructional blocks, increased common planning time for teachers, and often standards-based grading and reporting systems. EL schools feature academic and school cultural structures that engage students and teachers in making their work public. For teachers this involves practices such as peer observation, lesson study and peer critique of plans, while for students this entails student-led conferences, exhibitions, presentations and community meetings.

Expeditionary Learning has provided support to over 20 Colorado schools over the past 20 years through a coherent, demanding, and highly regarded program of professional development that includes both off-site, residential institutes as well as on-site coaching. EL School Designers will work with Centennial leadership and teachers in a range of formats: school leadership meetings, whole-faculty workshops, individual and team planning, in-class observations and demonstration lessons, and analysis of student achievement data. Innovation status for Centennial would give them the flexibility to expand and deepen those practices that are currently having a very positive impact in all of our EL schools.

We look forward to continuing our partnership with Centennial Elementary School and hope to see them awarded innovation school status so that they more effectively meet the needs of all of their students.

Sincerely,

A handwritten signature in black ink that reads "Jonathan Mann". The signature is fluid and cursive, with the first name "Jonathan" and last name "Mann" clearly legible.

Jonathan Mann

EL Mountain Regional Director

To Whom It May Concern;

I am writing this letter on behalf of Centennial ECE-8. Colorado UpLift has had the honor of serving kids in the community with Centennial, and just finished the second year of serving kid. This opportunity came in as collaborative idea with Gear Up. UpLift and Gear Up have partnered up in various ways, like college visits and activities, to serve these kids in Centennial. Our current structure is set up by coming in once a week to provide character education for 7th and 8th grade students. We know that the most effective leadership building occurs when outside agencies and the school partner to move towards a common goal.

Our ultimate goal is for UpLift students to broaden their world through exposures to new careers, college and life-changing relationships with our staff. Students are unable to broaden their world if they are lacking in important skills like reading, writing, and mathematics.

I that Laura Munro is committed to seeing her students not only improve their test scores, but improve their quality of life and future opportunities. We fully support her and her vision for Centennial moving forward. As an outside agency, UpLift will continue to provide resources for 7th- 8th grade students at Centennial. We are excited to join Laura Munro and her staff in changing the lives of the students at Centennial ECE-5, and 7-8th grade.

If you have any questions, feel free to call me at 303-668-1411 or 303-830-6615.

Thank you for your time,

A handwritten signature in black ink, appearing to read 'Pablo Correa', with a stylized flourish at the end.

Pablo Correa
Colorado UpLift
Site Coordinator
303-668-1411
pcorre@coloradouplift.org



May 2, 2013

Denver Public Schools Board of Education
900 Grant Street
Denver, CO 80202

Dear Board of Education members:

Earth Force would like to take this opportunity to express its strong support for Centennial's innovation plan and its request for Innovation School status.

Earth Force's mission is to engage young people as active citizens who improve their environment and their communities now and in the future. Earth Force nurtures student engagement through a powerful teaching strategy that allows youth to engineer their own solutions to neighborhood problems they identify. We have worked with Centennial, during the current school year, through two programs:

- **Fit, Fun & Literacy** – With support from the DPS Department of Extended Learning's current 21st Century Community Learning Center grant, we have integrated service-learning into the FFL curriculum. Currently, Centennial students are researching the status of social determinants of health in their neighborhood and will develop a project to address some of the factors.
- **Keep It Clean-Neighborhood Environmental Trio (KIC-NET)** – We selected Centennial as one of eight pilot sites in Denver where a DPS school, Denver park with a recreation center, and a body of water (Berkeley Lake, in this case) are within 5 minutes walking time. With financial support from Denver Public Works and Environmental Protection Agency, we are designing a water-focused toolkit and accompanying professional development that align the Next Generation Science Standards with the city's Clean Water Act education and outreach requirements.

We see Centennial's transition to an Expeditionary Learning school as an effective strategy for building educational potential and expanding community partnerships that make our programs so effective. Earth Force has worked in other Expeditionary Learning schools (William Smith High School, AXL Academy, and The Odyssey School), successfully braiding learning expeditions with high-quality service learning. We look forward to doing the same with Centennial.

Interestingly, Earth Force and Expeditionary Learning both grew from Pew Charitable Trust seeding in the early 1990s, as "break the mold" ideas for revolutionizing education. Both organizations have stood the test of time, and now stand with Centennial to help make it a dramatically innovative school.

We look forward to working with Centennial for years to come.

Sincerely,

Lisa Bardwell, PhD
President/CEO



Building Brilliance, Inc.
C: (720) 933-9236
E: BuildingBrilliance@me.com

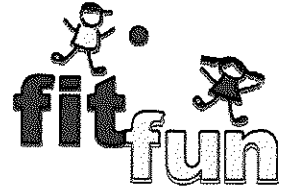
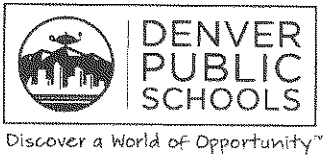
June 6, 2013

Denver Public Schools
Board of Education
900 Grant Street
Denver, CO 80203

Dear Members of DPS Board of Education:

It has been a pleasure to support Laura Munro and Centennial, A School for Expeditionary Learning in the development of the attached Innovation Plan. Throughout the process, Laura has proven a knowledgeable and enthusiastic visionary in redesigning Centennial and championing for the success of all children. As a result, it is an honor to write a letter of support on behalf of Laura Munro and the future staff of Centennial, A School for Expeditionary Learning.

Sincerely,
Jennifer Arzberger
Building Brilliance
Founder and Consultant



June 4, 2013

To whom it may concern,

We are happy to write a letter in support of Centennial's innovation plan in effect for next year. The Neighborhood Center at Centennial includes the Fit Fun program which is currently in 12 schools in Denver Public Schools. Fit Fun supports literacy, physical fitness and promotes a healthy lifestyle every day before and after school. The Neighborhood Center offers many out of school time programs such as homework clubs, classes in art, nutrition, and science for all grade levels, including adult programming.

The Neighborhood Center is excited to be part of this innovation plan. For the 2012-2013 school year the Center and the school have worked together collaboratively to support the goal of student success. Through collaboration we have seen improvement in homework, school engagement and school day attendance.

As a part of the growth of Centennial next year we have been invited to attend meetings for Expeditionary Learning and the preschool expansion. We are confident that the focus of our Neighborhood Center is in alignment with the goals and vision of Centennial. We look forward to continue to align our programming in support of the Expeditionary Learning plan. Our program and department are very supportive of the Innovation Application and look forward to a strong, continued partnership for many years to come.

If we may be of further assistance, please contact us at the numbers below.

Warm Regards,

Anne Heerdt
Program Specialist Centennial Neighborhood Center
Department of Extended Learning and Community Schools
Anne_heerdt@dpsk12.org
720-666-1910

Jamie Villarreal
Fit Fun/21st CCLC Supervisor
Department of Extended Learning and Community Schools
Jamie_villarreal@dpsk12.org



TO: DPS School Board

Subject: Innovation Status for Centennial ECE-5

Date: May 1, 2013

The School Service Program (SSP) team consists of a group of professionals with expertise in education, volunteerism, and non-profit management. Our team has been working with Invest Together (a community organization in northwest Denver) to bring a structured volunteer system into Centennial for the 2013/2014 school year.

As part of our SSP process, we interviewed 15 different Centennial stakeholders including parents, students, administration, and community partners. There is a great deal of enthusiasm for the new direction of Centennial.

In our interviews with Laura Munro, the Centennial Principal and Sharon Jones the Assistant Principal, we found them to be highly focused and committed to the changes that are being proposed at Centennial. Both of these administrators are extremely supportive of building a structure that will facilitate a higher level of both parent and community involvement with the school, as Centennial focuses its efforts on improving student achievement through an expeditionary learning model.

We are excited to work with Centennial in this change process and would strongly encourage you to approve their innovation plan.

A handwritten signature in black ink that reads "Lynne Montague-Clouse".

Lynne Montague-Clouse
School Service Program
Metro Volunteers

Appendix D: Waiver Template for Use of Non-Adopted District Curriculum

School Name: Centennial ECE-5, *A School for Expeditionary Learning*

Contact Person: Laura Munro

Contact's Phone Number: 720-424-8900

What need in student proficiencies does this alternative program address that is not currently addressed in DPS core materials?

Since coming to Centennial at the start of the 2011-12 school year, leadership at Centennial has collected data from informal and formal classroom observations, as well as LEAP feedback conferences that indicate teachers' lack of confidence in their ability to plan targeted reading instruction that supports the growth and achievement of a diverse range of learners within a workshop model.

Observation data demonstrates that teachers, especially at the primary level, have strong rituals and routines in place in their classrooms. They have built supportive classroom environments for their students and they understand the need for a balance between whole group, small group and independent time, but they lack the deep instructional knowledge base to plan rigorous lessons guided by standards-based content/language objectives. What is more, teachers consistently report they struggle to use the school's leveled book room to effectively align leveled texts with assessment driven teaching points and appropriate instructional approaches. These factors lead to inconsistent use of standards-based curriculum and research-based best practices.

One instructional approach teachers do consistently use at Centennial is guided reading. However, it is often used in isolation of other best practice approaches. Guided reading alone is not sufficient to accelerate reading growth and achievement for a diverse range of learners and students across the school are not benefiting from small group oral language lessons or shared reading instruction. This is particularly true for students reading significantly below level in the intermediate grades. Currently teachers lack a formative assessment system that provides them critical data regarding their students' oral language level. Because oral language proficiency is strongly associated with reading comprehension teachers need to be acutely aware of *all* their students' strengths and next steps in this area. Without this data students are far too often asked to read leveled text during guided reading groups that is well beyond their instructional level. When this happens students are exposed to text, but critical targeted instruction is lost as students struggle through unknown text structures and vocabulary.

Bookshop is a core reading program for grades K-5. It is taught during a daily literacy block that may include a 30-minute skills/phonics block followed by a 60-minute reader's workshop. Whole group strategies include oral language, shared reading, guided reading and reciprocal reading. Phonics is taught in both small and whole group situations. The scope and sequence/pacing charts in Bookshop delineate the lesson sequences that guide individual instructional pathways, resulting in targeted instruction that is both fully differentiated and informed by assessment.

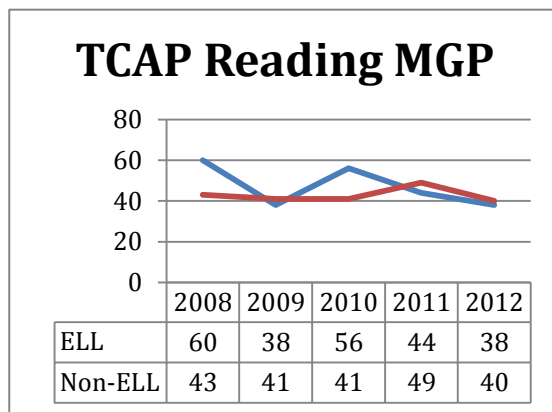
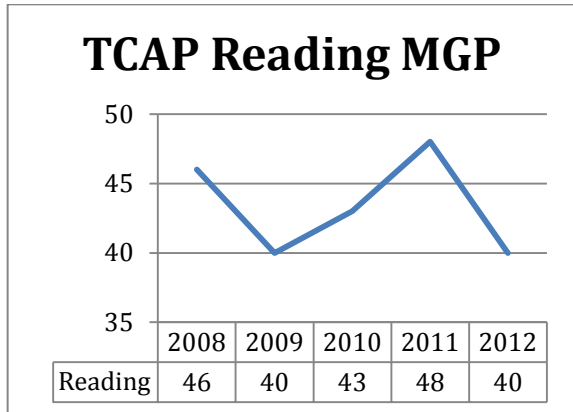
One feature making Bookshop different from the DPS Literacy Guides is that it provides teachers the tools they need to support *all* students, native English speakers and ELLs, as they develop the language necessary for learning and beyond. Mondo Bookshop's *Let's Talk About It!*, a core resource for grades K and 1, provides a link between building the instructional language capacity (academic syntax) students need and their ability to benefit from guided reading. *Let's Talk About It!* improves students' reading comprehension by helping students to understand how thinking, talking, reading and writing are related; comprehend more complex spoken and written language; incorporate more complex structures into their own language; and expand general and content-area background knowledge and vocabulary.

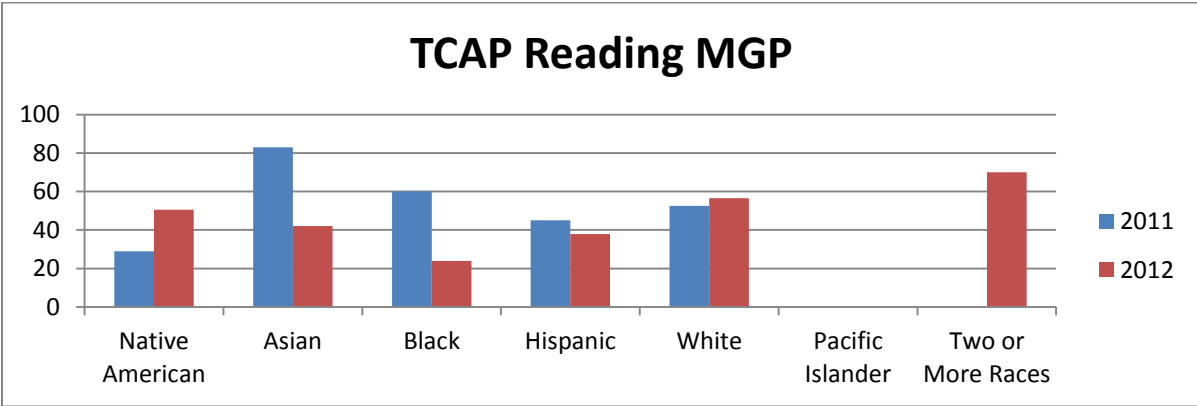
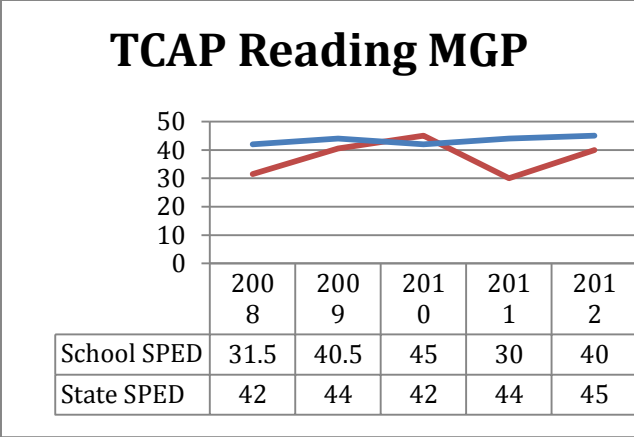
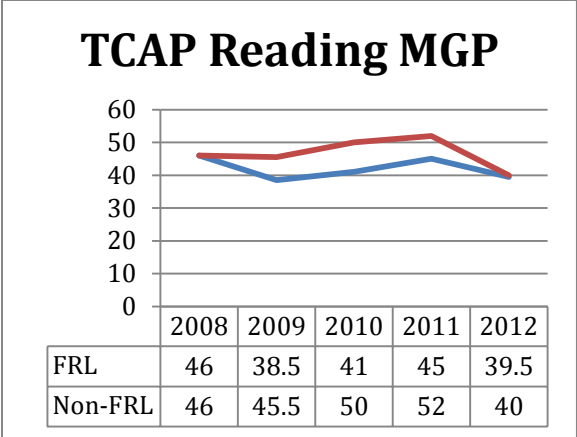
Bookshop *Phonics* differs from the District’s adopted Houghton Mifflin resource as it provides daily differentiated instruction at three levels as determined by assessment data; intensive, strategic and benchmark. Assessment tools in Bookshop *Phonics Intervention* for Grades 2+ allows teachers to determine the starting point for students on the scope and sequence. In all cases, instruction is assessment-driven and personalized. Additionally, Centennial will utilize Mondo resources to provide leveled texts, big books, and classroom libraries in Spanish in K-1 classrooms aligned TNLI implementation plan. Texts will also be provided in Spanish to support guided reading instruction. These resources will be utilized in addition to the district provided Spanish literacy block resources.

The Bookshop program supports teachers to use formative data to place students on individual learning pathways. The assessment kit within Bookshop includes the following battery of assessments: Oral Language, Benchmark Text Level/Comprehension, Fluency, Print Concepts, Phonemic Awareness, Letter Recognition, Letter Sound Correspondence, Phonics, and Word Knowledge. These assessments allow teachers to generate formative data so they can establish diagnostic profiles for each of their students. This data links directly to Bookshop’s scope and sequence pacing charts. The assessment battery also supports teachers in ongoing progress monitoring needed for Response to Intervention (RtI).

What data support the requested alternative core program?

Historical student achievement data at Centennial demonstrates that students are not growing at an acceptable rate. Students are not reaching the minimum target of 50 MGP. Due to pervasively low growth rates, Centennial has been categorized as RED according to the DPS School Performance Framework (SPF). Given that more than half of the points awarded on the SPF are awarded for student Growth, this is a key area of improvement for the school.





The data charts above illustrate that Centennial’s overall MGP for TCAP reading trend decreased from 2008-2012 (46, 40, 43, 48, 40). At its lowest point Centennial’s MGP was 40 and at its highest point the MGP was 48. The current reading MGP of 40 is below the State expectation of 44. In 2008 there were slight gaps in reading MGPs between Non-ELLs and ELLs. Since 2008, the MGP for both groups has decreased. These drops in MGP for Non-ELLs and ELLs alike in reading have essentially narrowed the academic growth gap between these groups in a negative way. In 2008 there was also no discernable growth gap between FRL students and Non-FRL students in reading as the two student groups had the same MGP. However, from this point in time a growth gap did open up between the two groups and was at its widest point in 2010 (41/50). Currently, there is no discernable gap between the groups in reading (39.5/40), but both groups are below the State expectation for reading MGP of 44. When looking at data for students with disabilities, the reading MGP for SPED students across the state has remained relatively flat while the reading MGP for SPED students at Centennial has jumped up and down from 31.5 to 40.5, to 45, to 30, and to 40 between 2008-2012. Currently there is a small gap between the State SPED students and Centennial SPED students for the MGP in reading.

As mentioned above, data has been gathered from informal and formal classroom observations, and LEAP feedback conferences that indicates teachers’ lack of confidence in their ability to plan targeted reading instruction supporting the needs of a diverse range of learners within a workshop model. Observation data demonstrates teachers’ use the DPS Literacy Guides and research-based best practices have been inconsistent across the school and within grade level teams. In many instances teachers rely on a singular instructional approach and may provide guided reading groups during the reading block as

only instructional approach. While the use of guided reading is research based, and is a best-practice in reading instruction, it alone is not sufficient to accelerate reading growth and achievement. Students across the school are not benefiting from small group oral language lessons shared reading and differentiated phonics instruction in particular. Furthermore, because there are not consistent formative assessment practices in place teachers lack the progress monitoring information needed to plan subsequent focused lessons and provide feedback to students on their development as readers. All of these factor lead to instruction that lacks the rigor necessary to accelerate student growth and achievement.

What funding source(s) will be used to support initial purchase and ongoing material needs?

The purchase of ongoing materials will be supported by Centennial’s General Fund budget and/or Targeted Intervention budget funds.

What is the professional development plan, both initial and ongoing, to support successful implementation of the alternative core program?

Implementation of Bookshop will be supported by monthly, job embedded professional development facilitated by a national consultant. Ongoing, on-site professional development will include, but will not be limited to: large group professional development, small level group professional development (K-2 and 3-5), in-class modeling, with time for pre-brief/debrief, facilitation of data team meeting using Bookshop assessment data.

How will student mobility be accommodated into and out of this alternative core program to the DPS core program?

Since Bookshop builds off of the workshop model used through out DPS and supported by the DPS Literacy Guides the literacy structures at Centennial will be similar to those at other DPS neighborhood schools using the DPS Literacy Guides. Like students at other DPS schools, those attending Centennial will experience daily literacy instruction with whole group, small group and independent reading. The resources being used during these different instructional groupings will be different, but students will be familiar with the expected structures underlying the literacy workshop approach used across DPS.

How will teacher mobility be accommodated into and out of this alternative core program to the DPS core program?

As mentioned above, the use of Bookshop will support students moving from one DPS school to another, it will also support teachers transferring among DPS schools as well. Teachers who begin their teaching career at Centennial will learn from the beginning how to plan and implement an effective literacy block using a workshop approach. This will serve them well if they move to a different neighborhood school in DPS where the DPS Literacy Guide is the main resource. Readers’ workshop language will be common between schools and key features of the two Units of Study resources will be similar.

Textbook information:

Title: Bookshop Reading

Author: Mark Vineis and Carmen Crevola

ISBN Number:

Subject Area: Reading, Oral Language, Phonics

Grade(s): K-5

Copyright:

Format (click correct box)

Hardback

Paperback **X**

Textbook Non-Adopted **X**

Supplementary Text Don't Know

Vendor: Colorado Literacy Resource Specialists (CLRS)

Vendor Contact Name: Debra Moulton

Contact Phone Number: 303-238-4987 **Contact Fax Number:** 303-274-4949

Email: debrasmoulton@aol.com

Vendor Street Address:

City: Lakewood

State: CO

Zip Code:

Appendix D: Waiver Template for Use of Non-Adopted District Curriculum

School Name: Centennial ECE-5, *A School for Expeditionary Learning*

Contact Person: Laura Munro

Contact's Phone Number: 720-424-8900

What need in student proficiencies does this alternative program address that is not currently addressed in DPS core materials?

The Units of Study in Opinion, Information and Narrative Writing, *A Common Core Workshop Curriculum* builds on all the empowering features in the existing Units of Study for Teaching Writing series. These features are included in the DPS Literacy Guides and include: guidelines for effective workshop instruction; detailed management techniques; embedded teacher professional development; and replicable teaching moves. New to this writing instruction resource is the presence of a coherent, systematic curriculum in the three types of Common Core writing. The new Units of Study also reflects the latest research on responsive, data based instruction and contains a built-in assessment system.

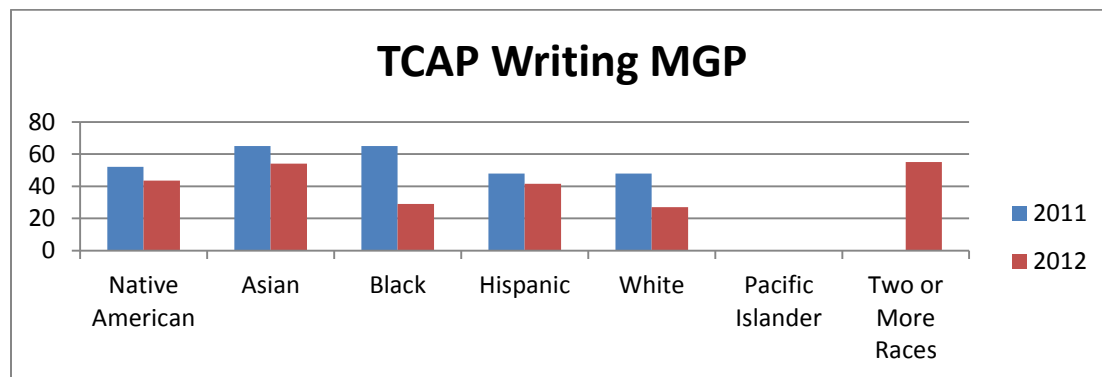
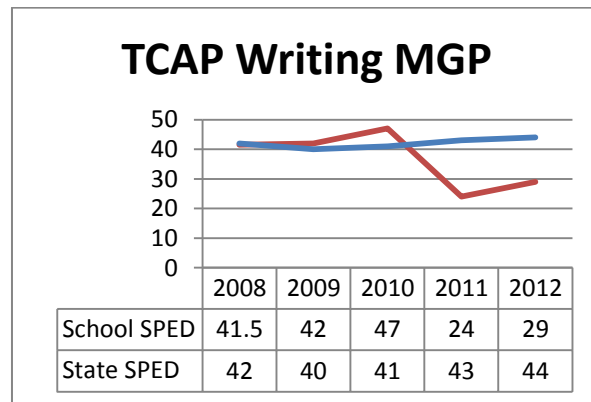
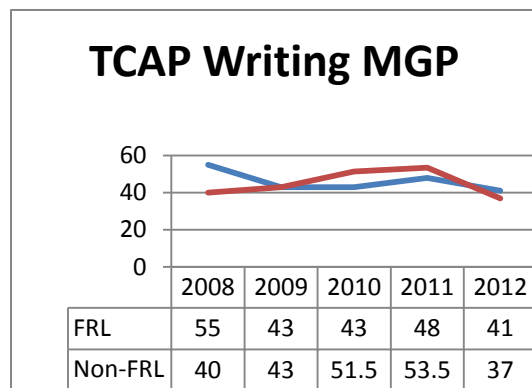
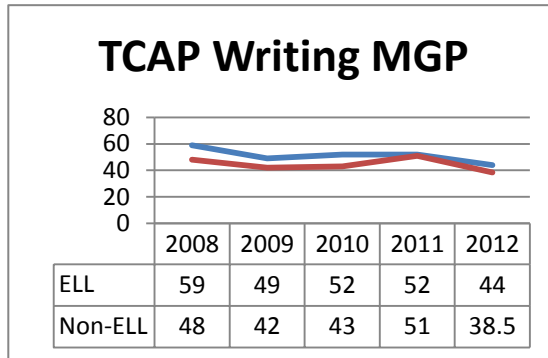
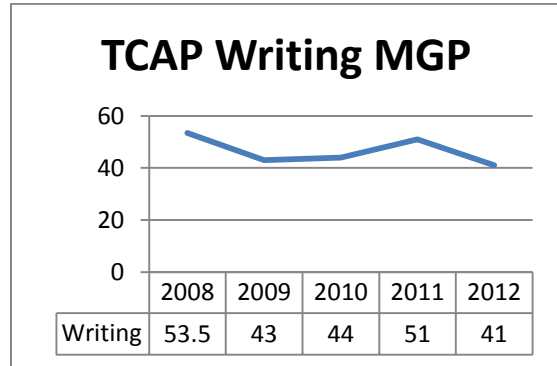
At each grade level at least one unit of study is devoted to each of the three types of writing mandated by the Common Core- opinion/argument writing, information writing, and narrative writing. Grade level units also address the new CCSS emphasis on close reading, on text-based questioning and on reading to learn writing moves. All of this will support K-5 teachers at Centennial to have a single source resource already aligned to CCSS, supporting them to plan instruction with a higher level of rigor.

During the past two years the teachers at Centennial have identified a school-wide goal in the area of Masterful Content Delivery. Within this, many teachers have identified their Personal Growth Plan (PGP) around LEAP indicators speaking to the communication of standards-based content/language objectives and providing rigorous tasks. The new Units of Study will support teachers in these two areas specifically as the resource reflects and models the benefits of tightly integrating instruction with detailed learning progressions, crystal clear goals, and responsive assessment- based feedback.

Consistent, targeted, high-quality feedback is a key component to student growth, as is something that has been lacking in classrooms at Centennial throughout the years. Through weekly professional development conversations and one-on-one conversations, data has been gathered that teachers at Centennial do not feel proficient in how to provide effective, differentiated feedback to student on their development as writers. The new Units of Study provide structures, guidelines, and examples that will empower teachers to provide effective, differentiated feedback to students.

What data support the requested alternative core program?

Historical student achievement data at Centennial demonstrates that students are not growing at an acceptable rate. Students are not reaching the minimum target of 50 MGP. Due to pervasively low growth rates, Centennial has been categorized as RED according to the DPS School Performance Framework (SPF). Given that more than 50% of the points awarded on the SPF are awarded for student Growth, this is a key area of improvement for the school.



The charts above demonstrate that the overall Median Growth Percentile (MGP) writing trend for Centennial students in grades 3-8 has decreased from 2008-2012 (53.5, 43, 44, 51, 41). The current MGP of 41 is well below the State expectation of 63. In 2008 there were slight gaps in between Non-ELLs and ELLs in writing, and since 2008, the MGP for both groups, in all three content areas, has decreased. These drops in MGP for Non-ELLs and ELLs alike in writing have essentially narrowed the academic growth gap between these groups in a negative way. Writing is the only content area where a small academic growth gap existed in 2008 (55/40) for FRL and Non-FRL students. Similar to reading and

math, the academic growth gap between FRL and Non-FRL students has since closed as the MGP for both groups has declined. Both groups are well below the State MGP expectation of 63.

Through both informal and formal classroom observations, and LEAP feedback conferences, data has been gathered to indicate teachers' lack of confidence in their knowledge of teaching writing. Observation data demonstrates that teachers' use of standards-based curriculum and research-based best practices have been inconsistent across the school and within grade level teams. Because there are not consistent assessment practices in place, for both formative and summative assessments, teachers lack the information needed to provide necessary feedback to students on their development as writers. All of these factor lead to instruction that lacks the rigor necessary to accelerate student growth and achievement.

What funding source(s) will be used to support initial purchase and ongoing material needs?

Centennial's General Fund budget will support both initial and ongoing purchases of The Units of Study in Opinion, Information and Narrative, *A Common Core Workshop Curriculum*. Beyond year one, school level funding sources will be analyzed on a yearly basis to determine how best to support the purchase of ongoing/replacement material needs.

What is the professional development plan, both initial and ongoing, to support successful implementation of the alternative core program?

Teachers at Centennial will be supported with implementation of the alternative core program through job-embedded professional development. This ongoing, on-site professional development will be provided through whole staff professional development facilitated by a Heinemann consultant; follow up individual and grade level team coaching from the school Teacher Effectiveness Coach; whole staff professional development planned and facilitated by Centennial's Expeditionary Learning school designer; and member's of the school's Instructional Leadership Team.

How will student mobility be accommodated into and out of this alternative core program to the DPS core program?

The current DPS Literacy Guides incorporate many components of Lucy Calkins' Units of Study and empower teachers to teach writing using a workshop approach. Because Calkins' Units of Study in Opinion, Information, and Narrative, *A Common Core Workshop Curriculum* builds off of the previous Units of Study's strengths this will support students should they move between DPS schools. Students coming into, or moving out of Centennial will have been exposed to the same workshop approach used in other DPS neighborhood schools, and there will be a consistency in language and instructional structures used between Centennial and other schools planning instruction from the DPS Literacy Guides.

How will teacher mobility be accommodated into and out of this alternative core program to the DPS core program?

[See above.] Just as the use of Units of Study in Opinion, Information and Narrative, *A Common Core Workshop Curriculum* will support students moving from one DPS school to another, it will also support teachers transferring among DPS schools as well. Teachers who begin their teaching career at Centennial will learn from the beginning how to plan and implement an effective literacy block using a workshop approach aligned with best practices. This will serve them well if they move to a different neighborhood school in DPS where the DPS Literacy Guide is the main resource. Writers' workshop language will be common between schools and key features of the two Units of Study resources will be similar.

Textbook information:

Title: Units of Study in Opinion, Information and Narrative Writing; A Common Core Workshop Curriculum

Author: Lucy Calkins with colleagues from the Teachers' College Reading and Writing Project **ISBN**

Number: 978-0-325-04717-1

Subject Area: Writing

Grade(s): K-5

Copyright:

Format (click correct box)

Hardback

Paperback **X**

Textbook Non-Adopted **X**

Supplementary Text Don't Know

Vendor: Colorado Literacy Resource Specialists

Vendor Contact Name: Lisa Woodyard

Contact Phone Number: 303-885-4017

Contact Fax Number: 303-247-4949

Email: wdyrulu@earthlink.net

Vendor Street Address:

City:

State:

Zip Code:

Appendix D: Waiver Template for Use of Non-Adopted District Curriculum

School Name: Centennial ECE-5, *A School for Expeditionary Learning*

Contact Person: Laura Munro

Contact's Phone Number: 720-424-8900

What need in student proficiencies does this alternative program address that is not currently addressed in DPS core materials?

For supplemental or elective courses: Briefly explain the reason for ordering this non-adopted supplementary text.

Expeditionary Learning: Expeditionary Learning's approach to curriculum makes content and skill standards come alive for students by connecting learning to real-world issues and needs. The Expeditionary Learning model provides academically rigorous learning expeditions, case studies, projects, fieldwork, and service learning projects to children of all backgrounds and ability levels inspiring students to think and work as professionals do, contributing high-quality work to authentic audiences beyond the classroom. Centennial will develop curriculum that supports our belief that it is our moral obligation to create equal opportunity and support for all children; including children of poverty, English Language Learners, students with special needs, and Gifted and Talented learners. Centennial teachers and school leaders will ensure that students' linguistic and cultural backgrounds are represented in the curriculum supporting students' understanding and engagement while building positive identities.

Science: EL teachers reinforce the connections among science, math, engineering, and technology as they promote skills in questioning; developing and using models; planning and carrying out investigations; collecting, analyzing, and interpreting data; constructing explanations; designing solutions; engaging in argument from evidence; and synthesizing and communicating information. Students learn to be logical in making assumptions, accurate when collecting data, insightful when drawing conclusions, and unbiased when supporting statements with reliable scientific evidence.

Social Studies: In social studies, Centennial teachers will prioritize students' understanding of enduring concepts so that they can apply that understanding to the modern world. EL teachers view social studies as a way to develop students' capacity to interpret their world critically and to engage productively in it. They help students understand the big picture and timeline of history and emphasize deep understanding rather than memorization of myriad facts and details. By focusing on big ideas such as the elements that make up a culture or a civilization, teachers support students to appreciate and understand diverse cultures and understand connections among ancient and modern cultures. To help animate history, teachers choose compelling case studies that include narratives that intertwine history, government, economics, geography, and culture, and illuminate enduring themes. Students often investigate and address social issues in their local community and become passionate community members in the process. Explicit literacy instruction is a focus for all students across the content areas. Students learn to read, write, and think as historians.

As a result of the Expeditionary Learning curricular model, Centennial teachers will need to access content-rich nonfiction texts aligned with each expedition and therefore request a waiver from district curriculum. While Centennial will utilize district-approved science and social studies curriculum, Centennial will also purchase additional materials to support reading in the content areas and materials aligned with each expedition.

Appendix F: Planning Checklist

Innovation Plan Component	School Check	Reviewer Check	
Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Section I. Culture	A. Mission Statement	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	B. Targeted Student Population	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	C. Stakeholder Participation in the Planning Process	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	D. School Culture & Student Engagement	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	E. Student Discipline Policy	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	F. Student Recruitment & Enrollment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	G. Student Investment & Satisfaction	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	H. Ongoing Parent/Guardian Involvement & Satisfaction	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section II. Leadership	A. Leadership Team Personnel	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	B. Leadership Team Coaching & Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	C. School Personnel Structure	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	D. Employment Policies	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	E. Operations – Transportation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section III. Education Program	A. Curriculum	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	B. School Schedule and Calendar	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	C. Progress Monitoring and Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	D. English Language Learner Students	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	E. Special Education Students	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	F. Academic Intervention & Acceleration	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	G. Gifted and Talented Students	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	H. Supplemental Programming	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section IV. Teaching	A. Teacher Recruitment, Hiring, & Retention	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	B. Teacher Coaching	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	C. Teacher Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	D. Professional Development	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	E. Pedagogy	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section V. Governance and Finance	A. School Governance	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	B. Budget and Policy Narrative	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	C. Facility	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section VI. Waivers	A. District Policy Waivers	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	B. State Statute and Rules Waivers	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	C. Collective Bargaining Agreement Waivers	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Optional Section VII. Turnaround Supplement:	N/A	<input type="checkbox"/>	
Optional Section VIII: ESP/EMO Relationship	A. Provider Selection	N/A	<input type="checkbox"/>
	B. Provider Track Record	N/A	<input type="checkbox"/>
	C. Legal Relationships	N/A	<input type="checkbox"/>
	D. Organizational Structure	N/A	<input type="checkbox"/>
Appendices	Appx. A – Letter of Interest (copy of LOI submitted)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Appx. B – Evidence of Support from Admins, Teachers, and Staff	<input type="checkbox"/>	<input type="checkbox"/>
	Appx. C – Evidence of Support from Parents/Guardians, Community	<input type="checkbox"/>	<input type="checkbox"/>

	Groups, Teachers & Pupils		
	Appx. D – Waiver Template for Use of Non-Adopted District Curriculum	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Appx. E – School Facility Questionnaire	N/A	<input type="checkbox"/>
	Appx. F – Planning Checklist	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Note: Templates are not provided for appendices specified below. Please include these documents (when applicable) labeled with the appropriate appendix section.			
	Appx. G – Job Descriptions for all Leadership Team Positions	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Appx. H – Resumes for all Identified Leadership Team Members	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Appx. I – School Organization Chart	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Appx. J – Staff Roster	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Appx. K – Personnel Policies or Employee Manual	N/A	<input type="checkbox"/>
	Appx. L – Course Scope and Sequence for One Grade Level	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Appx. M – School Calendar & School Day Schedule	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Appx. N – Draft Teacher Evaluation Tools	N/A	<input type="checkbox"/>
	Appx. O – Financial Audit of ESP/EMO (if applicable)	N/A	<input type="checkbox"/>
	Appx. P – License Authorizing Business in Colorado (if applicable)	N/A	<input type="checkbox"/>
	Appx. Q – Draft of Management Agreement (if applicable)	N/A	<input type="checkbox"/>
	Appx. R – Centennial U	<input checked="" type="checkbox"/>	
	Appx. S – Whirl, Pop, Whoosh: The Sounds of Simple Machines Expedition	<input checked="" type="checkbox"/>	
	Appx. T – Standards-Targets-Assessments (STA) Plan: Whirl, Pop, Whoosh The Sounds of Simple Machines	<input checked="" type="checkbox"/>	
	Appx. U – Recommended Texts for Whirl, Pop, Whoosh The Sounds of Simple Machines Expedition	<input checked="" type="checkbox"/>	
	Appx. V – Scaffolding Plan: Whirl, Pop, Whoosh The Sounds of Simple Machines Expedition	<input checked="" type="checkbox"/>	
	Appendix W: SAMPLE Year-long Professional Development Calendar	<input checked="" type="checkbox"/>	
Electronic copy of entire innovation plan		<input checked="" type="checkbox"/>	<input type="checkbox"/>
Electronic copy of completed budget templates		<input checked="" type="checkbox"/>	<input type="checkbox"/>

Job Description: Principal

POSITION OBJECTIVE – Describe general objectives. Include the purpose of the position, expected outcomes and results, and overview of areas of accountability.

To provide overall direction and leadership of a DPS Elementary School.

ESSENTIAL FUNCTIONS – Describe each of the basic functions and responsibilities of the job.

- Lead a staff of administrative, certificated and classified personnel assigned to the school.
- Determine, through established measures and protocols, whether the individual educational needs of pupils are being met. Develop plans that improve the quality and adequacy of instruction, and foster student achievement, growth and development.
- Work with and support parents, various individuals, agencies and organizations in the community, the School Improvement and Accountability Council, and the Collaborative Decision Making Committee (CDM) to develop a *School Improvement Plan (SIP)* that includes high and achievable goals and objectives.
- Establish guides for proper student conduct. Encourage the development of student spirit through rewards, privileges, recognition, discipline and other methods. Participate in varied or designated pupil activities, such as Student Council, educational excursions, bilingual efforts, affirmative student placement, and special interest events.
- Review recommended purchases of textbooks, library materials, reference books, computer hardware and software, multi-media, and other materials, supplies and equipment with supervisory staff, teacher representatives, and in compliance with budgetary restraints.
- Research and demonstrate an understanding of, and communicate the education-based aims and needs of the community to school staff and central administration.
- Develop a public relations program to enhance the community’s understanding and support of individual school-based and district-wide educational programs.
- Supervise certificated and classified staff and ensures for: professional growth and development, attainment of district and building instructional goals, implementation of curriculum, and effective use of all staff-based and facility-based resources. Monitors all staff and recommends promotions, transfers, dismissals, and position reclassifications, when appropriate.
- Evaluate, as required, the performance of certificated and classified staffs regularly assigned, and offers guidance and assistance as needed.
- Orient personnel on the school mission, philosophy, texts and curriculum, guides, personnel policies, and school facilities for all new faculty members and classified staff, as appropriate.
- Plan, prepare and administer the school budget, including the translation of educational needs, goals and objectives into budgetary terms.
- Implement, and disseminate to certificated and classified staff, administrative school policy and State school laws. Formulate and receives suggestions for local middle school policy. Administer and enforce all approved policies accordingly.
- Establish and administer the master scheduling of all school functions and facilities, including: registration of students; scheduling only approved classes; determining and limiting class size as based on pupil-teacher ratios; utilizing special professional personnel such as nurses, social workers, and psychologists; establish extracurricular activities programs; assigning teachers to courses on the basis of qualifications; establishing and enforcing student discipline, safety regulations, and drill procedures; supervision of halls, grounds, lunchrooms, etc.; and oversee the use of facilities during school hours. Consult with faculty and non-certificated personnel, as necessary.
- Manage building operations, including: staff assignment of paraprofessionals, custodians, and other designated personnel; maintains inventory of materials, equipment and supplies; inspects buildings and grounds for safety and hazards; and recommends alterations to and general improvement of facilities.

- Attend and participate in various meetings, and takes a leadership role on designated district committees, as required or requested.
- Ensure for the proper maintenance, accuracy, completeness, confidentiality and security of all data/records, including: personnel evaluations; monthly payroll; weekly census report and semi-annual report on attendance and enrollment; approval of requisitions for supplies and repairs; State reports on pupils and teachers; accident and athletic injury reports; reference and transcript requests; expulsions, suspensions, and court cases; statistical, evaluation, and test reports; drop-out studies; and instruction and organization surveys and reports.
- Initiate or respond to internal and external inquiries or requests for information, as directed.
- Perform other related duties, including special projects, as required or requested.

EDUCATION & EXPERIENCE – Describe the minimum education and experience required for the job. Any equivalent combination of education and work experience that satisfies the requirements of the job may be considered.

- Master's degree with appropriate specialization such as elementary school/secondary education, administration, curriculum, instruction, and guidance is preferred.
- Five (5) to seven (7) years of actual experience as an educator.
- Demonstrated effective and diplomatic oral and written communication skills.
- Experience and proficiency with Microsoft Office products (e.g., Excel, Word, and PowerPoint).
- Bilingual skills in Spanish preferred.

LICENSURE & CERTIFICATION – Include licensure and certification requirements, if applicable.

- A current, valid State of Colorado Type D Certificate Endorsed Principal, or a Colorado Principal License, or authorization.
- Valid Colorado Driver's License, appropriate insurance coverage and acceptable driving record for the past three years.

KNOWLEDGE & OTHER QUALIFICATIONS – Describe specific knowledge and qualifications required for the job.

- Demonstrated knowledge of DPS Human Resource and other departmental policies.
- Ability to recognize and resolve conflicts or potentially controversial situations through diplomacy.

Job Description: Assistant Principal

POSITION OBJECTIVE – Describe general objectives. Include the purpose of the position, expected outcomes and results, and overview of areas of accountability.

To provide senior-level managerial and administrative support to an elementary school principal.

ESSENTIAL FUNCTIONS – Describe each of the basic functions and responsibilities of the job.

- Lead a staff of administrative, certificated and classified personnel assigned to the school, as directed.
- Determine, through established measures and protocols, whether the individual educational needs of pupils are being met. Develop plans that improve the quality and adequacy of instruction, and foster student achievement, growth and development.
- Keep the Principal informed of, or recommend activities, events, and curriculum to ensure an effective instructional organization and continuous improvement of educational efforts.
- Work with and support parents, various individuals, agencies and organizations in the community, the School Improvement and Accountability Council, and the Collaborative Decision Making Committee (CDM) to develop a *School Improvement Plan (SIP)* that includes high and achievable goals and objectives, as directed.
- Monitor, recommend and, upon approval, implement guides for proper student conduct. Encourage the development of student spirit through rewards, privileges, recognition, discipline and other methods. Participate in varied or designated pupil activities, such as Student Council, educational excursions, bilingual efforts, affirmative student placement, and special interest events.
- Recommend purchases of textbooks, library materials, reference books, computer hardware and software, multi-media, and other materials, supplies and equipment with supervisory staff, teacher representatives, and in compliance with budgetary restraints.
- Research and demonstrate an understanding of, and communicate the education-based aims and needs of the community to school staff and central administration.
- Develop a public relations program to enhance the community's understanding and support of individual school-based and district-wide educational programs.
- Supervise certificated and classified staff and ensures for: professional growth and development, attainment of district and building instructional goals, implementation of curriculum, and effective use of all staff-based and facility-based resources. Monitors all staff and recommends promotions, transfers, dismissals, and position reclassifications, when appropriate.
- Evaluate, as required, the performance of certificated and classified staffs regularly assigned, and offers guidance and assistance as needed.
- Orient personnel on the school mission, philosophy, texts and curriculum, guides, personnel policies, and school facilities for all new faculty members and classified staff, as appropriate.
- Plan, prepare and administer the school budget, including the translation of educational needs, goals and objectives into budgetary terms.
- Implement, and disseminate to certificated and classified staff, administrative school policy and State school laws. Formulate and receives suggestions for local middle school policy. Administer and enforce all approved policies accordingly.
- Establish and administer the master scheduling of all school functions and facilities, including: registration of students; scheduling only approved classes; determining and limiting class size as based on pupil-teacher ratios; utilizing special professional personnel such as nurses, social workers, and psychologists; establish extracurricular activities programs; assigning teachers to courses on the basis of qualifications; establishing and enforcing student discipline, safety regulations, and drill procedures; supervision of halls, grounds, lunchrooms, etc.; and oversee the use of facilities during school hours. Consult with faculty and non-certificated personnel, as necessary.
- Manage building operations, including: staff assignment of paraprofessionals, custodians, and other

designated personnel; maintains inventory of materials, equipment and supplies; inspects buildings and grounds for safety and hazards; and recommends alterations to and general improvement of facilities.

- Attend and participate in various meetings, and takes a leadership role on designated district committees, as required or requested.
- Ensure for the proper maintenance, accuracy, completeness, confidentiality and security of all data/records, including: personnel evaluations; monthly payroll; weekly census report and semi-annual report on attendance and enrollment; approval of requisitions for supplies and repairs; State reports on pupils and teachers; accident and athletic injury reports; reference and transcript requests; expulsions, suspensions, and court cases; statistical, evaluation, and test reports; drop-out studies; and instruction and organization surveys and reports.
- Initiate or respond to internal and external inquiries or requests for information, as directed.
- Perform other related duties, including special projects, as required or requested.

EDUCATION & EXPERIENCE – Describe the minimum education and experience required for the job. Any equivalent combination of education and work experience that satisfies the requirements of the job may be considered.

- Master's degree with appropriate specialization such as elementary school/secondary education, administration, curriculum, instruction, and guidance is preferred.
- Three (3) to five (5) years of actual experience as an educator.
- Demonstrated effective and diplomatic oral and written communication skills.
- Experience and proficiency with Microsoft Office products (e.g., Excel, Word, and PowerPoint).
- Bilingual skills in Spanish preferred.

LICENSURE & CERTIFICATION – Include licensure and certification requirements, if applicable.

- A current, valid State of Colorado Type D Certificate Endorsed Principal, or a Colorado Principal License, or authorization.
- Valid Colorado Driver's License, appropriate insurance coverage and acceptable driving record for the past three years.

KNOWLEDGE & OTHER QUALIFICATIONS – Describe specific knowledge and qualifications required for the job.

- Demonstrated knowledge of DPS Human Resource and other departmental policies.
- Ability to recognize and resolve conflicts or potentially controversial situations through diplomacy.

Job Description: Teacher Effectiveness Coach

Duties/Responsibilities:

The mission of TECs is to increase all student achievement by developing sustainable professional development structures and teacher leadership capacity.

TECs will support a subset of school leadership teams (2 to 3) in implementing professional learning aligned to the Framework for Effective Teaching as they help the school meet delineated milestones of progress. This will require collaboration with the principals and teachers on the implementation of the Unified Improvement Plan (UIP).

The priority of TEC coaching is on teams, with individual coaching support focused on team and school goals. All of the coaching will be aligned to the Framework for Effective Teaching. Following a gradual release model, TECs will engage in classroom coaching to a subset of teachers as determined by student and teacher performance data, modeling practices identified in the definition of effective teaching, facilitating lesson planning and student data analysis discussions for individuals and grade level/course teams, supporting adult learning structures, planning and communicating with building administration and designing methods to monitor for instructional progress. Coaches will assist in collection of data on the impact of TEC activities on student achievement. TECs may work across schools and grade level/course-alike teams with the explicit commitment to building capacity at the school.

As a piece of TECs initial work in their targeted schools, they will carry a caseload of new teachers during first quarter of the school year to support sound, effective and culturally responsive rituals and routines in classrooms. TECs will then ensure school-based support structures for new teachers are in place as they decrease their intensity of new teacher support.

Finally, TECs will participate in district professional development/support session 3 hrs/wk. When schools are not in session, TECs will be participating in professional development, planning, and meeting with principals.

Requirements and Preferred Qualifications:

Successful teaching experience in diverse classrooms (5 years minimum)

Evidence of taking leadership positions over the past 3 years

Formal training in coaching preferred. Cognitive Coaching training is required in order to become a TEC. Summer training (June 17-20) will be available.

Bi-Lingual preferred.

ELA-E qualified or a willingness to gain endorsement or qualification within two years.

M.A. preferred.

Demonstrated success in improving student achievement

Linguistically Diverse Endorsement or a combination of coursework and successful experiences in academic language development

Successful instructional coaching experience

Successful instructional leadership experience—including leading instructional teams and facilitating professional development structures (learning labs, lesson studies, etc)

Demonstrated success as a professional developer

Ability to structure own time and management of multiple priorities

Evidence of continued professional development

Substantial experience with the use of assessment data for instructional improvement

Advanced knowledge of standards-based curriculum and instruction; knowledge of effective instructional strategies and research based “best practices,” especially in math and literacy

Advanced knowledge in instructional methodologies, especially in culturally and linguistically diverse settings

Demonstrated success in working as a team

Ability to understand and interpret assessment data

Has the disposition of a life-long learner and actively seeks out new learning opportunities including engaging in professional reading

Reflective practitioner

Excellent interpersonal skills

Must enjoy working with people and have the ability to work with a diverse student and adult population

Job Description: Intervention Teacher

POSITION OBJECTIVE
Provide direct instruction to small groups of students at the strategic level of intervention in order to supplement core instruction.
ESSENTIAL FUNCTIONS – Describe each of the basic functions and responsibilities of the job.
<ul style="list-style-type: none">• Provide explicit and systematic instruction to improve students' specific skills, strategies, and concept development.• Assist in screening, diagnostic, and progress monitoring assessments.• Assist in analyzing student data to determine student profile of needs, and for making instructional placement and instructional focus decisions.• Collaborate and consult with classroom teachers, special education staff, and other specialists in a problem-solving approach to implement the most effective instructional plan for students.• Work with students of diverse backgrounds and who struggle with academic and motivation issues.• Develop schedules and flexible groupings of homogeneous skills based on updated student performance data.• Monitor, supervise, coordinate and enforce rule of conduct and behavior assigned students; and reinforces positive student behaviors in accordance with school and District policy.• Observe, evaluate, report and record students' performance, behavior, social development, and physical health.• Prepare lesson plans and materials according to curriculum guidelines.• Adapt teaching methods and instructional materials to meet students' varying needs and interests.• Instruct students individually and in groups, using various teaching methods (e.g., lectures, technology, discussions).• Establish and communicate clear objectives for lessons, units, and projects to students.• Prepare, administer, assign and grade tests and assignments to evaluate student progress, reporting grades using District software.• Prepare student, attendance and activity reports as required by administrators.• Perform other duties as assigned.
EDUCATION & EXPERIENCE – Describe the minimum education and experience required for the job. Any equivalent combination of education and work experience that satisfies the requirements of the job may be considered.
<ul style="list-style-type: none">• Bachelor's Degree in Education or related field.• Master's degree in related area.• Three or more years experience working in public school setting.• Experience and record of success in increasing student achievement.• Experience or training in evidence-based interventions.
LICENSURE & CERTIFICATION – Include licensure and certification requirements, if applicable.
<ul style="list-style-type: none">• Current Colorado Department of Education Teachers License, or qualify for Alternative License and have the qualifications needed for the position.
KNOWLEDGE & OTHER QUALIFICATIONS – Describe specific knowledge and qualifications required for the job.
<ul style="list-style-type: none">• Ability to work effectively as member of multi-disciplinary team.• Ability to communicate clearly in both written and oral formats.• Ability to demonstrate critical thinking and problem solving skills.• Ability to travel within District.• Ability to manage classroom and student behavior.

- Willing to acquire skills in new content and instructional methodology based on current research.
- Knowledge of the significance of continuous progress monitoring of the effectiveness of interventions and how to use the data for making instructional decisions and making instructional changes based on student performance data.
- Knowledge of and importance of fidelity in the implementation of interventions.
- Proficiency with MS Office and other computer software programs.
- Demonstrates respect for children, teenagers, and adults.

Role Description: Collaborative Team Lead

ROLE SUMMARY

The Collaborative Team Lead will be responsible for leading a group of peers in a consistent and effective collaborative process over a given period of time. The primary focus of collaborative time will be engaging in a data inquiry process. This process is likely to include analysis, planning, implementation, and evaluation of student progress and instructional decision-making.

The school leader and his/her School Leadership Team will determine the number and focus of Collaborative Team Leads based on school size, need, and financial resources.

Collaborative Team Leads will fulfill these additional responsibilities during the school year; however, upon the school leader's request, they may also be expected to complete a number of hours during the summer months in order to analyze student performance results, to plan and prepare for work during the year, and/or to collaborate with the SLT to create appropriate school systems and structures.

RESPONSIBILITIES (collaborate with the school leader(s) to select appropriate responsibilities):

- Utilize group processes to help colleagues work collaboratively to solve problems, make decisions, manage conflict, and promote meaningful change;
- Model effective skills in listening, presenting ideas, leading discussions, clarifying, mediating, and identifying the needs of self and others in order to advance shared goals and professional learning;
- Creates a climate of trust and critical reflection in order to engage colleagues in challenging conversations about student learning data that lead to solutions to identified issues;
- Employs facilitation skills to create trust among colleagues, develop collective wisdom, build ownership and action that supports student learning;
- Strives to create an inclusive culture where diverse perspectives are welcomed in addressing challenges;
- Uses knowledge and understanding of different backgrounds, ethnicities, cultures, and languages to promote effective interactions among colleagues;
- Facilitates the analysis of student learning data, collaborative interpretation of results, and application of findings to improve teaching and learning;
- Teaches and supports colleagues to collect, analyze, and communicate data from their classrooms to improve teaching and learning;
- Serves as a team leader to harness the skills, expertise, and knowledge of colleagues to address curricular expectations and student learning needs;
- Promotes instructional strategies that address issues of diversity and equity in the classroom and ensures that individual student learning needs remain the central focus of instruction.

FLEXIBILITIES NEEDED

- Depending on the number of responsibilities, it may be necessary to adjust the schedule in a way that provides an additional planning period for personnel in this role.

POSSIBLE TASKS:

- Utilize standards "toolkit" resources to guide collaborative time
- Create and utilize agendas during collaborative time
- Utilize a protocol to guide backward planning
- Utilize a protocol to analyze student work
- Facilitate a data inquiry process (examples)
- Establish a common purpose (goal) aligned to the UIP
- Monitor team progress toward common purpose (goal)
- Establish and maintain team accountability structures (public communication of goal progress, transparency of work, etc.)
- Guide team in researching/identifying instructional practices based on identified student needs
- Guide team in utilizing the Framework for Effective Teaching to analyze/evaluate effective practice, plan next steps, and set instructional goals
- Diagnose team performance level and enact a plan for increasing performance (building trust, handling conflict, establishing common purpose, increasing peer accountability, and focusing on results)
- Celebrate team success and effort
- Deepen understanding of "Scope and Sequence" and support team throughout a backward planning process
- Host a "Learning Lab" or "Lesson Study"

OUTPUTS (Process measures/"what got done?")

(Specific outputs will vary depending on the responsibilities selected)

- Protocols are utilized during collaborative time
- Strategies are utilized to increase team performance regarding trust, conflict, common purpose, accountability, and a focus on results
- Student work is analyzed, specific needs are identified, and appropriate next steps are implemented
- Conversation during meetings is asset oriented
- A detailed plan is in place to effectively impact learning of underserved students
- Student learning and individual teacher learning is effectively progress monitored and documented
- Backward design informs collaborative planning
- Team and individual instructional decisions support specific teacher and student behaviors from the Learning Environment and Instructional Domains of the Framework for Effective Teaching

OUTCOMES (The impact of the outputs)

(Specific outcomes will vary depending on the responsibilities selected)

- Demonstrated effectiveness across P.1, P.2, P.3, and P.4 of the Professional Domain during team meetings
- Team performance increases as measured by pre/post surveys (available in TLA resources)
- Team goal(s) is/are met as measured by a body of evidence

PROFESSIONAL LEARNING SUPPORT

The Teacher Leadership Academy will provide professional development specific to the Collaborative Team Lead role where TLs will meet in small cohorts with other TLs in similar contexts. A full description of TLA, including syllabi, can be found (INSERT INFO). Each small cohort will initially be grouped within these larger categories:

- Elementary and ECE 8 schools – Collaborative Team Leads will be aligned by grade level band
 - ECE – 2,
 - Grades 3 – 5,
 - Grades 6-8 (for ECE-8 schools)
- Middle Schools – Collaborative Team Leads may align by grade level (6-8) or content area
- High Schools - Collaborative Team Leads will be aligned by content area
 - Math
 - Language Arts
 - Arts (Visual Arts and Music teachers in elementary and ECE-8s would meet in this group)
- Short Cycle Assessment Pilot Schools (ADD INFO)
- Standards for Mathematical Practice Pilot – Secondary only (ADD INFO)

MINIMUM QUALIFICATIONS

- Must meet a minimum threshold of effectiveness as measured through a body of evidence with particular focus on comprehensive LEAP data. The threshold will be determined by school leadership.

SELECTION CRITERIA

- Willingness to work well with others and share responsibilities for improving student outcomes
- Deep understanding of student data analysis, backward planning, effective instructional practices, and assessment
- Knowledgeable about the school's UIP and any specific goals
- Knowledgeable about DPS systems, processes and policies, including the LEAP evaluation system
- Makes strategic decisions based on formative and summative data
- Takes initiative to solve problems and manage conflicts
- Demonstrated ability to create a positive work environment
- Excellent interpersonal skills
- Well respected among peers
- Able to establish trust with peers

REQUIRED SKILLS (TO LOOK FOR, TRAIN FOR, OR DEVELOP ON THE JOB)

- Demonstrated ability to lead other adults
- Demonstrated ability to connect team goal(s) to the school's UIP and effectively progress monitor
- Demonstrated ability to enable collaboration across a team of teachers
- Demonstrated ability to diagnose and take steps to effectively increase team performance

LAURA BETH LEPLER MUNRO [Principal]

EDUCATION AND LICENSURE

University of Northern Colorado 2001
Administrator's License

University of Colorado at Denver 1997
M.A. Curriculum and Instruction
 Endorsement: Linguistically Diverse

Colby College, Waterville, ME 1993
B.A.

WORK EXPERIENCE

Denver Public Schools, Denver, CO 2011-Present
Principal, Centennial ECE-8

- Provide instructional leadership to a ECE-8 school focused on increased student achievement.
- Gather and analyze school level data to evaluate the overall effectiveness of the school and instructional programming.
- Collaboratively plan and facilitate monthly professional development for teachers.
- Collaboratively plan and facilitate weekly data team meetings for all grade levels.
- Write, implement and monitor the school's Unified Improvement Plan
- Maintain school's general fund and grant budgets, create annual staffing plan.
- *Jefferson County Schools, Golden, CO*

Executive Director, Diverse Learners 2009-2011

- Provide instructional leadership focused on increased student achievement for all programs within the Diverse Learners Department- Special Education, Gifted and Talented, ESL/Dual Language, Title I, Indian Education, Migrant, Homeless, Adult ESL.
- Gather and analyze district level student achievement data to evaluate the overall effectiveness of all instructional programs within the Department of Diverse Learners.
- Develop ESL Systemic Plan and implement new ESL K-6 staffing plan to support elementary schools in the recruitment and retention of highly qualified, endorsed K-6 ESL teachers.
- Collaboratively plan and facilitate monthly leadership institutes and Articulation Area meetings for K-12 principals to support the development of instructional leaders.
- Collaboratively plan and facilitate monthly professional development for ESL district administrators and resource teachers to develop understanding of best practice in ESL programming and instruction.
- Participate in regular Title I school site visits to support leaders in writing and implementing the Unified Improvement Plan/School Improvement Plan.
- Develop and implement the *Jeffco's Summer Book Project* to ensure 10,000 Title I students K-12 are provided book bags with 8 summer reading texts.
- Support in the development and implementation of the Achieve + Initiative to ensure systemic district support for increasing student achievement at schools identified as Improvement, Priority Improvement and Turnaround.
- Maintain department general fund and grant budgets, create annual staffing plan, oversee the writing of the NCLB Consolidated Grant Application (Title I, II, III, IV, V).
- Develop and maintain Title I and IDEA American Recovery and Reinvestment Act (ARRA) budgets.

Executive Director, Grants and Federal Programs 2007-2009

- Provide instructional leadership focused on increased student achievement for all programs within the Grants and Federal Programs department- ESL/Bilingual, Title I, Indian Education, Migrant, Homeless, Family Literacy, Adult ESL and Educational Equity.
- Gather and analyze district level student achievement data to evaluate the overall effectiveness of these instructional programs.
- Develop and implement new ESL staffing plan to support targeted elementary schools in the recruitment and retention of highly qualified, endorsed K-6 ESL teachers.
- Collaboratively facilitated the implementation of Educational Equity restructuring plan to infuse and strengthen equity across the district through identifying 5 key functions: recruitment and retention, compliance, professional development, curriculum and instruction, and family/community engagement.
- Collaboratively plan and facilitate monthly leadership meetings with identified principals and instructional coaches.

- Collaboratively plan and facilitate monthly professional development for ESL district administrators and resource teachers.
- Participate in regular Title I school site visits to support leaders in writing and implementing their Title I School Improvement Plans.
- Maintain department general fund and grant budgets, create annual staffing plan, oversee the writing of the NCLB Consolidated Grant Application (Title I, II, III, IV, V).

National Institute for School Leadership

Leadership in English Language Learning Institute Facilitator

2007- present

- Collaboratively plan and facilitate multi-day institutes in various school districts across the country using the NISL curriculum.
- Support principals and district leaders to deepen instructional understandings so they can improve instruction for English language learners.
- Provide instruction that focuses on increasing the quality of teaching in the classroom so diverse learners achieve at higher levels.
- Support school and district leaders to develop action plans for professional development that ensure overall English language learning excellence in individual school districts.

Aurora Public Schools, Aurora, CO

Director, Student Achievement, Diverse Learners

2005-2007

- Provided instructional leadership focused on increased student achievement for the English Language Acquisition, Exceptional Student Services, Gifted and Talented and Early Childhood Education departments.
- Gathered and analyzed district level student achievement data to evaluate the overall effectiveness of these instructional programs to write a department improvement plan, and to assist principals in writing School Improvement Plans.
- Developed and implemented the Exceptional Student Services restructuring plan with the outcome of creating an inclusive instructional model facilitated by co-planning and co-teaching.
- Supervised and supported district level administrators and support staff for the aforementioned departments as well as collaboratively evaluate building level staff.
- Collaboratively planned and facilitated monthly K-12 principal professional development.
- Collaborated on the development and implementation of the District Development Plan with the Directors of Student Achievement and the CAO.
- Participated in quarterly school site visits with the Superintendent, CAO and Directors of Student Achievement to evaluate the schools' progress toward SIP goals and to determine necessary actions and supports to increase student achievement.
- Maintained department budgets, create annual FTE plans, oversaw the writing of district and state reports.

Aurora Public Schools, Aurora, CO

Director, English Language Acquisition

2004-2005

- Provided instructional leadership focused on increased student achievement to the members of the English Language Acquisition Department.
- Supervised and supported the work of 6 ELA consultants, and ELA staff members in the district's K-12 schools.
- Evaluated the district's ELA programming for overall effectiveness, and compliance with state/federal guidelines.
- Gathered and analyzed student achievement data for English language learners in order to assist schools in writing School Improvement Plan goals and implementing effective instructional models.
- Supported ELA consultants to plan and facilitate site and district-wide professional development.
- Participated in quarterly school site visits with the Superintendent, CAO, and Student Achievement Directors to evaluate schools' progress toward SIP goals and to determine necessary actions and supports to ensure student achievement.
- Worked collaboratively with building leaders in multiple settings to develop/deepen understandings of effective instruction for English language learners.
- Maintained all department and grant budgets.

Aurora Public Schools, Aurora, CO

English Language Acquisition Coordinator

2001-2004

- Collaborated with directors, instructional coordinators, administrators, district coaches, teacher leaders, and teachers to plan and facilitate professional development in the area of language acquisition, effective instruction, and school programming.

- Analyzed ELA assessment data in order to recommend appropriate instructional models/strategies district-wide increase to student achievement.
- Collaborated with building leadership to develop school improvement plans and quarterly goals based on an evaluation of data.
- Provided leadership for the development, implementation, monitoring and communication of the ELA department's improvement plan goals.
- Collaborated with Diversity Education Coordinator to assist building leadership in developing stronger and more effective parent/community involvement programs.
- Collaborated with Director of Assessment to recommend performance evaluation procedures for the ELA program in response to district, state and federal program needs.
- Supervised ELA certified and classified staff at all levels in collaboration with building administrators.
- Collaborated with various institutions of higher education to provide onsite continuing education opportunities.
- Ensured the ELA department budgets are aligned with the Aurora Achievement Initiative.
- Assigned ELA FTE to sites based on their individual needs.

Montview Elementary School, Aurora, CO

English Language Acquisition .5 Teacher Leader

2000- 2001

- Participated in weekly leadership meetings with the administration and teacher leaders
- Consulted with ELA literacy and content teachers to build understandings of language acquisition, ELA teaching strategies, assessment and thematic planning using the Concept Development Strategy
- Facilitated the analysis of ELA students' achievement data at grade level quarterly conferences
- Prepared and analyzed school wide ELA Idea Proficiency Test data and ELA CSAP data
- Facilitated staff dialogues on English language acquisition, literacy and thematic units
- Shadowed Dr. Nancy Commins as she observed and dialogued with classroom teachers
- Participated in the identification and assessment of ELA students for Special Education placement
- Collaborated with ELA consultant and Montview's Affective Education teacher to plan community involvement activities

5th Grade .5 ELA Literacy Teacher

- Planned oral language/literacy instruction for 25 English language learners based on ongoing assessment and evaluation using the Oral Language Developmental Profile, reading process and writing process
- Created Scaffolded Oral Language lessons focused on language structures and individual student's strengths and needs
- Planned collaboratively with colleagues to create content based thematic units
- Provided content comprehension lessons in Spanish aligned with content themes

Montview Elementary School, Aurora, CO

English Language Acquisition Teacher Leader

1999-2000

- Member of the school's leadership team
- Participated in weekly leadership meetings with the administration and other teacher leaders
- Consulted with classroom teachers and paraprofessionals to build understandings of English language acquisition and teacher strategies
- Duties ranged from assessment and evaluation to modeling of instruction and giving feedback to teachers on their instruction based on the individual needs of their learners
- Prepared and analyzed school wide ELA Idea Proficiency Test data and CSAP data
- Prepared and analyzed ELA enrollment data and achievement data to be used for school restructuring
- Collaboratively facilitated weekly kindergarten team meetings with a literacy and math teacher leader
- Facilitated staff dialogues on English language acquisition theory
- Participated in the identification and assessment of ELA special education candidates

Montview Elementary School, Aurora, CO

First Grade Teacher

1998-1999

- Planned instruction for 25 students based on continuing assessment and evaluation
- Created reading and writing lessons and groups based on the reading and writing processes
- Provided individualized in-class ESL instruction for ELA students
- Structured and managed classroom environment based on Brian Cambourne's Conditions of Learning
- Received ongoing feedback on classroom instruction through weekly observations and instructional dialogues with a teacher leader

Mapleton Preschool, Thornton, CO

Bilingual Early Childhood Education Teacher

1996-1998

- Created early childhood curriculum combining High Scope, INREAL Language Model and Storybook Journey
- Collaboratively created developmentally appropriate plans with the transdisciplinary, early childhood team
- Collaboratively wrote IEP goals for special needs students
- Provided monolingual instruction for class of 15 Spanish speaking students
- Created and implemented the preschool's multicultural curriculum
- Provided professional development on counteracting the negative effects of stress and violence in young children using the UCD ECE-CARES project model

Clayton Elementary School, Thornton, CO

Bilingual Second Grade Teacher

1995-1996

- Planned instruction for 23 students based on their individual needs
- Created thematic based, bilingual lessons in all content areas
- Provided sheltered language lessons in both English and Spanish
- Utilized lesson plans that allowed for readers'/writers' workshop and collaborative group work

RELATED EXPERIENCE

Learning Media

2008

- Developed ESL lessons and instruction tips for small group reading texts ranging from emergent to fluent levels

National Institute for School Leadership (NISL)

2006-2007

- Completed Executive Development Program for school administrators.
- Certified as NISL English Language Learner Institute facilitator

Responsive Instruction for Success in English (RISE)

2005-2006

- Completed RISE facilitator training.

English Language Acquisition Summer Institute, Aurora Public Schools, Aurora CO

Institute Organizer and Facilitator

Summer 2001-2007

- Planned and facilitated the annual ELA Summer Institute.
- Provided daily professional development for 30 participating teachers focusing on Sheltered Instruction Observation Protocol (SIOP), Concept Development Strategy, and integrated literacy instruction during the two week summer school program.
- Recruited the summer school location, the demonstration teachers and the students to participate.

Literacy in the Classroom, Katonah, NY

Institute Facilitator

Summer 2000

- Planned and facilitated daily dialogue groups at Literacy Learning in the Classroom Institute.

NATIONAL CONFERENCE PRESENTATIONS

National Association of Bilingual Education Conference, New Orleans, LA, February 2003

The Learning Network Conference, Portland, OR, July 2001

- Presented, "Restructuring A Learning Network School- Year 2"

The 2000 Annual ASCD Conference, Boston, MA, March 2001

- Presented, "Restructuring Montview for Linguistic Diversity"

The Learning Network Conference, Kalamazoo, WI, July 2000

- Presented, "Restructuring a Self Winding Learning Network School"

2000 CABE Annual Conference, Breckenridge, CO, October, 2000

- Presented, "Restructuring Montview for Linguistic Diversity-Content Comprehension"

1999 CCTM Conference, Denver, CO, October, 1999

- Presented, "Strategies for Teaching Math to Second Language Learners"

PROFESSIONAL AFFILIATIONS AND PERSONAL SKILLS

Foreign Languages: Proficient in written and spoken Spanish

PROFESSIONAL REFERENCES

Deborah Backus, Chief Academic Officer, Jeffco Schools

William Stuart, Chief Academic Officer, Aurora Public Schools
Eric Everding, Executive Director, School and Student Success, Jeffco Schools

Sharon Starks-Jones

9053 E. Oxford Drive ~ Denver, CO 80237 ~ sstarksjones@comcast.net

Home: 303-721-0974 ~ Cell: 720-203-2884

Personal Summary

Dedicated, reform-minded leader focused on teacher effectiveness, standards based, data driven instruction and student learning. Committed and resourceful professional with the ability to create and monitor policies and practices that promote a safe learning environment; ensure a school culture that encourages continuous improvements for teachers and students that closes the achievement gap, develops an equitable and collaborative environment that encourages open communication and meets the diverse needs of colleagues, students, and the community.

EDUCATION

Graduate Certificate (May, 2011)

University of Denver
Educational Administration and Policy

Master of Arts (December, 2006)

University of Colorado at Denver
Information and Learning Technology

Bachelor of Arts (December, 1999)

Metropolitan State College
Behavioral Science

Administrative Experience

Centennial K-8 School – Assistant Principal

August, 2011 – present

Provide daily leadership for students and staff members. Develop and organize activities to address students' and teachers' needs. Consistently align the school Unified Improvement Plan for academic stability and uniformity of teacher instruction and student learning processes.

- Coordinates all assessment responsibilities including staff training, inventory, scheduling and data input and distribution.
- Conducts and facilitates Professional Learning Communities that involve the discussion of instructional practices that focus on data analysis, student achievement, and teacher effectiveness .
- Participates in district administrative meetings for continued professional development and implementation of district initiatives
- Conducts LEAP observation and reflective feedback conversations that are centered on teacher improvement and student success. Evaluates observation data to make informed decisions around teacher effectiveness. Conducts special evaluations in accordance with DPS and DCTA processes.

Starks-Jones

Part Two

- Supervises support staff and paraprofessionals including scheduling and performance appraisals.
- Designs and implements student discipline policies that have reduced behavior related incidents and suspensions.
- Oversees implementation of school-wide incentive program (PBIS) focusing on positive student behavior.
- Regularly convenes support and collaboration of School Leadership Team, Teacher Leaders and Collaborative School Committee

Rachel B. Noel Middle School – Ritchie Intern

August, 2010 – June, 2011

- Recruited interviewed and supervised reading intervention personnel in providing targeted instruction for diverse learners. Developed schedule for enrolled students
- Assisted in monitoring the accurate and timely completion of data collection and reporting requirements for CDE and CDDRE
- Observed and informally evaluated teacher performance as it relates to student learning and provided coaching, feedback and other assistance as needed
- Used Schoolnet to access student data and instructional resources and to analyze assessment and benchmark data to identify and make informed decisions with regard to instructional curriculum and intervention needs
- Worked in developing alignment of UIP and implementation of Turnaround School Grant
- Extensive work with administration and district staff with regard to the turnaround process in the FNE
- Provided supervision while maintaining visibility around the school campus and classrooms
- Demonstrated interpersonal skills and the skill to work with diverse groups of students, staff and parents
- Assisted in counseling and interventions of student discipline, behavior, and attendance concerns

Teaching Experience

Columbine Elementary School – Third/Fourth Grade Teacher

August, 2000 – May, 2010

- Instructed students in accordance with the Denver Public Schools third and fourth grade curriculum and state standards
- Adeptly and accurately used variety of assessments and interventions including DRA2, Edusoft, Six Minute Solutions, MAZE, Success For All curriculum
- Consistently met and exceeded performance standards by demonstrating effective teaching towards student outcomes
- Actively involved in after school tutoring and other programs focused on increasing the reading and writing proficiency of high needs students
- Demonstrated school leadership as a member of CSC, Technology Committee and School Leadership Team to develop master schedule, and determine instructional and professional learning needs based on student achievement data
- Actively involved in the RTI Student Intervention Team, consisting of a team of teachers, and special education specialists to discuss students at risk: devising action plans, referrals for special education, testing, or other supports.

ADDITIONAL PROFESSIONAL EXPERIENCE AND ACCOMPLISHMENTS

- **DPS – Management October, 2012 – December, 2012**
Participated in workshops focusing on developing management and leadership techniques that are aligned with DPS values.
- **CASE Leadership Development Diversity Initiative**, November, 2009 – April, 2010
Participated in leadership workshop and mentoring program to develop leadership capacity
- **Porter/Billups Leadership Academy**, Regis University, Denver, CO June, 2005 - present
Instructed high achieving students in summer enrichment and academic excellence program
- **Whiz Kids Teacher Liaison**, September, 2007 – May, 2010
Recruited, supervised and tutored students in off campus tutoring/mentoring program
- **Dell TechKnow Program Coordinator**, October, 2005 – May, 2009
Instructed sixth grade students in disassembling and reassembling computers and instruction of various software programs
- **Shakespeare Teacher/Coordinator**, 2003 – May, 2010
Planned, coordinated, coached students in annual Shakespeare Festival
- **Eduss Teacher** March, 2005 – May, 2005
Trained teachers and students in educational software
- **Summer School Teacher** – 2002 - 2004
Summer Scholars, Denver, CO
- **Denver Public Schools, Mile High Teacher**
2007
- **Beta Rho Sigma, Beacon Light Award**
February, 2006
- **Lockheed Martin BEST Scholarship Recipient**
March, 2005

References available upon request

Melissa Noelle Peterson

[NOTE: WILL HAVE TEC ROLE]

Professional Vita

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Arizona Certifications
Principal
Teacher K-8
Bilingual, Early Childhood
Reading

Chronology of Education

2003 - 2008	Doctorate of Education, Educational Leadership, University of Arizona, Tucson, Arizona.
1995-1996	M.A., Bilingual and Multicultural Education, University of Arizona, Tucson, Arizona.
1990-1994	B.A., Elementary Education, University of Arizona, Tucson, Arizona.

Professional Experience

2012-Present	Teacher Effectiveness Coach, McGlone Elementary and Escuela Valdez, Denver Public Schools, Denver, Colorado <ul style="list-style-type: none">• Coaches teams and individual teachers to increase student achievement• Builds teacher leader capacity• Builds sustainable professional development structures• Participates as member of site leadership teams• Facilitates data teams• Plans and facilitates professional development
2011-Present	Systems Thinking In Schools Trainer, Waters Foundation <ul style="list-style-type: none">• Facilitates Systems Thinking in Schools Level I training to adult learners
2010-2012	Systems Thinking in Schools Coach, Borton Magnet School Magnet School, Tucson Unified School District, Tucson, Arizona. <ul style="list-style-type: none">• Coached teachers on instructional practices and implementation of The habits and Tools of a Systems Thinker• Planned and Facilitated professional development for teachers• Collaborated in the process of collecting and analyzing student data to inform instruction and support services for students• Served as principal designee
2009-2010	Assistant Principal/Systems Thinking In Schools Coach, Borton Magnet School/Holladay Intermediate School <ul style="list-style-type: none">• Served as assistant principal in collaboration with dual-site magnet program principal including parent communication/community activities, staff evaluation, student discipline, and instructional leadership.• Coached teachers on instructional practices and implementation of

	<p>The habits and Tools of a Systems Thinker</p> <ul style="list-style-type: none"> • Planned and Facilitated professional development for teachers • Collaborated in the process of collecting and analyzing student data to inform instruction and support services for students • Served as principal designee
2008-2009	<p>New Teacher Induction Coordinator, Tucson Unified School District, Tucson, Arizona.</p> <ul style="list-style-type: none"> • Planned and implemented district-wide New Teacher Induction Program, including Professional Development and Mentoring • Supervise/evaluate/coach staff of 22 New Teacher Mentors • Communicate program goals and information to stakeholders • Collaborate with other departments and community agencies • Attend Arizona K12 Center Mentor Academy • Plan and facilitate professional development for mentor staff • Model use of instructional technology for new teachers • Manage Grant Budget (\$135,000) • Management of Title II budget (\$1,000,000)
2007-2008	<p>Title 1 Program Facilitator, Sunnyside Unified School District, Tucson, Arizona.</p> <ul style="list-style-type: none"> • Assisted Principal in preparations and hiring for new elementary school. • Developed school mission statement, program philosophies, student & staff handbooks, preschool program and parent involvement program • Selected curriculum and materials • Planned and facilitated staff development • Supported/coached certified staff • Facilitated grade level team meetings • Evaluated instructional support staff • Coordinated assessment schedules, staff and materials • Planned and supervised school-wide interventions • Supported instructional planning based on analysis of achievement data • Managed Title 1 budget and programs • Planned, ordered, and hired for Reggio-inspired Title 1 preschool
2006 - 2007	<p>Teacher, Los Amigos Elementary, Sunnyside Unified School District, Tucson, Arizona.</p> <ul style="list-style-type: none"> • Provided leveled reading instruction, kindergarten through 5th grade • Provided pull-out language development support, kindergarten through 5th grade • Provided pull-out interventions reading and math, kindergarten through 5th grade
2005	<p>Intern to Principal, Los Amigos Elementary, Sunnyside Unified School District, Tucson, Arizona</p>
2004-2005	<p>Co-Founder/ Co-Director, International School for Peace, Tucson, Arizona</p>
1999-2003	<p>Bilingual Elementary Teacher, Grade 1, Peter Howell Elementary, Tucson Unified School District, Tucson, Arizona</p>
1998-1999	<p>Bilingual Elementary Teacher, Grade 1 Literacy/Grades 4 & 5 ESL, Escuela Bilingue Washington, Boulder Valley School District, Boulder, Colorado</p>

1994-1998 Bilingual Elementary Teacher, Full-Day Kindergarten, Blenman Elementary, Tucson Unified School District, Tucson, Arizona

Professional Service and Training

2011-2012 Borton Magnet School Site Council Facilitator

2010-2012 Borton Magnet School Principal Designee
Borton Magnet School Assessment Coordinator

2008-2010 Systems Thinking for Leaders Level I, Systems Thinking in Schools Level II, and Systems Thinking Collaborative, Pima Regional Support/Waters Foundation, Tucson, Arizona.

2008-2009 Professional Preparation Board, University of Arizona, Tucson, Arizona.

2008-2009 Superintendent's Advisory Board, Tucson Unified School District, Tucson, Arizona.

2008-2009 Recruiting Advisory Board, Tucson Unified School District, Tucson, Arizona.

2008-2009 Arizona K12 Center Mentor Academy Years 1 & 2.

2008 Qualified Evaluator Training, Tucson Unified School District.

2007 Qualified Evaluator Training Levels I & II, Sunnyside Unified School District.

2007-2008 Leadership Team, Rivera Elementary, Tucson, Sunnyside Unified School District.

2006-2007 Leadership Team, Los Amigos Elementary, Tucson, Sunnyside Unified School District.

2001-2002 Structured English Immersion Facilitator, Peter Howell Elementary, Tucson Unified School District.

2000-2001 Bilingual Coordinator, Peter Howell Elementary, Tucson Unified School District.

Professional References

Stacey Paulson
Director Teacher Effectiveness Coaches
Denver Public Schools
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Katrina Smits
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Sunnyside Unified School District
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Karen Hobson
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Borton Magnet School
Tucson Unified School District
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(520) 471-2356

Leslie K. Maniotes

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Telephone: 303-887-6463 E-mail leslie_maniotes@dpsk12.org

Education

- 2012 Morgridge College of Education at University of Denver Ritchie Program for School Leaders, type D license
- 2005 PhD, Curriculum and Instruction in the Content Areas, University of Colorado at Boulder
- 1999 MEd, Reading K-12, University of North Carolina, Greensboro
- 1997 Lead Teacher Summer Seminar, National Humanities Center, Raleigh, NC
- 1996 Reading Recovery training, Watson School of Education, University of North Carolina, Wilmington
- 1995 Whole Language in the Classroom summer seminar, Nelson, New Zealand, graduate credit from George Mason University, Virginia
- 1989 BS, Psychology & Elementary Education, Guilford College, Greensboro, NC

Employment History

- 2012-2013 **Teacher Effectiveness Coach, John H Amesse Elementary School, Denver Public Schools**
Co-created new system for data informed practices connecting data meetings to collaboration for teaching and learning, facilitated Professional Learning Communities, coached teams and individual teachers, increased teachers ability to embed content language objectives into teaching for students of poverty and second language learners and to implement the Common Core with rigor
- 2012-2013 **National Consultant, Newport News Public Schools, VA**
District Level Professional Development- Facilitated book study on Guided Inquiry Design, Train the Trainers for lead teacher librarians, connected workshops to district goals and outcomes, worked with district department head
- 2011-2012 **Force Elementary School, Ritchie Fellow, Denver Public Schools**
Took on all responsibilities of Assistant Principal; discipline/behavior, school structures, teacher evaluations, human resources, Rtl processes, learning environment, parent involvement, teacher support and growth, scheduling
- 2010-2011 **Teacher Effectiveness Coach, Ford Elementary and College View Elementary, Denver Public Schools**
Built capacity through integrating professional development tied to the UIP and district goals, built teams and shaped a collaborative culture in schools around adult learning, mentored teacher leaders, coached teachers in literacy and Understanding by Design through Cognitive Coaching and traditional methods, built capacity in teachers to use data to drive instruction through facilitated data teams and data digs around district assessments
- 2010-2012 **National Consultant, Newport News Public Schools, VA & Los Angeles Public Schools, CA**
Worked with teams of teachers to problem solve an inquiry approach to fit population, school and student needs, led professional development workshops and coached teams of teachers through a planning/implementation cycle

- 2008-2009 **Conference Design, Presenter and Facilitator, Teaching with Primary Sources, Metro State University, Denver CO**
Co-designed and facilitated conferences and workshops for teachers to blend inquiry learning using primary sources with specific historical content and local themes (Denver Democratic National Convention and 100 year anniversary of Lincoln) incorporated a standards based approach to planning and design, delivered keynotes and facilitated break out sessions
- 2007-2008 **Professional Development Coordinator/Consultant, Denver Public Schools, DoTS & ERS**
Designed, directed and facilitated a series of full day workshops on Information Literacy and Technology where technology teachers, teacher librarians and gifted and talented teachers across the district built an understanding of inquiry pedagogy. In the second year, connected understanding of inquiry learning to align with the new Colorado Academic Standards. Led and facilitated Professional Learning Communities for PDU credit and built capacity, trained teacher librarians to facilitate their own cross-district PLC's using wikis as a communication and collaboration tool
- 2008-2010 **Building Early Literacy in Libraries Literacy/ Consultant, Denver Public Schools**
Consultant on a grant (BELL) facilitated literacy workshops aimed at boosting early childhood literacy achievement in schools of poverty. Content focused on foundations of literacy, lesson design, collaboration within the school & goal setting for observational assessments, led group in collaborative problem solving within the learning lab environment
- 2007-2010 **Professional Development Facilitator/Consultant, The Council for 21st Century Learning (C21L)**
Facilitated workshops in Greeley, CO and in the Pikes Peak 2009-2010 region where participants explored the "how of 21st century learning." Teams created action plans for their schools incorporating Guided Inquiry, technology in use, and assessment for learning. Moderated a wiki dedicated to showcasing current practices in 21st century learning, sharing ideas across the state and defining how to innovate for the future of schooling.
- 2000-2004 **Lead Graduate Teacher, School of Education, University of Colorado at Boulder**
Taught undergraduate and graduate level courses in the teacher education program, led group of graduate teachers in a PLC format to improve pedagogy
- 1997-2000 **Lead Teacher Seminar Coordinator, Level Cross Elementary/National Humanities Center, Raleigh NC**
Chosen from a national pool as one of ten NBCT's to lead my school in a two-year seminar aimed at building intellectual growth in teachers. Collaborated with the National Humanities Society and professors at UNC in Sociology and Literature, studied multicultural issues and problems in America as related to our lives and teaching in the American South.
- 1998-1999 **Intervention Teacher, Level Cross Elementary, Randolph County, NC**
Led remediation of low achieving fourth and fifth grade students in reading and math, assessed student need, designed program, strategically placed students, instructed students daily. Showed significant gains in End of Grade test scores.

- 1997-1999 Reading Recovery and Title One intervention teacher, Level Cross Elementary, Randolph County, NC
- 1990-1997 Teacher, Seagrove Elementary School, Randolph County, NC
Invested seven years of service in a rural Title One school
- 1996-1997 *First grade teacher and Reading Recovery teacher, shared a classroom with another Reading Recovery teacher, split the day and collaboratively planned integrated instruction for the first grade class*
- 1995-1997 *First grade teacher, worked closely with grade level team to align instruction to new standards-based goals, led staff PD on new NC standards*
- 1994-1995 *Fifth grade teacher, looped up with my students to continue growth for End of Grade testing, acted as the site based management team leader*
- 1992-1993 *Fourth grade teacher, worked closely with team to align instruction*
- 1992-1993 *Second grade teacher, chosen out of four teachers to teach a paraplegic student integrated into the classroom, built community and responsibility with students*
- 1990-1991 *Second/third grade teacher, taught curricula from both grade levels and differentiated instruction for student need within one classroom*

Publications

Books

- 2012 Guided Inquiry: A Design Framework for Inquiry in Your School. Westport, CT: Libraries Unlimited, with Carol Kuhlthau and Ann Caspari. (in press)
- 2007 [Guided Inquiry: Learning in the 21st Century](#). Westport, CT: Libraries Unlimited, with co-authors Carol Kuhlthau and Ann Caspari.

Articles

- 2010 (August/September, 2010). Teaching in the Zone: Formative Assessments for Critical Thinking. Library Media Connections. Linworth Press.
- 2009 Building Guided Inquiry Teams for 21st Century Learners. School Library Monthly. Libraries Unlimited. (also translated into Dutch for Media Coach magazine, Nov. 2010, NL)
- 2002 [Wolf, S. A., & Maniotes, L., \(2002\). "Silenced by sex: Hard truths & taboos in teaching literature."](#) The New Advocate, 15, (3).
- 2001 Maniotes, L.K., (July, 2001). Perceptions of reading for children with comprehension difficulties. Published in the proceedings for the [International Association of School Librarianship Conference](#), Auckland, New Zealand.

Presentations at National & International Conferences

- 2013 Maniotes, L.K. (March 2013). Inquiry for Educational Leaders. Association for Curriculum, Supervision and Development. Chicago, IL.
- 2010 Maniotes, L.K. (Nov. 2010). Enduring Understandings in Inquiry. American Association of School Libraries Fall Forum. Portland, OR.
- 2009 Kuhlthau, C. C., Maniotes, L. K., Caspari, A. K. (November, 2009). Using Guided Inquiry to accomplish AASL Standards for 21st Century Learning. American Association of School Librarians National Conference, Charlotte, NC.
- 2008 Maniotes, L.K., Kuhlthau, C.C., & Caspari, A.K. (2008). Guided Inquiry: Strategies for Collaborating in Instructional Teams. Presented at the New Jersey Association of School Libraries Conference, East Brunswick, NJ.

- 2008 Maniotes, L.K. (July 2008). *Connecting to students' lives: Learning in the Third Space*. Presented at the *Whole Language Umbrella Literacies for All*, Summer Institute, National Conference of Teachers of English, Tucson, AZ.
- 2002 Maniotes, L.K. (April, 2002) *A Look into first grade: How one teacher translated "what works" from Reading Recovery into principles of classroom practice*. Presented at the Pre-Conference Institute, Chair Dr. Gay Ivey, at the International Reading Association National Conference, San Francisco, CA, 2002.
- 2001 Maniotes, L.K. (July, 2001). *Perceptions of reading for children with comprehension difficulties*. Presented at the International Association of School Librarianship Conference, Auckland, New Zealand.
- 2000 Maniotes, L.K. (November, 2000). *Comprehension difficulties and students' perceptions of the reading process*. Presented at the National Reading Conference, Scottsdale, AZ.

Awards, Honors

- 2003 Spencer Dissertation Fellowship, Semi-finalist 2003
- 2000 & 2001 Elizabeth A. Wilson Scholarship, University of Colorado at Boulder
- 1994-1995 Teacher of the Year, Seagrove Elementary School, Randolph County Schools, NC
- 1994-1995 Outstanding Young Educator, Seagrove Elementary School, Randolph County Schools, NC
- 1991-1992 Distinguished Educator, Seagrove Elementary, Randolph County Schools, NC

Certification

- 1999 Reading Specialist K-12
- 1997 National Board for Professional Teaching Standards, Early Childhood Generalist
- 1996 Reading Recovery
- 1990 Early Childhood Education PreK-Grade 4

Alison Bernstein

2649 South Tennyson Way Denver, CO 80219 Tel: 303.476.0872 E-mail: alison_bernstein@dpsk12.org

AREAS OF TEACHING PROFICIENCY AND PROFESSIONAL DEVELOPMENT

- 2012–13 Teacher Leader
- 2012 Mile High Teacher
- High Growth– 2012 Writing TCAP
- Leveled Literacy Instruction (LLI)
- Project Learning Tree Environmental Education
- Grants and donations including classroom non-fiction library, iPads, and classroom whiteboard

TEACHING EXPERIENCE

Teacher, Centennial ECE–8 School, Denver, CO **09/10–Present**

Deliver whole and small group standards–based instruction to Title One fourth grade class. Collaborate with grade–level team to create data–driven goals, instruction, and assessment. Plan and implement differentiated instruction to meet needs of all students. Cultivate relationships with students, colleagues, families, and community members to advance student achievement.

Tutor, Leveled Literacy Instruction (LLI), Centennial ECE–8 School, Denver, CO **10/10–03/11**

Planned and delivered Fountas & Pinnell’s LLI curriculum to third grade students after school to support students’ preparation for the TCAP exam.

Apprentice Teacher, ELA Summer Academy, Goldrick Elementary School, Denver, CO **06/10–07/10**

Collaborated with master teacher to provide third grade English language learner students greater access to academic language and improve student achievement using Alma Literacy Units & Math Pathways and Pitfalls curriculum.

Resident, Denver Teacher Residency, McMeen Elementary School, Denver, CO **07/09–05/10**

Collaborated with lead teacher and grade–level team to co–teach small and whole group standards–based instruction to Title One fourth grade class.

Tutor, DPS Success, McMeen Elementary School, Denver, CO **11/09–03/10**

Planned and delivered standards–based instruction after school and on weekends to support students’ preparation for the CSAP exam.

Mathematics & Physics Teacher, Shogungu Secondary School, Shogungu, Kenya **1998**

Planned and implemented classroom lessons at rural secondary school including adjusting curriculum for cultural sensitivity and relevance. Collaborated with community to identify and execute beneficial school and community projects.

SELECTED OTHER EXPERIENCE

Outreach Coordinator/Bookkeeper, The Forest Park Conservancy, Portland, OR **2006–2007**

Wrote grants including a request to create and implement outdoor science education curriculum for homeless students. Acted as liaison for Board of Directors, staff, public, and government officials. Managed volunteers. Managed and communicated data regarding membership and finances.

Community Organizer, Citizens Campaign for the Environment, Farmingdale, NY **1999–2004**

Educated community on pending environmental legislation. Managed and trained fundraising team. Achieved highest individual fundraising total in two–decade history of office. Assisted in coordinating community events and education sessions that included major political figures.

EDUCATION

Morgridge College of Education, University of Denver, Denver, CO

Master of Arts: Curriculum and Instruction: 2011

Culturally & Linguistically Diverse Endorsement Pending

The Colorado College, Colorado Springs, CO

Bachelor of Arts: Environmental Science: 2004

Tyler L. Gamble

2860 W. 32nd Ave. # 307 • Denver, CO 80211 • (828) 773-2490 • tylerlgamble@gmail.com

EDUCATION

- 2005-2009 **UNIVERSITY OF NORTH CAROLINA** Chapel Hill, NC
- B.A., Political Science and Social and Economic Justice; Graduate with Distinction, Major GPA 3.7
 - Pi Sigma Alpha (National Honors Society), Public Service Scholar, Elected Representative - Student Congress
 - Semester Exchange Student: University of Copenhagen – received highest honors for final thesis
 - Burch Honors Seminar on Domestic Policy: Examined major policy issues with Professor David Podoff, former Staff Director and Chief Economist of the Senate Committee on Finance, during semester-long honors program
-

EXPERIENCE

- May-July 2013 **TEACH FOR AMERICA** Phoenix, AZ
Corps Member Advisor – Teach for America Summer Institute
- Accepted through competitive selection process to coach and mentor to group of 12 incoming corps members, responsible for developing instructional techniques and maximizing their impact on student achievement
- 2012 - Present **TEACH FOR AMERICA COLORADO** Denver, CO
Coordinator, Regional Teams
- Responsible for designing and maintaining multiple systems aimed at strengthening staff communication and culture, including a staff website, a monthly “Power Hour,” and an all-staff retreat
 - Coordinated a redesign of our physical office space which included soliciting continual feedback via electronic surveys and finding innovative ways to create a more high-energy, collaborative workspace
 - Performed administrative functions and provided operational support for a staff of 51, garnering the highest workplace satisfaction rating of any large region in our national organization
- Summer 2012 **COLORADO DEPARTMENT OF EDUCATION** Denver, CO
PALI Summer Policy Fellow – Educator Effectiveness Unit
- Responsible for planning and coordinating a 3-month teacher-rubric calibration process designed to find “inter-rater agreement” amongst expert teacher evaluators and veteran teachers
 - Received ongoing leadership development training, including the creation of a personal “leadership plan”
- 2009-2012 **WILDFLOWER ELEMENTARY SCHOOL** Colorado Springs, CO
Fourth and Fifth Grade Writing Teacher
- Designed and implemented a challenging writing curriculum that outperformed the state proficiency average for the first time in school history, by 27 percentage points in 2009, 33 points in 2011, and 29 points in 2012
 - Led students for three consecutive years to the highest proficiency rates and the highest AYP (average yearly progress) in The Harrison School District, qualifying for a teacher performance rating of “Exemplary”
 - Initiated and coordinated before and after school enrichment programs aimed at offering differentiated learning opportunities, leading struggling students to proficiency and advanced writers to publish novels
 - Selected as one of two teachers to serve on the new principal interview committee in 2011
- 2009-2011 **TEACH FOR AMERICA** Colorado Springs, CO
Corps Member
- Nominated regionally for the Sue Lehman Award, TFA’s national teacher of the year honor
 - Designed and led six seminars on effective writing instruction for groups of 15-20 TFA corps members
 - Selected from 130 TFA corps members to represent the organization in the “Sponsor a Teacher” Program, and to deliver a speech to 100+ potential donors at a high-profile fundraising event
 - Led an *action research group* aimed at increasing the effectiveness of 12 second-year corps members through data analysis and targeted instructional techniques, specifically setting a higher bar for engagement and rigor
 - Advised group of 15 incoming corps members during their first year of teaching as a Transition Team Leader
- Spring 2008 **UNITED STATES SENATE COMMITTEE ON FINANCE** Washington, D.C.
Non-Profit Tax Policy Intern
- Conducted policy research and legislative analysis, and created briefings on issues relating to a wide range of American non-profits, finished intensive four-course honors policy seminar with a 4.0 semester GPA
- 2006-2008 **CAROLINA UNITED LEADERSHIP AND DIVERSITY SEMINAR** Chapel Hill, NC
Counselor and Executive Board Member
- Managed and facilitated UNC’s flagship diversity conference - from applicant selection to content design
 - Led sessions aimed at engaging 80 campus leaders in discussion on issues ranging from the dynamics of difference and sameness, to hidden biases and privilege – as well as training in the diversity competencies

Robyn M. Thompson

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“Any teacher willing to uncover assumptions about language and literacy will find new ways to reach not just the second language learners, but all of their students.”

-Nancy Commins

“For students with limited English proficiency, suitable approaches geared to their particular situation are not frills, but basic education.”

-Sonia Nieto

Education and Certifications

MA, Curriculum & Instruction with emphasis in Linguistically Diverse Education

University of Colorado, Denver, CO Summer, 2014

English Language Acquisition (ELA) Teacher Qualification

University of Colorado, Denver, CO 2011

Licensure, Elementary Education

University of Northern Colorado, Greeley, CO 2005

Bachelor of Arts, English and French

Manchester College, North Manchester, IN 2002

Professional Skill Summary

Data and standard-driven lesson planning / Backwards Design / Guided Release of Responsibility Model / Sheltered Instruction Observation Protocol / Guided Reading Plus / Running Records / AIMSweb / Dynamic Indicators of Basic Early Literacy Skills / Diagnostic Reading Assessment (DRA2) / STAR Early Literacy and STAR Reading / Mondo Bookshop / Everyday Math / Daily Five / Content and Language Objectives / Positive Behavioral Interventions and Supports / No-Nonsense Nurturing

Related Work Experience

Centennial ECE-8

Denver Public School District

August 2009–Present

Licensed First Grade ELA-E Teacher

- Serve as the Professional Development Unit Building Leader
- Serve as the Math Standards Teacher Leader
- Serve on the School Leadership Team
- Served on the Personnel Subcommittee
- Consistently advance students' DRA2 reading levels by one or more years
- Increased class proficiency on 2012-2013 STAR Early Literacy Test from 47% to 73%
- Participate in Home Visit Program to form relationships with school families
- Foster a positive classroom environment conducive to collaborative learning
- Create independent learners by using the Daily 5 during the literacy block
- Root educational philosophy and practice in Sociocultural Theory

“All children are eminently educable and the behavior of the school is critical in determining the quality of the education.”

-Ron Edmonds

**Denver Arts and Technology Academy
Denver Public School District**

August 2005–June 2009

Licensed Second Grade Teacher

- Planned lessons and mapped curricula based on standards and student assessment data
- Successfully managed discipline and structure within classroom
- Provided additional after-school tutoring for intensive students
- Served as a Coalition for Learning Opportunities and United Tutors Program (CLOUT) program manager

Licensed Fourth Grade Teacher

- Designed lessons and mapped curricula based on standards and student assessment data
- Ensured students were adequately prepared for CSAP and ITBS tests
- Developed student appreciation of art and technology
- Provided additional after-school tutoring for intensive students
- Demonstrated lessons for colleagues

**Southmoor Elementary School
Denver Public School District**

January 2005–May 2005

Student Teacher, 3rd Grade

- Assumed full responsibility for planning and teaching all subject areas
- Sought continued host teacher and administrative expertise and critique
- Designed and implemented an integrated social studies and math unit

**Lowry Elementary School
Denver Public School District**

August 2004–December 2004

Practicum Experience, 2nd Grade

- Acquired increasing levels of planning and teaching responsibility through expert supervision, observation, and mentoring
- Coordinated guided reading and small math groups

Erin Johnson Bidikov

1942 West 36th Ave, Denver, CO 80211

(352) 359-9382, erin.bidikov@gmail.com

EDUCATION

University of Colorado Denver, Denver, CO

July 2011

MA, Curriculum and Instruction: Pedagogy for Urban Leadership

GPA: 3.78

University of Florida, Gainesville, FL

December 2008

Major: Psychology; Minor: Education

Cumulative GPA: 3.96; GPA within major: 4.00

Licenses and Endorsements

Special Education Generalist

WORK EXPERIENCE

Teach For America Colorado: Manager of Teacher Leadership Development

2011-Present

Denver, CO

- Led 30 (2011-2012) and 38 (2012-2013) first and second year Special Education teachers to create vision-driven, culturally responsive classroom settings through cycles of professional development, observations, and debriefs
- Planned and executed 40+ professional development sessions for Teach For America Corps Members
- Collaborated with regional staff to collectively increase the Corps Strength Index for our Corps by 25% (one of the highest growth percentiles in all 46 Teach For America regions)

Teach For America Colorado: K-3 Mild Moderate Special Education Teacher

2009-2011

Denver, CO; Columbine Elementary School

- Led 21 students with Specific Learning Disabilities to achieve an average of 1.5 years of growth in literacy in the 2010-2011 school year using targeted literacy instruction and reflective data analysis
- Chaired Special Education Department in a school with two Affective Needs centers and 17% of students receiving specialized instruction following Individualized Education Plans
- Assisted in design and implementation of pilot Response to Intervention (RtI) model
- Trained in Leveled Literacy Intervention, Wilson Reading System, Foundations, Origo, Step Up To Writing

Elm City College Preparatory School (an Achievement First School): Intern

Summer 2008

New Haven, CT

- Assisted Principal, School Manager, and Dean of Students in completing projects involved in the overall operation of a highly successful charter school
- Tutored six middle school students needing individualized instruction in math and literacy
- Provided academic and behavioral support in kindergarten classroom

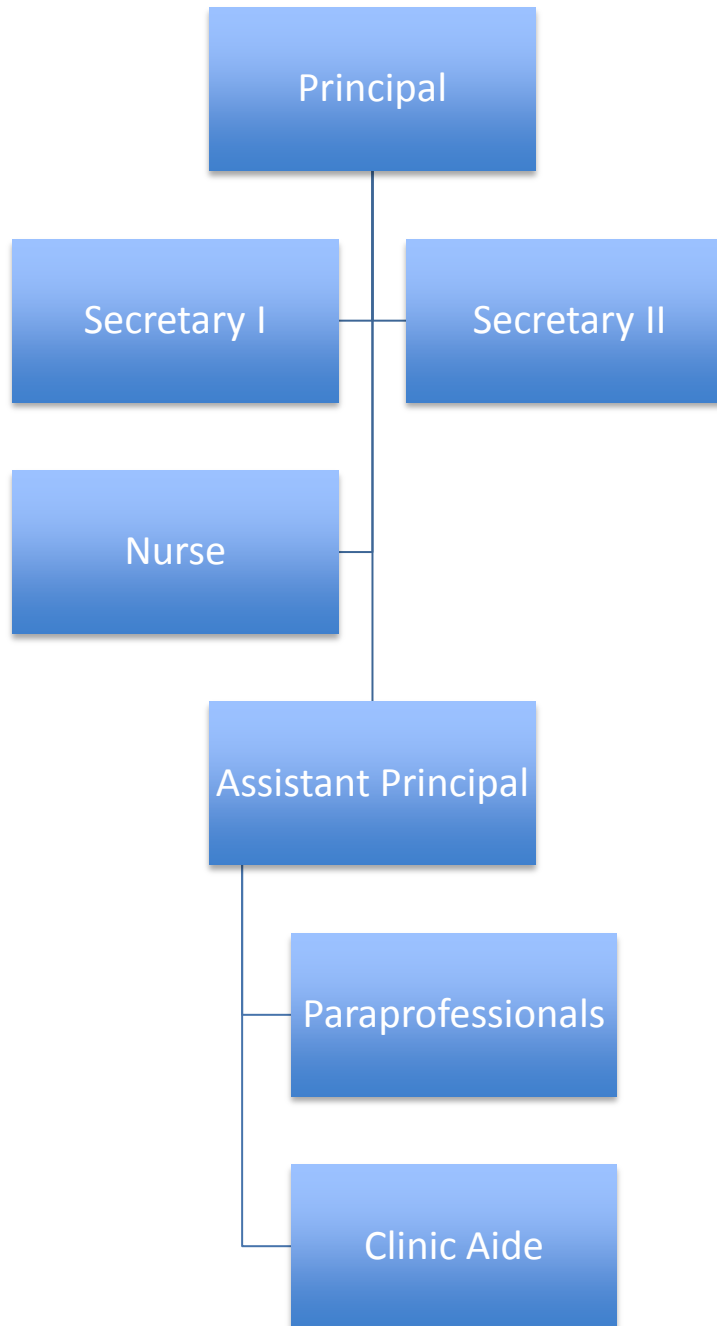
University of Florida Psychology Department (ABA): Research Assistant

2006-2009

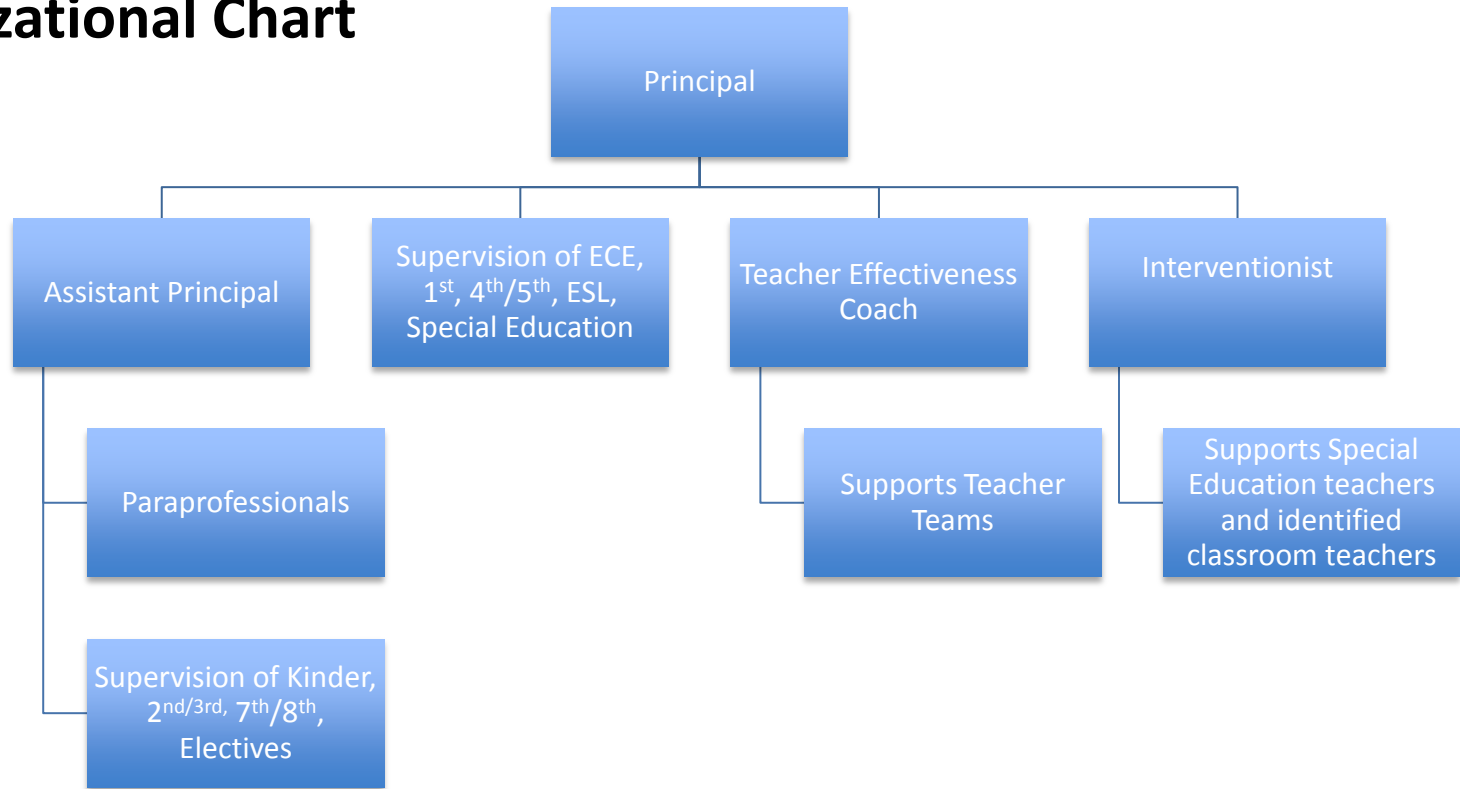
Gainesville, FL

- Developed, conducted, and analyzed functional assessments of behavior for ten children ages 3-5 with Autism and developmental disabilities
- Treated problem behavior (e.g., repetitive vocalizations and self-injurious behavior) and assisted in the development of life skills (e.g., language acquisition) using behavioral modification techniques
- Analyzed data and aided in research design for graduate dissertations focused on decreasing self-injurious behavior and increasing daily life skills for adults with developmental disabilities

Centennial Non-Instructional Organizational Chart



Centennial Instructional Organizational Chart



Appendix J: Staff Roster

Staff Roster	Year 1	Year 2	Year 3	Year 4	Year 5
Administrators	2.0	2.0	2.0	2.0	2.0
Principal	1.0	1.0	1.0	1.0	1.0
Asst Principal	0.7	1.0	1.0	1.0	1.0
ECE Teachers	4.0	4.0	5.0	6.0	6.0
ECE-3	1.0	1.0	2.0	2.0	2.0
ECE-4	2.0	2.0	2.0	3.0	3.0
ECE Paras	4.0	4.0	6.0	6.0	6.0
K-8 Teachers	28.0	28.0	28.0	27.5	27.5
Kinder	3.0	4.0	4.0	4.0	4.0
1st	3.0	3.0	4.0	4.0	4.0
2nd/3rd	4.0	5.0	5.0	5.0	5.0
4th/5th	5.0	5.0	6.0	6.0	6.0
7th/8th	4.0	2.0	0.0	0.0	0.0
Art Teacher	1.0	1.0	1.0	1.0	1.0
Music Teacher	1.0	1.0	1.0	1.0	1.0
PE Teacher	1.0	1.0	1.0	1.0	1.0
World Lang Teacher	1.0	1.0	1.0	1.0	1.0
Teacher Librarian	1.0	1.0	1.0	1.0	1.0
ESL Teacher	1.5	1.5	1.5	1.0	1.0
Mild/Moderate	2.5	2.5	2.5	2.5	2.5
K-8 Paras	8.0	8.0	8.0	8.0	8.0
Other	6.5	6.5	6.6	6.6	6.6
Interventionist	1.5	1.5	1.5	1.5	1.5
Gifted & Talented	0.5	0.5	0.5	0.5	0.5
TEC	1.0	1.0	1.0	1.0	1.0
Psychologist	0.5	0.5	0.6	0.6	0.6
Social Worker	0.6	0.6	0.6	0.6	0.6
Nurse	0.4	0.4	0.4	0.4	0.4
Secretaries	2.0	2.0	2.0	2.0	2.0

Appendix L: Course Scope and Sequence

Centennial Achievement Standards for Key Academic Areas

Reading for Literature						
	K	1	2	3	4	5
1.Key Ideas/Details	<p>- With prompting and support, ask and answer questions about key details in a text.</p> <p>- With prompting and support, retell familiar stories, including key details.</p> <p>-With prompting and support, identify characters, settings, and major events in a story.</p>	<p>-Ask and answer questions about key details in a text.</p> <p>-Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p>-Describe characters, settings, and major events in a story, using key details.</p>	<p>-Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>-Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p> <p>-Describe how characters in a story respond to major events and challenges.</p>	<p>-Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>-Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</p> <p>-Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</p>	<p>-Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>-Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p> <p>-Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).</p>	<p>-Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>-Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</p> <p>-Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).</p>
2. Craft and Structure	- Ask and answer questions	-Identify words and phrases in	-Describe how words and phrases (e.g.,	-Determine the meaning of words and	-Determine the meaning of words	-Determine the meaning of words and

	<p>about unknown words in a text.</p> <ul style="list-style-type: none"> - Recognize common types of texts (e.g., storybooks, poems). - With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. 	<p>stories or poems that suggest feelings or appeal to the senses.</p> <ul style="list-style-type: none"> -Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types. -Identify who is telling the story at various points in a text. 	<p>regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.</p> <ul style="list-style-type: none"> -Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. -Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud. 	<p>phrases as they are used in a text, distinguishing literal from nonliteral language.</p> <ul style="list-style-type: none"> -Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections. -Distinguish their own point of view from that of the narrator or those of the characters. 	<p>and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).</p> <ul style="list-style-type: none"> -Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text. -Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. 	<p>phrases as they are used in a text, including figurative language such as metaphors and similes.</p> <ul style="list-style-type: none"> -Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. -Describe how a narrator's or speaker's point of view influences how events are described.
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<p>3. Integration of knowledge and Ideas</p>	<p>- With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).</p> <p>- With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</p>	<p>-Use illustrations and details in a story to describe its characters, setting, or events.</p> <p>-Compare and contrast the adventures and experiences of characters in stories.</p>	<p>-Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p> <p>-Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.</p>	<p>-Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).</p> <p>-Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).</p>	<p>-Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.</p> <p>-Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.</p>	<p>-Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).</p> <p>-Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.</p>
<p>4. Range of Reading and Level of Text Complexity</p>	<p>- Actively engage in group reading activities with purpose and understanding.</p>	<p>-With prompting and support, read prose and poetry of appropriate complexity for grade 1.</p>	<p>-By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as</p>	<p>-By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently</p>	<p>-By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with</p>	<p>-By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently</p>

			needed at the high end of the range	and proficiently	scaffolding as needed at the high end of the range	and proficiently
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Reading for Information Text

<p>1.Key Ideas/Details</p>	<p>-With prompting and support, ask and answer questions about key details in a text.</p> <p>-With prompting and support, identify the main topic and retell key details of a text.</p> <p>-With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p>	<p>-Ask and answer questions about key details in a text.</p> <p>-Identify the main topic and retell key details of a text.</p> <p>-Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p>	<p>-Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>-Identify the main topic of a multi paragraph text as well as the focus of specific paragraphs within the text.</p> <p>-Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p>	<p>-Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>-Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p>-Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p>	<p>-Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>-Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p>-Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p>	<p>-Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>-Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p>-Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</p>
<p>2. Craft and Structure</p>	<p>-With prompting and support, ask and answer questions about unknown words in a text.</p> <p>-Identify the</p>	<p>-Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p>	<p>-Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.</p> <p>-Know and use various text features</p>	<p>-Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</p> <p>-Use text</p>	<p>-Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.</p> <p>-Describe the</p>	<p>-Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.</p> <p>-Compare and</p>

	<p>front cover, back cover, and title page of a book.</p> <p>-Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.</p>	<p>-Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.</p> <p>- Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</p>	<p>(e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.</p> <p>-Identify the main purpose of a text, including what the author wants to answer, explain, or Describe.</p>	<p>features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p> <p>-Distinguish their own point of view from that of the author of a text.</p>	<p>overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.</p> <p>-Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.</p>	<p>contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.</p> <p>-Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.</p>
<p>3. Integration of knowledge and Ideas</p>	<p>-With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).</p> <p>-With prompting and support, identify the reasons an author gives</p>	<p>-Use the illustrations and details in a text to describe its key ideas.</p> <p>-Identify the reasons an author gives to support points in a text.</p> <p>-Identify basic similarities in and differences between</p>	<p>-Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p> <p>-Describe how reasons support specific points the author makes in a text.</p> <p>-Compare and contrast the most</p>	<p>-Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</p> <p>-Describe the logical connection between particular</p>	<p>-Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it</p>	<p>-Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</p> <p>-Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons</p>

	to support points in a text. -With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	important points presented by two texts on the same topic.	sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). -Compare and contrast the most important points and key details presented in two texts on the same topic.	appears. -Explain how an author uses reasons and evidence to support particular points in a text. -Integrate information from two texts on the same topic in order to write or speak about the subject Knowledgeably.	and evidence support which point(s). -Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
4. Range of Reading and Level of Text Complexity	-Actively engage in group reading activities with purpose and understanding.	-Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	-By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	-By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.	-By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	-By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.

Reading: Foundational Skills

1. Print Concepts	-Demonstrate understanding of the organization and basic features of print. -a. Follow	-Demonstrate understanding of the organization and basic features of print. a. Recognize				
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	<p>words from left to right, top to bottom, and page by page.</p> <p>b. Recognize that spoken words are represented in written language by specific sequences of letters.</p> <p>c. Understand that words are separated by spaces in print.</p> <p>d. Recognize and name all upper- and lowercase letters of the alphabet.</p>	<p>the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</p>				
<p>2. Phonological Awareness</p>	<p>-Demonstrate understanding of spoken words, syllables, and sounds (phonemes)</p> <p>a. Recognize and produce rhyming words.</p> <p>b. Count, pronounce, blend, and segment syllables in spoken words.</p> <p>c. Blend and segment onsets and rimes of single-syllable spoken words.</p> <p>d. Isolate and pronounce the</p>	<p>-Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>a. Distinguish long from short vowel sounds in spoken single-syllable words.</p> <p>b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</p> <p>c. Isolate and</p>				

	<p>initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.)</p> <p>e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</p>	<p>pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p> <p>d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p>				
3. Phonics and Word Recognition	<p>-Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.</p> <p>b. Associate the long and short sounds with common</p>	<p>-Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Know the spelling-sound correspondences for common consonant digraphs.</p> <p>b. Decode regularly spelled one-syllable words.</p> <p>c. Know final -e and common vowel team conventions for representing long vowel</p>	<p>-Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Distinguish long and short vowels when reading regularly spelled one-syllable words.</p> <p>b. Know spelling-sound correspondences for additional common vowel teams.</p> <p>c. Decode regularly spelled two-syllable words with long</p>	<p>-Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Identify and know the meaning of the most common prefixes and derivational suffixes.</p> <p>b. Decode words with common Latin suffixes.</p> <p>c. Decode multi syllable words.</p> <p>d. Read grade-appropriate irregularly</p>	<p>-Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p>	<p>-Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p>

	<p>spellings (graphemes) for the five major vowels.</p> <p>c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).</p> <p>d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p>	<p>sounds.</p> <p>d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</p> <p>e. Decode two-syllable words following basic patterns by breaking the words into syllables.</p> <p>f. Read words with inflectional endings.</p> <p>g. Recognize and read grade-appropriate irregularly spelled words.</p>	<p>vowels.</p> <p>d. Decode words with common prefixes and suffixes.</p> <p>e. Identify words with inconsistent but common spelling-sound correspondences.</p> <p>f. Recognize and read grade-appropriate irregularly spelled words.</p>	<p>spelled words.</p>		
4. Fluency	<p>-Read emergent-reader texts with purpose and understanding</p>	<p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read on-level text with purpose and understanding.</p> <p>b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>c. Use context to confirm or</p>	<p>-Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read on-level text with purpose and understanding.</p> <p>b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>c. Use context to confirm or self-correct</p>	<p>-Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read on-level text with purpose and understanding.</p> <p>b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>c. Use context to confirm or self-correct</p>	<p>-Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read on-level text with purpose and understanding.</p> <p>b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>c. Use context to confirm or self-correct</p>	<p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and</p>

		self-correct word recognition and understanding , rereading as necessary.	word recognition and understanding, rereading as necessary.	c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	word recognition and understanding, rereading as necessary.	out of context.
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Writing

1.Text Types and Purposes	<p>-Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is . . .)</p> <p>-Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p> <p>-Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in</p>	<p>-Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</p> <p>-Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p> <p>-Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p>	<p>-Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.</p> <p>-Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p> <p>-Write narratives in which they recount a well elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a</p>	<p>-Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <p>a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.</p> <p>b. Provide reasons that support the opinion.</p> <p>c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.</p> <p>d. Provide a concluding statement or section.</p> <p>-Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>a. Introduce a topic and group related information together; include illustrations when useful to</p>	<p>-Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.</p> <p>b. Provide reasons that are supported by facts and details.</p> <p>c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).</p> <p>d. Provide a concluding statement or section related to the opinion presented</p> <p>- Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p>	<p>- Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.</p> <p>b. Provide logically ordered reasons that are supported by facts and details.</p> <p>c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).</p> <p>d. Provide a concluding statement or section related to the opinion presented.</p> <p>- Write informative/explanatory texts to examine a topic and convey ideas and information</p>
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	<p>which they occurred, and provide a reaction to what happened.</p>		<p>sense of closure.</p>	<p>aiding comprehension.</p> <p>b. Develop the topic with facts, definitions, and details.</p> <p>c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.</p> <p>d. Provide a concluding statement or section.</p> <p>-Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences</p>	<p>a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>c. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Provide a concluding statement or section related to the</p>	<p>clearly.</p> <p>a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Provide a concluding</p>
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				<p>and events or show the response of characters to situations.</p> <p>c. Use temporal words and phrases to signal event order.</p> <p>d. Provide a sense of closure.</p>	<p>information or explanation presented</p> <p>- Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.</p> <p>c. Use a variety of transitional words and phrases to manage the sequence of events.</p> <p>d. Use concrete words and phrases and sensory details to convey experiences and events</p>	<p>statement or section related to the information or explanation presented.</p> <p>- Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.</p> <p>c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</p>
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					precisely. e. Provide a conclusion that follows from the narrated experiences or events.	d. Use concrete words and phrases and sensory details to convey experiences and events precisely. e. Provide a conclusion that follows from the narrated experiences or events.
2. Production and Distribution of Writing	-With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. -With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.	-With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. -With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	-With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. -With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	-With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. -With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. -With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.	-Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. -With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. -With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding	-Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. -With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. -With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate

					skills to type a minimum of one page in a single sitting.	sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
3. Research to Build and Present Knowledge	<p>-Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).</p> <p>-With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>	<p>-Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).</p> <p>-With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>	<p>-Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations)</p> <p>-Recall information from experiences or gather information from provided sources to answer a question.</p>	<p>-Conduct short research projects that build knowledge about a topic.</p> <p>-Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p>	<p>-Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p> <p>-Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</p> <p>- Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details</p>	<p>- Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p> <p>- Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p> <p>- Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or</p>

					<p>in the text [e.g., a character’s thoughts, words, or actions].”).</p> <p>b. Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).</p>	<p>events in a story or a drama, drawing on specific details in the text ([e.g., how characters interact]).</p> <p>b. Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).</p>
4. Range of Writing				<p>-Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>-Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>-Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>

Speaking and Listening

1.Comprehension and Collaboration	<p>-Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p> <p>a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p> <p>b. Continue a conversation through multiple exchanges.</p> <p>-Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification</p>	<p>-Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <p>a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</p> <p>c. Ask questions to clear up any confusion about the topics and texts under discussion</p>	<p>-Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <p>a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>b. Build on others' talk in conversations by linking their comments to the remarks of others.</p> <p>c. Ask for clarification and further explanation as needed about the topics and texts under discussion</p> <p>-Recount or describe key ideas or details from a text read aloud or</p>	<p>-Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>c. Ask</p>	<p>-Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>b. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>c. Pose and respond to specific questions to clarify or follow up on information, and make comments that</p>	<p>-Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>b. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate</p>
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	<p>if something is not understood.</p> <p>-Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p>	<p>-Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p>-Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p>	<p>information presented orally or through other media.</p> <p>-Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p>	<p>questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p> <p>d. Explain their own ideas and understanding in light of the discussion.</p> <p>-Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>-Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p>	<p>contribute to the discussion and link to the remarks of others.</p> <p>d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p> <p>-Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>-Identify the reasons and evidence a speaker provides to support particular points.</p>	<p>on the remarks of others.</p> <p>d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</p> <p>-Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>-Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p>
2. Presentation of Knowledge and ideas	-Describe familiar people, places, things, and events and, with	-Describe people, places, things, and events with relevant details,	-Tell a story or recount an experience with appropriate facts and relevant,	-Report on a topic or text, tell a story, or recount an experience with appropriate	-Report on a topic or text, tell a story, or recount an experience in an organized manner, using	-Report on a topic or text or present an opinion, sequencing ideas logically and using

	<p>prompting and support, provide additional detail.</p> <p>-Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p>-Speak audibly and express thoughts, feelings, and ideas clearly.</p>	<p>expressing ideas and feelings clearly.</p> <p>-Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p> <p>-Produce complete sentences when appropriate to task and situation.</p>	<p>descriptive details, speaking audibly in coherent sentences.</p> <p>-Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.</p> <p>-Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>	<p>facts and relevant, descriptive details, speaking clearly at an understandable pace.</p> <p>-Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.</p> <p>-Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>	<p>appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p> <p>-Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.</p> <p>-Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.</p>	<p>appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p> <p>-Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.</p> <p>-Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.</p>
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Mathematics

<p>1. Counting and Cardinality</p>	<ul style="list-style-type: none"> -Know number names and the count sequence. -Count to tell the number of objects. -Compare numbers. 					
<p>2. Operations and Algebraic Thinking</p>	<ul style="list-style-type: none"> - Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. 	<ul style="list-style-type: none"> -Represent and solve problems involving addition and subtraction. -Understand and apply properties of operations and the relationship between addition and subtraction. -Add and subtract within 20. -Work with addition and subtraction equations. 	<ul style="list-style-type: none"> -Represent and solve problems involving addition and subtraction. - Add and subtract within 20. - Work with equal groups of objects to gain foundations for multiplication . 	<ul style="list-style-type: none"> -Represent and solve problems involving multiplication and division. - Understand properties of multiplication and the relationship between multiplication and division. - Multiply and divide within 100. - Solve problems involving the four operations, and identify and explain patterns in arithmetic. 	<ul style="list-style-type: none"> -Use the four operations with whole numbers to solve problems. -Gain familiarity with factors and multiples. - Generate and analyze patterns. 	<ul style="list-style-type: none"> -Write and interpret numerical expressions. - Analyze patterns and relationships.
<p>3. Number and Operations in Base Ten</p>	<ul style="list-style-type: none"> -Work with numbers 11–19 to gain foundations for place value. 	<ul style="list-style-type: none"> -Extend the counting sequence. -Understand place value. -Use place value understanding and properties of 	<ul style="list-style-type: none"> -Understand place value. -Use place value understanding and properties of operations to add and subtract. 	<ul style="list-style-type: none"> -Use place value understanding and properties of operations to perform multi-digit arithmetic. 	<ul style="list-style-type: none"> -Generalize place value understanding for multi digit whole numbers. -Use place value understanding and properties 	<ul style="list-style-type: none"> -Understand the place value system. -Perform operations with multi-digit whole numbers and with decimals to hundredths.

		operations to add and subtract.			of operations to perform multi-digit arithmetic.	
4. Measurement and Data	<ul style="list-style-type: none"> -Describe and compare measurable attributes. -Classify objects and count the number of objects in categories. 	<ul style="list-style-type: none"> -Measure lengths indirectly and by iterating length units. -Tell and write time. -Represent and interpret data. 	<ul style="list-style-type: none"> -Measure and estimate lengths in standard units. -Relate addition and subtraction to length. -Work with time and money. -Represent and interpret data. 	<ul style="list-style-type: none"> -Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects. -Represent and interpret data. -Geometric measurement: understand concepts of area and relate area to multiplication and to addition. - Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures. 	<ul style="list-style-type: none"> -Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit. -Represent and interpret data. -Geometric measurement: understand concepts of angle and measure angles. 	<ul style="list-style-type: none"> -Convert like measurement units within a given measurement system. - Represent and interpret data. - Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.
5. Geometry	<ul style="list-style-type: none"> -Identify and describe shapes. -Analyze, compare, create, and compose shapes. 	<ul style="list-style-type: none"> -Reason with shapes and their attributes. 	<ul style="list-style-type: none"> -Reason with shapes and their attributes. 	<ul style="list-style-type: none"> -Reason with shapes and their attributes. 	<ul style="list-style-type: none"> -Draw and identify lines and angles, and classify shapes by properties of their lines and angles. 	<ul style="list-style-type: none"> -Graph points on the coordinate plane to solve real-world and mathematical problems. - Classify two-dimensional figures into

						categories based on their properties.
6. Number and Operations-Fractions				-Develop understanding of fractions as numbers.	-Extend understanding of fraction equivalence and ordering. -Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers. -Understand decimal notation for fractions, and compare decimal fractions.	-Use equivalent fractions as a strategy to add and subtract fractions. -Apply and extend previous understandings of multiplication and division to multiply and divide fractions.

Science

1. Physical Science	<p>-Objects can move in a variety of ways that can be described by speed and direction.</p> <p>-Objects can be sorted by physical properties, which can be observed and measured.</p>	<p>-Solids and liquids have unique properties that distinguish them.</p>	<p>-Changes in speed or direction of motion are caused by forces such as pushes and pulls.</p>	<p>-Matter exists in different states such as solids, liquids, and gases and can change from one state to another by heating and cooling.</p>	<p>-Energy comes in many forms such as light, heat, sound, magnetic, chemical, and electrical.</p>	<p>-Mixtures of matter can be separated regardless of how they were created; all weight and mass of the mixture are the same as the sum of weight and mass of its parts.</p>
2. Life Science	<p>-Organisms can be described and sorted by their physical characteristics.</p> <p>-The Sun provides heat and light to Earth.</p>	<p>-Offspring have characteristics that are similar to but not exactly like their parents' characteristics.</p> <p>-An organism is a living thing that has physical characteristics to help it survive.</p>	<p>-Organisms depend on their habitat's nonliving parts to satisfy their needs.</p> <p>-Each plant or animal has different structures or behaviors that serve different functions.</p>	<p>-The duration and timing of life cycle events such as reproduction and longevity vary across organisms and species.</p>	<p>-All living things share similar characteristics, but they also have differences that can be described and classified.</p> <p>-Comparing fossils to each other or to living organisms reveals features of prehistoric environments and provides information about organisms today.</p> <p>-There is interaction and interdependence between and among living and nonliving components of ecosystems.</p>	<p>-All organisms have structures and systems with separate functions.</p> <p>-Human body systems have basic structures, functions, and needs.</p>
3. Earth Systems Science		<p>-Earth's materials can be compared and classified based on their properties.</p>	<p>-Weather and the changing seasons impact the environment and organisms</p>	<p>-Earth's materials can be broken down and/or combined into different materials</p>	<p>-Earth is part of the solar system, which includes the Sun, Moon, and other bodies that orbit the Sun in</p>	<p>-Earth and Sun provide a diversity of renewable and nonrenewable resources.</p> <p>-Earth's</p>

			such as humans, plants, and other animals.	such as rocks, minerals, rock cycle, formation of soil, and sand - some of which are usable resources for human activity.	predictable patterns that lead to observable paths of objects in the sky as seen from Earth.	surface changes constantly through a variety of processes and forces. -Weather conditions change because of the uneven heating of Earth's surface by the Sun's energy. Weather changes are measured by differences in temperature, air pressure, wind and water in the atmosphere and type of precipitation.
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Social Studies

<p>1. History</p>	<p>-Ask questions, share information and discuss ideas about the past.</p> <p>-The first component in the concept of chronology is to place information in sequential order.</p>	<p>-Describe patterns and chronological order of events of the recent past.</p> <p>-Family and cultural traditions in the United States in the past.</p>	<p>-Identify historical sources and utilize the tools of a historian.</p> <p>-People have influenced the history of neighborhoods and communities.</p>	<p>-Use a variety of sources to distinguish historical fact from fiction.</p> <p>-People in the past influence the development and interaction of different communities or regions.</p>	<p>-Organize and sequence events to understand the concepts of chronology and cause and effect in the history of Colorado.</p> <p>-The historical eras, individuals, groups, ideas and themes in Colorado history and their relationships to key events in the United States.</p>	<p>-Analyze historical sources from multiple points of view to develop an understanding of historical context.</p> <p>-The historical eras, individuals, groups, ideas, and themes in North America from 1491 through the founding of the United States government.</p>
<p>2. Geography</p>	<p>-People belong to different groups and live in different places around the world that can be found on a map or globe.</p>	<p>-Geographic tools such as maps and globes represent places.</p> <p>-People in different groups and communities interact with each other and with the environment.</p>	<p>-Geographic terms and tools are used to describe space and place.</p> <p>-People in communities manage, modify and depend on their environment.</p>	<p>-Use various types of geographic tools to develop spatial thinking.</p> <p>-The concept of regions is developed through an understanding of similarities and differences in places.</p>	<p>-Use several types of geographic tools to answer questions about the geography of Colorado.</p> <p>-Connections within and across human and physical systems are developed.</p>	<p>-Use various geographic tools and sources to answer questions about the geography of the United States.</p> <p>-Causes and consequences of movement.</p>
<p>3. Economics</p>	<p>-Ownership as a component of economics.</p> <p>-Discuss how purchases can be made to meet wants and needs (PFL).</p>	<p>-People work at different types of jobs and in different types of organizations to produce goods and services and receive an</p>	<p>-The scarcity of resources affects the choices of individuals and communities.</p> <p>-Apply decision-making processes to</p>	<p>-Describe producers and consumers and how goods and services are exchanged.</p> <p>-Describe how to meet short term financial goals (PFL).</p>	<p>-People respond to positive and negative incentives.</p> <p>-The relationship between choice and opportunity</p>	<p>-Government and market structures influence financial institutions.</p> <p>-Use of financial institutions to manage</p>

		income. -Identify short-term financial goals (PFL).	financial decisions (PFL).		cost (PFL).	personal finances (PFL).
4. Civics	-Participate in making decisions using democratic traditions. -Civic participation takes place in multiple groups.	-Effective groups have responsible leaders and team members. -Notable people, places, holidays and patriotic symbols.	--Responsible community members advocate for their ideas. -People use multiple ways to resolve conflicts or differences.	-Respecting the views and rights of others is a key component of a democratic society. -The origins, structure, and functions of local government.	-Analyze and debate multiple perspectives on an issue. -The origins, structure, and functions of the Colorado government.	-The foundations of citizenship in the United States. -The origins, structure, and functions of the United States government.

Drama and Theatre Arts

1.Create	<ul style="list-style-type: none"> - Demonstrate characters through dramatic play. 	<ul style="list-style-type: none"> -Create characters and environments through dramatic play. 	<ul style="list-style-type: none"> -Use voice and movement in character development. -Create new dramatic elements from existing works. 	<ul style="list-style-type: none"> -Create characters. -Create an improvised scene. - Create stage environments to establish locale and mood. 	<ul style="list-style-type: none"> -Create characters from scripts or improvisation using voice, gestures, and facial expressions. -Create and write simple dramas and scenes. -Design a scene through an inventive process, and perform the scene. 	<ul style="list-style-type: none"> - Contribute ideas in improvisation and play building -Develop a variety of visual configurations of the acting space
2. Perform	<ul style="list-style-type: none"> -Express a feeling or emotion through dramatic play or creative drama. -Dramatize ideas and events through dramatic play. 	<ul style="list-style-type: none"> -Retell a short story or scene through dramatic play. 	<ul style="list-style-type: none"> -Dramatize short stories. -Demonstrate movement based on stage directions. 	<ul style="list-style-type: none"> -Perform a scripted scene. -Work effectively alone and cooperatively with a partner or in an ensemble. 	<ul style="list-style-type: none"> -Participate collaboratively with partners and groups. -Demonstrate safe use of voice and body to communicate characters. -Define stage direction and body positions. 	<ul style="list-style-type: none"> -In rehearsal and performance, work as a productive and responsible member of an acting ensemble using scripted or improvisational scene work. -Communicate characters through physical movement, gesture, sound and speech, and facial expressions.
3. Critically Respond	<ul style="list-style-type: none"> -Identify elements of theatre in everyday life. 	<ul style="list-style-type: none"> -Identify key aspects of theatre. 	<ul style="list-style-type: none"> -Identify basic structures and relationships in a scene. -Identify dramatic elements in dramatizations 	<ul style="list-style-type: none"> -Examine the dynamic relationship among community, culture, and theatre. -Demonstrate appropriate 	<ul style="list-style-type: none"> -Develop selected criteria to critique what is seen, heard, and understood. -Examine character 	<ul style="list-style-type: none"> -Identify at least one role of a theatre practitioner. -Give, accept, and integrate constructive and supportive feedback from

			and stories. -Express thoughts about a dramatization or performance.	audience etiquette. -Use selected criteria to critique what is seen, heard, and understood.	dynamics and relations.	self and others. -Demonstrate understanding of historical and cultural context of scripts, scenes, and performances. -Analyze dramatic text in scenes and script.
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Music

<p>1.Expression of Music</p>	<ul style="list-style-type: none"> -Perform independently. -Respond to music with movement. 	<ul style="list-style-type: none"> -Expressively perform using simple techniques in groups and independently. - Perform basic rhythmic and melodic patterns. 	<ul style="list-style-type: none"> -Expressively perform using simple techniques in small groups or independently. - Perform simple rhythmic, melodic, and harmonic patterns. 	<ul style="list-style-type: none"> -Perform from memory and use simple traditional notation. -Perform extended rhythmic, melodic, and harmonic patterns. 	<ul style="list-style-type: none"> -Perform using accurate production techniques. -Perform using accurate production techniques. -Perform a variety of rhythmic, melodic, and harmonic patterns. -Perform extended melodies from the treble staff using traditional notation. 	<ul style="list-style-type: none"> -Perform using enhanced musical techniques. -Perform more complex rhythmic, melodic, and harmonic patterns. -Perform melodies using traditional notation.
<p>2. Creation of Music</p>	<ul style="list-style-type: none"> -Create music through a variety of experiences. -Identify simple musical patterns. 	<ul style="list-style-type: none"> -Demonstrate creation of short, independent musical phrases and sounds alone and with others. -Identify musical patterns. 	<ul style="list-style-type: none"> -Create musical phrases in the form of simple question-and-answer alone and in small groups. -Identify rhythmic and melodic notation patterns. 	<ul style="list-style-type: none"> -Create short musical phrases and patterns. -Notate music using basic notation structure. 	<ul style="list-style-type: none"> -Improvise simple musical phrases. -Notate simple musical selections. 	<ul style="list-style-type: none"> -Improvise question and answer and basic musical phrases. -Notate simple compositions.
<p>3. Theory of Music</p>	<ul style="list-style-type: none"> - Comprehension of musical opposites. - Comprehension of basic elements of musical form. -Identify 	<ul style="list-style-type: none"> - Comprehension of gradual changes in dynamics and tempo. -Aurally identify simple components of musical form. 	<ul style="list-style-type: none"> - Comprehension and use of appropriate music vocabulary for dynamics, tempo, meter and articulation. 	<ul style="list-style-type: none"> -Apply and demonstrate use of basic dynamics, tempo, meter, and articulation using appropriate music 	<ul style="list-style-type: none"> -Application and demonstration of the use of more advanced dynamics, tempo, meter and articulation using 	<ul style="list-style-type: none"> -Analyze and apply dynamics, tempo, meter, and articulation using appropriate music vocabulary.

	<p>different vocal and instrumental tone colors.</p> <p>-Identify simple rhythmic patterns.</p>	<p>- Comprehension of basic vocal and instrumental tone colors.</p> <p>- Comprehension of basic rhythmic and melodic patterns.</p>	<p>-Comprehend beginning notational elements and form in music.</p> <p>- Comprehension of vocal and instrumental tone colors.</p> <p>- Comprehension of beginning rhythmic and melodic patterns.</p>	<p>vocabulary.</p> <p>-Analyze simple notational elements and form in music.</p> <p>-Identify vocal and instrumental tone colors.</p> <p>-Identify and aurally recognize simple melodic, rhythmic, and harmonic patterns.</p>	<p>appropriate music vocabulary.</p> <p>- Identification of aural and visual notations of basic musical forms.</p> <p>-Analyze vocal and instrumental examples.</p> <p>-Identify and aurally recognize melodic, rhythmic, and harmonic patterns.</p>	<p>-Analyze, aurally and visually, notation and form in music.</p> <p>-Analyze more complex instrumental and vocal examples.</p> <p>- Comprehension and application of melodic, rhythmic, and harmonic patterns.</p>
<p>4. Aesthetic Valuation of Music</p>	<p>-Demonstrate respect for the contributions of others in a musical setting.</p> <p>-Respond to musical performance at a basic level.</p> <p>-Recognize and discuss music and celebrations in daily life.</p>	<p>-Demonstrate respect for the contributions of self and others in a musical setting.</p> <p>- Comprehension of the basic components of music and musical performances at a beginning level.</p> <p>-Identify music as an integral part of everyday life.</p>	<p>-Demonstrate respect for individual, group, and self-contributions in a musical setting.</p> <p>-Articulate reactions to the elements and aesthetic qualities of musical performance using musical terminology and movement.</p> <p>-Demonstrate increased awareness of music in daily life or special events.</p>	<p>-Identify personal preferences for specific music.</p> <p>-Respond to and make informed judgments about music through participation, performance, and the creative process.</p> <p>-Articulate music's significance within an individual musical experience.</p>	<p>-Explain personal preferences for specific music.</p> <p>-Comprehend and respect the musical values of others considering cultural context as an element of musical evaluation and meaning.</p>	<p>-Explain and defend personal preferences for specific music.</p> <p>-Articulate the meaning in music according to elements, aesthetic qualities, and human responses.</p>

Visual arts

<p>1.Observe and learn to comprehend</p>	<p>-Artists and viewers recognize characteristics and expressive features within works of art. -Personal feelings are described in and through works of art.</p>	<p>-Works of art express feelings. -Art represents and renders the stories of people, places, or things.</p>	<p>-Artists make choices that communicate ideas in works of art. - Characteristics and expressive features of art and design are used to identify and discuss works of art.</p>	<p>-The identification of characteristics and expressive features in works of art and design help to determine artistic intent. -Art has intent and purpose.</p>	<p>-Artists and viewers determine artistic intent by comparing and contrasting the characteristics and expressive features of art and design. -Works of art articulate and express different points of view. -Artists, viewers and patrons respond to works of art using inference and empathy. are interpreted in works of art</p>	<p>-Visual arts connect multiple characteristics of art. -Visual arts communicate the human experience. -Visual arts learning involves analyzing the formal and sensory qualities of art.</p>
<p>2.Envision and reflect to Critique</p>	<p>-Identify that art represents and tells the stories of people, places, or things. -Artists interpret connections to the stories told in and by works of art.</p>	<p>-Visual arts provide opportunities to respond to personal works of art and the art of others.</p>	<p>-Visual arts use various literacies to convey intended meaning.</p>	<p>-Artists, viewers, and patrons use the language of art to respond to their own art and the art of others. -Artists, viewers, and patrons make connections among the characteristics, expressive features, and purposes of art and design.</p>	<p>-The critique process informs judgments about artistic and aesthetic merits in works of art. -The processes and philosophies of art and design inform interpretations in works of art.</p>	<p>-Evaluative criteria is used when responding to works of art. -Specific methods of planning support the development of intended meaning.</p>
<p>3. Invent and</p>	<p>-Create two- and three-</p>	<p>-Create art to communicate</p>	<p>-Use familiar symbols to</p>	<p>-Use basic media to</p>	<p>-Use media to express and</p>	<p>-Use artistic media and</p>

discover to create	dimensional works of art based on personal relevance.	ideas, feelings, or emotions.	identify and demonstrate characteristics and expressive features of art and design.	express ideas through the art-making process. -Demonstrate basic studio skills.	communicate ideas about an issue of personal interest. -Materials and processes can be used in traditional, unique, and inventive ways.	expression to communicate personal and objective points of view. -Create art using technological media. -Apply an understanding of art processes and creative thinking to plan and create art.
4. Relate and connect to transfer	-Artists and viewers contribute and connect to their communities.	-Visual arts relate experiences to self, family, and friends.	-Visual arts respond to human experience by relating art to the community.	-Works of art connect individual ideas to make meaning. -Historical and cultural ideas are evident in works of art.	-Viewers and patrons make personal meaning and infer artistic intent. -Historical time periods and cultural settings.	-Artists, viewers, and patrons assign intended meaning to works of art. -Artists, viewers, and patrons respond to art from familiar and unfamiliar cultures.

Appendix M: Centennial School Calendar and School Day Schedule

Centennial 2013-2014 School Calendar

June '13							July '13							August '13						
Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa
						1		1	2	3	4	5	6					1	2	3
2	3	4	5	6	7	8	7	8	9	10	11	12	13	4	5	6	7	8	9	10
9	10	11	12	13	14	15	14	15	16	17	18	19	20	11	12	13	14	15	16	17
16	17	18	19	20	21	22	21	22	23	24	25	26	27	18	19	20	21	22	23	24
23	24	25	26	27	28	29	28	29	30	31				25	26	27	28	29	30	31
30																				
September '13							October '13							November '13						
Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7			1	2	3	4	5						1	2
8	9	10	11	12	13	14	6	7	8	9	10	11	12	3	4	5	6	7	8	9
15	16	17	18	19	20	21	13	14	15	16	17	18	19	10	11	12	13	14	15	16
22	23	24	25	26	27	28	20	21	22	23	24	25	26	17	18	19	20	21	22	23
29	30						27	28	29	30	31			24	25	26	27	28	29	30
December '13							January '14							February '14						
Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7				1	2	3	4							1
8	9	10	11	12	13	14	5	6	7	8	9	10	11	2	3	4	5	6	7	8
15	16	17	18	19	20	21	12	13	14	15	16	17	18	9	10	11	12	13	14	15
22	23	24	25	26	27	28	19	20	21	22	23	24	25	16	17	18	19	20	21	22
29	30	31					26	27	28	29	30	31		23	24	25	26	27	28	
March '14							April '14							May '14						
Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa
						1			1	2	3	4	5					1	2	3
2	3	4	5	6	7	8	6	7	8	9	10	11	12	4	5	6	7	8	9	10
9	10	11	12	13	14	15	13	14	15	16	17	18	19	11	12	13	14	15	16	17
16	17	18	19	20	21	22	20	21	22	23	24	25	26	18	19	20	21	22	23	24
23	24	25	26	27	28	29	27	28	29	30				25	26	27	28	29	30	31
30	31																			
June '14							Key													
Su	M	Tu	W	Th	F	Sa														
1	2	3	4	5	6 ¹	7		Parent-Teacher Conferences												
8	9	10	11	12	13	14		EL Professional Development/Assessment Days ²												
15	16	17	18	19	20	21		Holiday (No School)												
22	23	24	25	26	27	28		Vacation (No School)												
29	30							School Year Kick-Off Retreat ³												

Notes

- Staff will engage in weekly professional development on Wednesdays from 3:15-4:45 pm.
- Additionally, staff will engage in weekly collaborative planning meetings on Tuesdays and data team meetings on Thursdays with their grade level teams during planning time.

¹ Last day of school: half day for students.

² Centennial has designated 12 days with an EL School Designer during the 2012-2013 SY, including 4 days in June/July. 40 days have been designated during the 2014-2015 SY to be utilized in the EL PD/Assessment days articulated above in addition to ongoing, job embedded professional development. 1-2 of these days may be used to provide opportunities for Passion Pursuits led by teacher leaders through Centennial U.

³ The Centennial School Year Kick-Off Retreat will provide an opportunity to build relationships and positive school culture.

Centennial ECE-5 2013-2014 Master Schedule

Grade		8:30	9:00	10:00	11:00	12:00	1:00	2:00		
ECE	8:00-8:30 Breakfast in the Classroom (BIC) Morning Meeting	Whole Group	Centers	Planning/ Electives	Centers		Nap Time	Centers	3:00 Dismissal	
K		Literacy Block: Reading, Writing, Skills ELD 8:30-11:00			Integrated Content 11:30-12:00	Lunch 12:00-12:45	Math 12:45-2:00	Planning/ Electives 2:00-2:45		
1		Literacy Block: Reading, Writing, Skills ELD 8:30-11:00			Integrated Content 11:15-11:30	Lunch 11:15-12:00	Planning/Electives 12:30-1:15			Math 1:15-3:00
2/3		Literacy Block: Reading, Writing, Skills ELD 8:30-11:00			Integrated Content 11:15-11:30		Math 12:00-1:15	Planning/ Electives 1:15-2:00		Integrated Content 2:00-3:00
4/5		Skills 8:30-9:00	Planning/ Electives 9:00-9:45	Integrated Content 9:45-10:40	Math 10:40-12:10		Lunch 12:00-12:45	Literacy Block: Reading, Writing ELD Integrated Content 12:45-3:00		
Electives		Middle School 7/8	9:00-9:45 Grades 4/5	10:00-10:45 ECE	10:45-12:30 Duty/Plan/Lunch 12:30-1:15		12:30-1:15 1 st	1:15-2:00 2 nd /3 rd		2:00-2:45 Kinder

School-wide CREW every Monday, Thursday, and Friday 10:45-11:15

45-Minute Data Team Meetings every Thursday during grade Level Team Meetings

Instructional Minutes (45 minute lunch/45 minute planning)

- 150 minutes Literacy (45 ELD block incorporated in the Literacy block)
- 75 minutes Math K-3
- 90 minutes math for 4/5
- 45 minutes Electives (Art, Music, PD, Spanish)
- 60 minutes for Integrated Content (Social Studies/Science)



EXPEDITIONARY LEARNING

Centennial Elementary School– Projected Scope of EL Services

Partnership Year	Est. Cost	Projected Services (proposed Year 1 and beyond)
12-13 Planning and Development – Year 0	\$31,500	<ul style="list-style-type: none">• Orientation and support of school leader, staff and parent community (3 days)• Off-site PD (Instructional Leadership Team training, New Leader Induction, Leadership Teams Institute, EL 101)• On-site curriculum development, staff orientation, expedition planning (10 days)
13-14 Implementation Year 1	\$72,550	<ul style="list-style-type: none">• Development of School Leadership Team• On-site coaching for all teachers in workshop-model instruction, expedition development and effective assessment practices (approx. 40 days)• Off site development of Learning Expeditions (days TBD)• Off site PD (National Conference, Primary and/or Elementary Institute, Student Engaged Assessment Institute, Site Seminar, Leadership Cohort, Cluster Based PD (may replace SEA)• Membership fee
14-15 Implementation Year 2	\$72,550	<ul style="list-style-type: none">• Development of School Leadership Team• On-site coaching for all teachers in workshop-model instruction, expedition development and effective assessment practices (approx. 40 days)• Off site development of Learning Expeditions (days TBD)• Off site PD (National Conference, Primary and/or Elementary Institute, Student Engaged Assessment Institute or Common Core Reading/Writing or Designing Learning Expeditions, Site Seminar, Leadership Cohort, Cluster Based PD (may replace SEA)• Membership fee
15-16 Implementation Year 3	\$71,350	<ul style="list-style-type: none">• Customized work plan based on specific needs identified through data analysis and Implementation Review
16-17 Implementation Year 4	\$62,600	<ul style="list-style-type: none">• Customized work plan based on specific needs identified through data analysis and Implementation Review



EXPEDITIONARY LEARNING

School Centennial ES, Denver
 Region Mountain
 Cluster Denver
 3/7/13

	Year 0		Year 1		Year 2		Year 3		Year 4		
Cost	Units	Amount	Units	Amount	Units	Amount	Units	Amount	Units	Amount	
Direct School Services											
On-Site Days	\$1,300	12	\$15,600	40	\$52,000	40	\$52,000	40	\$52,000	35	\$45,500
Sub-Total			\$15,600		\$52,000		\$52,000		\$52,000		\$45,500
Off Site PD											
National Conference	\$750	0	\$-	3	\$2,250	3	\$2,250	3	\$2,250	0	\$-
5-day Institutes	\$1,500	2	\$3,000	2	\$3,000	2	\$3,000	2	\$3,000	2	\$3,000
OB Educator Course	\$1,800	0	\$-	0	\$-	0	\$-	0	\$-	0	\$-
3-day Institute	\$800	4	\$3,200	2	\$1,600	2	\$1,600	2	\$1,600	2	\$1,600
Site Seminars	\$400	0	\$-	5	\$2,000	5	\$2,000	2	\$800	2	\$800
Leadership Cohort	\$800	0	\$-	2	\$1,600	2	\$1,600	2	\$1,600	2	\$1,600
Pre-Conference Day	\$200	0	\$-	0	\$-	0	\$-	0	\$-	0	\$-
*Cluster Based Institutes	\$600	0	\$-	2	\$1,200	2	\$1,200	2	\$1,200	2	\$1,200
Learning Expeditions for Educators	\$2,000	0	\$-	0	\$-	0	\$-	0	\$-	0	\$-
Sub-Total			\$6,200		\$11,650		\$11,650		\$10,450		\$8,200
Membership		25	\$-	25	\$7,500	25	\$7,500	25	\$7,500	25	\$7,500
Total MOU Cost			\$21,800		\$71,150		\$71,150		\$69,950		\$61,200

*Estimated pricing



**EXPEDITIONARY
LEARNING**

Tax ID # 06-1576405

Scope of Services and Cost of A Partnership

between Expeditionary Learning and Centennial Elementary School

Start Date: April 1, 2013 End Date: August 31, 2013

School and District Information

Name of School:	Centennial Elementary School	School District:	Denver Public Schools
Street or P.O. Box:	4665 Raleigh Street	Superintendent:	Tom Boasberg
City, State, Zip:	Denver, CO 80212	District Phone:	(720) 423-3300
School Phone:	(720) 424-8900	District Fax:	
School Fax:		District Website:	http://www.dpsk12.org/
School Website:	http://centennial.dpsk12.org/	Billing Contact Person:	
Principal/Director:	Laura Munro	Billing Email:	
Principal's Email:	laura_munro@dpsk12.org	Billing Telephone:	
Principal's Phone:	(720) 424-8900	Billing Fax:	
Additional School or District Contacts:	Patti Paredes - (720) 423-3200	Billing Address:	4665 Raleigh Street
		Street or P.O. Box:	
		City, State, Zip:	Denver, CO 80212

Please sign and return **FULL, ORIGINAL MOU** to:
Regional Director
Jonathan Mann
6550 East 21st Ave.
Denver, CO 80207

Please send **ALL PAYMENTS** to:
Stephanie Lawkins, Chief Financial Officer
247 West 35th St., Eighth Floor
New York, NY 10001

Scope of Contracted Services

This Memorandum of Understanding covers the period from September 1, 2012 through August 31, 2013, in the multi-year partnership between Centennial Elementary School and Expeditionary Learning. During this period, Expeditionary Learning will provide a package of services to faculty and school leaders to foster the full implementation of the Expeditionary Learning school reform design.

The cost for this year's Memorandum of Understanding (MOU) is **\$27,900.00**.

Expeditionary Learning will provide the following package of contracted services:

Direct School Services

(12) DIRECT SERVICE DAYS DELIVERED BY EXPEDITIONARY LEARNING STAFF (\$1,300.00 per day)

- Direct service includes professional development and technical assistance provided by EL staff that is focused on the goals and outcomes articulated in the work plan. Direct service days may also include days during which EL staff accompanies a group of teachers from the school to an Expeditionary Learning professional development event to provide further intensive work.
- The costs associated with direct school services also covers:
 - Time the school designer uses to plan the direct service work and create materials for the school.
 - Time the school designer uses to work with teachers electronically or by phone, such as providing feedback on expedition plans, writing reports for the school, planning future professional development with the principal and/or instructional guide, and ongoing consulting or planning time for the school with the regional director or other school designers.
 - All Expeditionary Learning staff travel costs have been budgeted into the total MOU amount as part of the direct school services cost.
- All Direct School Service days must be used before August 31, 2013. No days can be carried into the next Expeditionary Learning fiscal year that begins on September 1, 2013 and ends on August 31, 2014.

Slots Allocated for Off-Site Professional Development

Logistical Information and Agreements Regarding Off-site Professional Development:

- Continuing Education Credits will be available for most offerings through a partnership with the University of Denver. Costs for Continuing Education Credits are separate from this MOU.
- All slots must be used before August 31, 2013. No slots can be carried over into the next EL fiscal year that begins on September 1, 2013. In the event that the school designee desires to substitute one purchased slot for another equally priced slot, s/he can do so with written permission of the EL Regional Director as long as the change occurs at least 14 days prior to the purchased institute start date. Substitutions are NOT permitted if the purchased institute has already occurred or is within 14 days of occurring.
- Changes to an MOU that involve an increase or decrease to the total price require an addendum that must be written by the EL Regional Director and signed by both parties.
- As part of the registration process for professional development, each participant must agree to arrive on time, participate in the full daily schedule (often longer than a normal work day), and stay for the full duration of the event. The planned daily schedule is outlined in the registration confirmation letter. This schedule applies to local commuters and overnight guests alike.
- Start and end times for each event are available on line as a part of registration.
- The principal must take responsibility for travel arrangements to ensure that participants arrive on time and stay for the entire event.

(4) Culture & Character- 3 Day Institute (\$800.00 EACH)

- The school pays for and must arrange all travel, lodging, and dinner expenses. Expeditionary Learning will provide a coffee/tea service and lunch.
- All participants must stay near the institute location unless they live within one hour of the event.
- Minimum enrollment required to avoid cancellation = 15. In the event of cancellation, Expeditionary Learning will notify participants 10 days in advance of cancellation. Expeditionary Learning is not responsible for cancellation charges related to travel and lodging.

Slots	Culture & Character- 3 Day Institute	Dates Held	Location
4	Crew in EL Schools	April 11-13	Richmond

(2) Leadership - 3 Day Institute (\$800.00 EACH)

- The school pays for and must arrange all travel, lodging, and dinner expenses. Expeditionary Learning will provide a coffee/tea service and lunch.
- All participants must stay near the institute location unless they live within one hour of the event.
- Minimum enrollment required to avoid cancellation = 15. In the event of cancellation, Expeditionary Learning will notify participants 10 days in advance of cancellation. Expeditionary Learning is not responsible for cancellation charges related to travel and lodging.

Slots	Leadership - 3 Day Institute	Dates Held	Location
1	EL Leadership Induction Cohort	Jul 8-10	Amherst
1	Leadership Teams	June 19-21	Salt Lake City

(5) EL Classrooms in Practice- 5 Day Institute (\$1,500.00 EACH)

- School arranges and pays for transportation to and from institute and some meals.
- Expeditionary Learning pays for all lodging and most meals.
- Minimum enrollment to avoid cancellation = 15. In the event of cancellation, Expeditionary Learning will notify participants 10 days in advance of cancellation. Expeditionary Learning is not responsible for cancellation charges related to travel and lodging.

Slots	EL Classrooms in Practice- 5 Day Institute	Dates Held	Location
1	Elementary	Jul 22-26	Boston
4	Primary	Jun 17-21	Denver

Cost and Payment:

Total value of the Expeditionary Learning services for 2012-2013 is **\$27,900.00**

- Direct service days: 12 @ \$1,300.00 per day = \$15,600.00.
- Culture & Character- 3 Day Institute Slots: 4 @ \$800.00 per slot = \$3,200.00
- Leadership - 3 Day Institute Slots: 2 @ \$800.00 per slot = \$1,600.00
- EL Classrooms in Practice- 5 Day Institute Slots: 5 @ \$1,500.00 per slot = \$7,500.00

Payment Plan and Schedule:

Option 1:

One payment of full amount is due on: June 15, 2013.

*Please Note:

Invoices past due beyond 30 days will be charged an additional 1.5 percent interest each month that the balance remains unpaid.

Mail ALL PAYMENTS to:

Stephanie Lawkins, Chief Financial Officer
 Expeditionary Learning Schools
 247 West 35th St. 8th Floor
 New York, NY 10001

Agreement

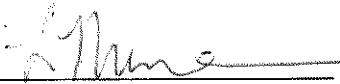
Expeditionary Learning and Centennial Elementary School agree to the above scope of services from April 1, 2013 to August 31, 2013. This scope of services may be changed only in writing and must be signed by both parties.

Expeditionary Learning's intellectual property remains the property of Expeditionary Learning, and Expeditionary Learning will have perpetual license to use any content developed by teachers or school leaders in Expeditionary Learning network schools, while such content shall remain the property of the school or the creator(s) per school policy.



 ELS Representative:

Jonathan Mann
 EL Mountain Region Director
 March 10, 2013



 School Signatory:

Title: *Principal*
 Date: *4-16-13*

Appendix O: Centennial's Crew Guide

Centennial's Crew Guide

We are Crew, Not Passengers

DRAFT, May 2013

Purpose of Crew at Centennial

At Centennial our goal is to bring our community together, promote shared understandings and encourage all community members to become crew, not passengers. Students at Centennial will be known well and supported by at least one adult, beyond their classroom teacher, in the school. One structure for developing this critical relationship- and supporting students socially, emotionally and academically- is Crew. School-wide Crew at Centennial will occur three times a week for thirty minutes before the lunch block begins. All students at Centennial will also be supported by a daily classroom-level Crew.

Centennial's crew structure will allow for relationship building, academic progress monitoring and the development of the following character traits- Respect, Responsibility, Leadership Determination and Wonder. All members of the Centennial community will support the implementation and success Crew.

Content of Crew

1. Relationships
2. Literacy
3. Service
4. Academic Advisement Monitoring
5. Adventure and Fitness
6. School Administration

Crew Leader Responsibilities

Relationships:

Crew is like a family and provides each student a one on one relationship with an adult advisor at the school as well as a consistent and ongoing small-scale peer community. It is the responsibility of every crew leader to provide social, emotional and academic support to students to ensure their success. Crew leaders monitor and support student progress, serve as the student's advocate in difficult academic and social situations, and act as an additional contact point between parents and the school. Visitors are invited in to be active participants of Crew rituals, not just watch.

Responsibilities:

- Helps students to set personal and academic goals
- Provide academic advising and monitor and support student progress
- Keep in contact with other faculty members on each student's academic progress
- Serve as the student's advocate in difficult social and academic situations.
- Act as an additional contact between parents and the school.

Daily School-Wide Crew Structure

- 5 Minutes **Opening Ritual**
- Daily Routines such as:
- Daily greeting
 - Opening reading
 - Checking-in

- 15 Minutes **Focus Activity**
- Rotating focus activity will include:
- Relationship Building/ Getting Acquainted
 - Goal Setting; Progress Monitoring; Effort Achievement
 - Initiatives/Adventure and Fitness
 - Literacy
 - School Administration

- 5 Minutes **Debrief Question**
- Debriefing the process

- 5 Minutes **Closing Ritual**
- Daily Rituals such as:
- Motivations
 - Appreciations
 - Reflection

Daily Crew Planning Template

5 Minutes	Opening Ritual	
15 Minutes	Focus Activity	
5 Minutes	Debrief	
5 Minutes	Closing Ritual	

Opening Rituals

- **Daily Greeting**-This is an activity that allow students to greet each other quickly. It gives everyone a chance to hear his or her name spoken in a positive context. It is also a way of letting them know that it mattered that they came. Furthermore, at the beginning of the year it provides everyone with another opportunity to learn everyone's name.
- **Opening Reading**-This could be a short reading, an excerpt, or a quote. The goal of the reading is varied. For example, the reading can be used to serve as a point of inspiration; to preview the day's activity; to provide a topic on which to reflect; and to serve as a demonstration of one of the Habits of Mind.
- **Check In**-During a check-in, students form a circle and the facilitator asks a guiding question that gives students the opportunity to share something personal (i.e., "How was your weekend?" "What's on your mind?" "What's one thing you're looking forward to today?") A student answers the prompt and when they are finished they say "checking-in." The next person responds and the process continues until everyone has had a chance to respond. If a student does not want to share they have the option of just saying, "Pass, and checking-in."

Focus Activities

- **Goal Setting, Progress Monitoring, Effort and Achievement**-The goal of this activity is to help students develop a growth mind-set in which they set academic and personal goals, monitor their progress on their goals, and reflect on how they effort affected the achievement of those goals. Some activities that students might participate in are setting weekly SMART goals, tracking their progress on academic classes, reading about and participating in discussions about stories of effort and achievement.
- **Initiatives/Fitness**-The goal of this focus activity is to provide a lively activity and learning experience in which al members can participate. Many of the initiatives also serve as an opportunity to promote the Habits of Mind. Some activities present problems or challenges that do not have a single right or wrong answer. The tasks are designed to challenge the physical and mental abilities of the group's participants. The skills and qualities practices include perseverance, cooperation, compassion, support, expression, negotiation, risk-taking, leadership, and trust. When using initiatives as learning tools, it is best to begin with less complex tasks and advance to more complicated and difficult activities. Debriefing the behaviors and observation adds to the learning process and gives the feedback necessary to apply the learning to future activities. Fitness activities can include games that call for physical activity (i.e., Dodge ball). To promote fitness activities and promote competition, crews can challenge other crews to complete in various fitness activities.

- **Independent Reading**-The goal of this focus activity is to further promote the culture of literacy, specifically reading. Students silently read a book of their choosing. For accountability students document their reading in a reading log.
- **Discussion/Journaling**-The goal of this focus activity is to provide students with the opportunity to voice their views and opinions on relevant, interesting topics. Students will discuss or journal about a topic important to their lives. These topics can be teacher or student selected. Topics can also be related to a Habit of Mind. Discussion protocols can be used to provide a safe space for sharing. For journal entries students have the option of letting the Crew teacher know if they want them read or not by asking for a sticky note and placing it on their journal.

Closing Rituals

- **Crew Call**-A crew call is a short song, chant or saying that represents the uniqueness, personality, and/or strengths of the crew.
- **Motivations**-Short readings, quotes, poems, songs, video clips that are used to motivate the crew. They can be used to represent a Habit of Mind.
- **Appreciations**-These are opportunities for members of the crew to celebrate other crewmembers for displaying behaviors that promote the Habits of Mind.
- **Reflections**-Students are given a prompt on which to reflect. These prompts can be in relation to areas such as the focus activity, Habits of Mind, and personal beliefs. Reflections can be written, shared with a partner, and/or shared with the whole group.

Sample Lesson Plans for 1st Two Weeks

Focusing on Getting Acquainted

(Intermediate Grades)

Day 1	Day 2	Day 3
<p>Opening: Alliterative Name Greeting</p> <p>Focus Activity w/Debrief: Rules for Crew</p> <p>Closing: Teacher introduces concept of Appreciations. Teacher leads with 1-2. Open for 2-3 from crew</p>	<p>Opening: Personal Question (who is your favorite musical artist? Why?)</p> <p>Focus Activity w/Debrief: Name Juggling</p> <p>Closing: Appreciations</p>	<p>Opening: Whatcha doing?</p> <p>Focus Activity w/Debrief: Teacher interview</p> <p>Closing: Appreciations</p> <p>Additional Considerations: Helping</p>

members. Additional Considerations: Make sure students understand their schedules.	Additional Considerations: Homework folder set up and expectations	students create/write out a plan for getting homework done.
Day 4	Day 5	Day 6
<p>Opening: Dance Party</p> <p>Focus Activity w/Debrief: Take a deep breath (w/o debrief)</p> <p>Closing: Introduce Motivations: tell students that starting next week they will be responsible for motivations. You will give assignments next time crew meets.</p> <p>Additional Considerations:</p>	<p>Opening: Personal Question (what is one thing you like about Crew so far?)</p> <p>Focus Activity w/Debrief: Name Your Group</p> <p>Closing: Motivation presented by teacher. Handout motivation schedule. Set up a meeting with the first two students who have motivations to help select and/or review motivations.</p> <p>Additional Considerations:</p>	<p>Opening: A Little Know Fact About Me</p> <p>Focus Activity w/Debrief: Know Your School</p> <p>Closing: Motivation presented by teacher. Remind students of motivation schedule.</p> <p>Additional Considerations:</p>

Sample 'Getting Acquainted' Crew Lesson Plan

5 minutes	Opening Ritual	Check-in, greeting, opening reading
15 minutes	Focus Activity	<p style="text-align: center;">The Name Game</p> <p>Purpose: To help students learn the names of each group member</p> <p>Materials: none</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Have students sit in a circle. Tell them you are all going on a picnic. Ask the person to

		<p>the left of you to specify one item to bring along. That item must start with the first of letter of the person's name. For example: "My name is David, and I am going to bring dill pickles" or "My name Sharon and I am going to bring slaw."</p> <p>2. The next person must repeat everything the first person said and add his or her own name and picnic item. The third person must repeat the first and second person's names and items and add to them. And so forth.</p> <p>Variation: You may change the picnic idea to other things- for example, the circus, a birthday party, shopping, school, etc.</p>
5 minutes	Debrief Questions	<p>What was one of the most challenging parts about this initiative, why?</p> <p>What was one of the most memorable parts of this initiative?</p> <p>What was the purpose of this activity?</p> <p>Did we accomplish the purpose?</p>
5 minutes	Closing Ritual	Crew call, motivations, appreciations, reflection

From: Life Lesson fro Young Adolescents, An Advisory Guide for Teachers, Fred Schrupf et al.

Sample 'Getting Acquainted' Crew Lesson Plan

5 minutes	Opening Ritual	Check-in, greeting, opening reading
15 minutes	Focus Activity	<p style="text-align: center;">Know Your School</p> <p>Purpose: To help students learn and understand correct school procedures and rules</p> <p>Materials: A copy of the school's student handbook/PBIS GOLD Matrix for at least every two</p>

		<p>students; Know your school handout</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Read and review the student handbook/PBIS GOLD Matrix with students. Discuss with them why rules and regulations are necessary. You may want to point out that most of these rules are consistent with those they have had in the past. Given special attention to rules that are unique to your building. 2. Divide the group into smaller groups of three to four students each. Distribute copies of the Know Your School form. 3. Have students work cooperatively to find the answers to the questions on the form. <p>Variation: Turn this into a board game and make it available for all to play.</p>
5 minutes	Debrief Questions	<p>What was one thing that surprised you?</p> <p>What is the purpose of having consequences for breaking the rules?</p> <p>What is one other question you have about the school?</p> <p>What is one thing our crew can do to get to know our school better?</p>
5 minutes	Closing Ritual	Crew call, motivations, appreciations, reflection

From: Life Lessons for Young Adolescents, An Advisory Guide for Teachers, Fred Schrupf et al.

Daily Structure for Goal Setting

5 Minutes	Opening Ritual	Check-in, Greeting, Opening Reading
15 Minutes	Focus Activity	Progress Monitoring SMART Goal Tracking and Reflection Semester Goal Setting Teacher Check-in
5 Minutes	Debrief	Pair-Share Debrief Questions
5 Minutes	Closing Ritual	Crew calls, motivations, appreciations, reflection

Daily Structure for Initiatives

5 Minutes	Opening Ritual	Check-in, Greeting, Opening Reading
15 Minutes	Focus Activity	Brief students on the purpose of the initiative. Give instructions. Students participate in the initiative. Teacher serves as facilitator .

5 Minutes	Debrief	IMPORTANT! DO NOT SKIP THIS STEP! Debrief the process
5 Minutes	Closing Ritual	Crew calls, motivations, appreciations, reflection

What is an Initiative?

An initiative is a term used to describe a wide range of group interaction activities. Some initiatives are activities that present problems or challenges that do not have a single right or wrong answer. The tasks are designed to challenge the physical and mental abilities of the group's participants. The skills and qualities practice include perseverance, cooperation, compassion, support, expression negotiation, risk-taking leadership and trust.

When using initiatives as learning tools, it is best to begin with less complex tasks and advance to more complicated and difficult activities. Debriefing the behaviors and observation adds to the learning process and gives the feedback necessary to apply the learning to future activities.

Guidelines for Learning Initiatives

The Role of the Teacher

The role of the teacher is that of a guide. He or she does not provide the answers to the group. In fact, often the teacher does not know what answer the group will generate. Initiatives contain a certain amount of unpredictability that allows for spontaneity, fun, and adventure while learning. The goal for the teacher is to provide the experience and allow students to learn from one another.

Selecting an Appropriate Activity

An initiative, generally, is a means to an end, not an end in itself. Each one is designed to develop a set of group skills. Think about your group's need and then select an initiative tailored to those needs. Often, initiatives may be grouped according to their purpose and level of engagement. Common groups include: name games, icebreakers, communications, cooperation/teaming, trust-builders, community building, leadership development, and problem solving. There is a logical progression of initiatives- beginning with those that allow participants to get to know each other (name games and icebreakers). Initiatives involving touching should be attempted with groups that have worked up to the point where participants would be comfortable and respectful with touching, holding or supporting each other. Attempting a problem-solving initiative with a newly formed cooperative skill development. Some initiatives need to be repeated before participants feel safe and are willing to open up and fully participate.

Safety

Give forethought and planning to the initiative you select. Be conscious of safety issues and physical limitations of members of the group. It would be disrespectful to propose an initiative that was not within the physical capability of all members of the group. Remove objects and obstacles that could cause injury or move to a more open space. With some initiatives, such as “Wind in the Willow” or trust falls, proper “spotting” techniques and stances need to be described and practiced prior to the initiative. Proper touch becomes an issue in some co-ed groups. One technique to promote safety and to protect both participants and spotters is to have the participant fold arms across the chest with hands on the shoulders. Any initiative that involves lifting should be preceded with proper lifting practice, giving special attention to lifting with the legs and not the back. Initiatives that have participants more than 18” off the ground (i.e., balancing on a log, “Island Hopping,” etc.) necessitate spotters.

Instructions

Keep instructions clear and concise, and ask if there are questions about the task before beginning. Let groups know that cooperation and effort are more important than success or failure.

Let Groups Struggle

Some of the most rewarding initiatives are ones that appear initially impossible, but that participants figure out on their own with a bit of time and struggle. Do note that there is a difference between struggling to overcome the challenge of an initiative and feeling unhappy with the activity itself. If a group is unwilling or unable to choose to engage, you probably need to cut the activity short and talk about it.

Penalize Artfully

There are many ways of addressing a violation of the rules. If a group is supposed to be silent and someone talks, blindfold that person, make them hop on one leg, or start over. Use your imagination. The most challenging penalties are those in which the whole group has to begin again when one person breaks the rules.

Keep It to a Short Timeline

Initiatives are often intensely engaging. So, it is better to cut that energy sort than to prolong it to the point that people lose interest and investment.

Pay Close Attention

Watch interactions among participants and make mental notes of specific behaviors or ideas you can mention in the debrief.

Establish a Supportive Environment

Reflection is key to creating powerful, meaningful learning experiences, but it's not enough. You also need to build an environment where people feel safe enough to share their thoughts and feelings with one another. Would you want to reflect deeply in the presence of others if you did not feel respected and cared for?

Debriefing

An essential aspect of debriefing is sharing individual reflections with the group. Eliciting those thoughts can take some artful guidance, and we have listed here some practices that can help you facilitate a discussion with your students. Please regard them as a starting point and keep in mind that there is no one right way to debrief. Each group is different and requires your unique creativity, compassion, boldness and honesty. The habits of working in a group take time to develop, so do not give up after just a few attempts.

In Advance

Choose a few key questions to ask before you start. Arrange your questions so they follow the expanding progression of: What happened? What did you learn? What are you going to do with that learning? Have a plan, but be prepared to let go. Sometimes it is better to follow the twists and turns taken by the group.

Set the Tone

The leader's attitude will set the tone of the group. As a facilitator you should be alert, centered, positive, and focused on the group. Remember to speak less than the participants and to open and close on a positive note.

Encourage Full Participation

Get a response from everyone on the first question before moving to the second, although allow people to pass if they are uncomfortable responding. Help others clarify and articulate their thoughts by asking them follow-up questions. It is often helpful to someone to hear you repeat his or her words in a different way. It tells them that you are listening and understanding. Encourage group members to talk to each other, not just to you, and to ask questions of each other.

Silence

Become comfortable with silence. Do not start talking yourself or piling on additional questions just because no one responds quickly to the first question asked. This is easier said than done, but it is worth waiting through those uncomfortable moments.

Common Challenges and Ideas for Addressing Them

When no one talks:

- Give participants time to write to your questions in a journal before talking together.
- Lighten your tone. Make it fun, not boring or intimidating.
- Have students discuss in pairs or trios and report back.
- Ask individuals specific questions based on what you observed of their experience.
- Have the group pantomime their reflections, make up a rap about it, or draw pictures.
- If any one person is sabotaging the group, isolate them while the rest of the group talks.

From: http://elschools.org/sites/default/files/initiatives_EL_060407.pdf

Debriefing Initiatives

An essential aspect of debriefing is sharing individual reflections with the group. Eliciting those thoughts can take some artful guidance. There is no right way to debrief. Each group is different and requires your unique creativity, compassion, boldness and honesty. The habits of working in a group take time to develop, so do not give up after a few attempts. Remember to speak less than the participants and to open and close on a positive note. Encourage group members to talk to each other, not just you, and to ask questions of each other.

Questions will naturally flow from you and the students, but if you are stuck for an idea, here are some possibly questions to use when debriefing. Most can be tweaked to fit a particular group or initiative. Don't forget to include the basic ideas of the EL design principles.

- What was something new you learned...about yourself, about ____?
- What is a question that you would like to ask the group?
- What was the hardest/easiest/most challenging/most interesting part?
- How did you feel when it was your turn? Why?
- What does choice do for this activity?
- What might be something we could add next time we do this? Why?
- How does this relate to what we want to accomplish at this school?
- What surprises did you experience?
- How well did we do in our attempt to reach our goal? Why?
- What did you observe that helped to make this experience a success?
- How could it have been accomplished differently?
- When do you feel similar success (or challenges) in the classroom?
- Did you feel like a failure at any point? How did that change your attitude?
- How does the fear of ___keep us from trying new things?
- If you experienced frustration, what did you do (or what could you have done) to overcome it?
- How were decisions made in the group? What role did you play?
- How did your role help or hinder the group?
- What can you learn from this experience?
- How does this initiative illustrate the work you have ahead of you?

- What did you learn about the importance of ___?
- What problem solving skills did you rely on first?
- How did it feel to make a mistake?
- What does making a mistake have to do with trusting one another?
- Do you choices sometimes have consequences for other people?
- Did you have ideas you didn't contribute? Why?
- How does this relate to other things you do in your life?

From EL Commons- Uploaded by Cyndi Gueswel

Sample Initiative- Medium-Risk

5 Minutes	Opening Ritual	Check-in, Greeting, Opening Reading
15 Minutes	Focus Activity	<p>Brief students on the purpose of the initiative.</p> <p>Give instructions.</p> <p>Students participate in the initiative.</p> <p>Teacher serves as facilitator.</p> <p style="text-align: center;">Hula Hoop Pass</p> <p>Props: Hula Hoop</p> <p>Purpose: Collaboration, Progress</p> <p>Procedure: Have the group form a circle holding hands. Ask two people to let go of their grip long enough for them to place their hands through a Hula Hoop before rejoining them. The team task is to pass the Hula Hoop around the circle in a specified direction until it returns to the starting point. Another way to play is to use two hoops and have them go around the circle in opposite directions. You can also use loops of rope (about Hula Hoop size). You can time the first try. Have the team repeat the process multiple times and challenge the team to beat its previous time.</p>
5 Minutes	Debrief	IMPORTANT! DO NOT SKIP THIS STEP!

		Debrief the process
5 Minutes	Closing Ritual	Crew calls, motivations, appreciations, reflection

Sample Initiative Participation Rubric

Learning Target: I can actively participate in a crew initiative.

Exceeding	Meeting	Developing	Beginning	No Evidence
I was positive, enthusiastic, and 100% involved in the initiative and debrief. I took on a leadership role in assisting my crew to work toward the goal.	I participated in the initiative and debrief. My participation and attitude helped my crew work toward the goal.	Although I participated in the initiative and debrief, I may have had to be coaxed to do so. My attitude could have been more positive.	My participation in the initiative and/or debrief was minimal and/or my attitude detracted from my crew's ability to work toward the goal.	I did not participate in the initiative or debrief.

Daily Structure for Literacy- Independent Reading Example

20 Minutes	Focus Activity	Students enter crew. They take out their independent reading books and join the circle. The teacher posts or gives copies of the guiding question(s) to the students. The guiding question is a question that students will seek to answer as they read. The teacher might give each student the same question or he/she might give each student, or group of students a different question on which to reflect as they are reading.
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		<p>The teacher can conduct a short Read-Aloud in which he/she reads a compelling poem, a short story, an excerpt from a novel, or a portion of a novel that he/she plans to read-aloud in its entirety over the course of the semester. Then students read independently. The teacher may remind students of the guiding question. As students read they have the option of using a note catcher to record evidence to support their answer to the question. This is not mandatory because some students may prefer to 'collect' their evidence mentally as they read. During this time the teacher should also be reading an independent novel of his/her choice.</p>
2 Minutes	Tracking	<p>After reading, while remaining in the circle, students get their reading trackers and record the number of pages they read. The teacher may want to record this information on a master tracker.</p>
5 Minutes	Debrief	<p>The teacher then leads students in a debrief session. During the debrief session students will answer the guiding question(s). The teacher may wish to model the type of response he/she is looking for by answering the question based on his/her own reading. The debrief session can be structured in various ways. For example, the teacher can ask the question and do a whip around the circle so that everyone responds to the guiding question. Teachers may have students turn to a neighbor and share their answer. Then the teacher calls on one partner to share what his/her partner said. Students can journal their response and then the teacher cold calls students to read their journal responses. Students pair up and answer the question in the form of a written dialogue between them and their partners. The teacher could ask for volunteers to read their dialogues aloud.</p> <p>After debriefing the reading, the teacher may want to debrief the process. For example, he/she might ask the crew to name a person who they thought gave an exemplary response and why? What did they do well during the process? (i.e., started on time, listened well, restating what their partner said well). In what areas of the process they could improve? How? (i.e., listening, responding to the guiding questions in a more thorough manner). Is there a book that you are interested in reading next based on what you heard?</p>
3 Minutes	Closing	<p>The teacher then ends crew with a closing ritual.</p>

Centennial Students Go for the **GOLD!**

Give Respect

On Time

Leadership

Determination





CENTENNIAL PBIS MATRIX

Go for the GOLD!

	Classroom	Hallway	Bathroom	Playground	Cafeteria
Give respect	<ul style="list-style-type: none"> • I will use a voice Level between 0 and 3 • I will speak nicely to teachers and peers • I will respect myself, others and materials • I will share materials if there is not enough for everyone • I will recycle paper • SLANT 	<ul style="list-style-type: none"> • I will use a voice level between 0 and 1 • I will walk on the right hand side of hall • I will always face forward 	<ul style="list-style-type: none"> • I will use a voice level between 0 and 2 • I will keep the bathroom clean • I will flush the toilet • I will wash my hands 	<ul style="list-style-type: none"> • I will remember that everyone can play or no one can play • I will keep my hands to myself • I will leave the wood chips, sticks, snow, and leaves on the ground 	<ul style="list-style-type: none"> • I will use a voice level between 0 and 3 • I will keep hands and feet to myself • I will remember food stays on the tray • I will say please and thank you to lunch staff • I will respect teachers and peers
On Time	<ul style="list-style-type: none"> • I will be present and prepared by the time class starts 	<ul style="list-style-type: none"> • I will always use walking feet 	<ul style="list-style-type: none"> • I will choose a good time to use the bathroom 	<ul style="list-style-type: none"> • I will line-up when the whistle is blown 	<ul style="list-style-type: none"> • I will always use walking feet • I will put sports equipment in the basket <u>before</u> I go into the lunchroom
Leadership	<ul style="list-style-type: none"> • I will use appropriate language • I will encourage my friends to do their best 	<ul style="list-style-type: none"> • I will stay in my own personal space 	<ul style="list-style-type: none"> • I will respect privacy 	<ul style="list-style-type: none"> • I will be a leader and help my friends solve problems 	<ul style="list-style-type: none"> • I will stay in order in line • I will wait patiently • I will use respectful language • I will clean up after myself
Determination	<ul style="list-style-type: none"> • I will stay on task • I won't give up if things are challenging • I will display behavior that will make others and myself proud • I will be an active learner and participant 	<ul style="list-style-type: none"> • I will "get to where I'm going" • I will display behavior that will make others and myself proud 	<ul style="list-style-type: none"> • I will return to class quickly 	<ul style="list-style-type: none"> • I will make safe choices • I will display behavior that will make others and myself proud • I will tell an adult if I feel I'm being bullied 	<ul style="list-style-type: none"> • I will stay in my seat until I am excused • I will raise my hand when I need help • I will remember to get utensils and a napkin • I will remember to get or bring my lunch card



CENTENNIAL PBIS MATRIX

Go for the GOLD!

	Library/ Computer Lab	Field Trip	Assembly	Bus	Arrival	Dismissal
Give respect	<ul style="list-style-type: none"> I will use a voice level between 0 and 2 I will keep hands and feet to myself I will wait quietly for directions I will use appropriate websites I will respect other peoples' intellectual property 	<ul style="list-style-type: none"> I will follow directions the first time they are given I will use the voice level I am asked to use I will follow bus expectations I will respect my surroundings I will stay with the adult(s) in charge 	<ul style="list-style-type: none"> I will use the voice level I am asked to use I will sit and stay in one spot I will leave objects in the classroom I will use appropriate applause I will keep my hands and feet to myself 	<ul style="list-style-type: none"> I will keep hands feet and all objects to myself I will use respectful language I will follow driver and school staff directions I will treat all adults and peers with respect I will remain seated 	<ul style="list-style-type: none"> I will wait quietly in my designated area (inside or outside) 	<ul style="list-style-type: none"> I will use walking feet I will wait on the benches until my ride arrives I will follow hallway expectations
On Time	<ul style="list-style-type: none"> I will return books on time I will close computer applications the first time I'm asked 	<ul style="list-style-type: none"> I will come to designated meeting areas on time 	<ul style="list-style-type: none"> I will stay seated until my class is dismissed 	<ul style="list-style-type: none"> I will be on the bus on time 	<ul style="list-style-type: none"> I will arrive at school between 7:35 and 7:40 	<ul style="list-style-type: none"> I will leave school by 3:00 unless I'm staying for a specific activity (e.g. sports, extra help, club).
Leadership	<ul style="list-style-type: none"> I will treat books and materials appropriately I will alert the teacher if I find something in appropriate I will use all electronic equipment gently 	<ul style="list-style-type: none"> I will dress appropriately for the activity and weather I will use my best manners 	<ul style="list-style-type: none"> My eyes and ears will be on the speaker 	<ul style="list-style-type: none"> I will keep the bus clean of trash and graffiti 	<ul style="list-style-type: none"> I will look at the signs to see whether it is an outside or inside day 	
Determination	<ul style="list-style-type: none"> I will follow directions the first time I will tell an adult if I feel I'm being cyber-bullied 	<ul style="list-style-type: none"> I will be an active learner and participant I will find a safe adult if I am lost or confused 	<ul style="list-style-type: none"> I will be an active learner and participant 	<ul style="list-style-type: none"> I will display behavior that will make others and myself proud 	<ul style="list-style-type: none"> I will display behavior that will make others and myself proud 	<ul style="list-style-type: none"> I will make sure I have all my belongings before I leave the classroom I will walk directly to my pick-up area

Appendix Q: Expedition Content Map Overview K-5¹

	Science	Social Studies
K	Life Science* : Animal Study-Classification	* Standards assessed, but not through the structure of an expedition: History 1, Geography 1, Economics 1 & 2, Civics 1 & 2
1	Earth Science : Earth Materials Life Science* : Specific Animal Study: Physical characteristics and offspring/lif cycle	* Standards assessed, but not through the structure of an expedition: History 1 & 2, Geography 1, Economics 1 & 2, Civics 1 & 2
2	Physical Science : How things Move	History and Geography : Our Local Community, Then and Now
3	Earth and Physical Science : Natural Cycles	Geography and Economics : The Regions of Colorado
4	Physical Science : Mixtures and Energy	History and Geography : Early American History: the Foundations and Continuation of American Government and Ideals
5	Life Science : Human Body Earth and Physical Science : Energy and Weather	History and Civics : Ancient civilizations of the Western Hemisphere – Clash of cultures

★ Expedition topics in *italics* indicate that we have exemplary curricular models from which to build upon.

¹ The Expedition Content Map will be used during Centennial's Professional Development days to select existing EL expeditions aligned with Common Core State Standards and Colorado Academic Standards.

Grade	Science	Social Studies
Kindergarten	<p>Life Science*: Animal Study-Classification, physical characteristics and offspring/life cycle</p> <p>Colorado Content Standards Addressed in the Expedition Grade Level Standards: K Life Science 1: Organisms can be described and sorted by their physical characteristics</p> <p>Standards from other grade levels: 1st Life Science 1: Offspring have characteristics that are similar to but not exactly like their parents. 1st Life Science 2: An organism is a living thing that has physical characteristics that help it survive. (animal focus) 3rd grade Life Science: Life cycles vary from organism to organism.</p>	<p>* Standards assessed, but not through the structure of an expedition: History 1, Geography 1, Economics 1 & 2, Civics 1 & 2</p>
	<p>Possible Expedition Topics: ★ <i>Insects</i> Birds</p>	
1 st Grade	<p>Earth, Life and Physical Science*: Earth materials, weather and plant study</p> <p>Colorado Content Standards Addressed in the Expedition: Grade Level Standards: 1st Earth Systems Science 1: Earth's materials can be compared and classified based on their properties 1st Physical 1. Solids and liquids have unique properties that distinguish them 1st Life Science 2: An organism is a living thing that has physical characteristics that help it survive. (plant focus)</p> <p>Standards from other grade levels: K Earth Systems Science: The sun provides light and heat to Earth. 2nd Earth Systems Science 1: Weather and the changing seasons impact the environment and organisms such as humans, plants, and other animals 3rd Earth Systems Science 1: Earth's materials can be broken down and/or combined into different materials such as rocks, minerals, rock cycle, formation of soil, and sand – some of which are usable resources for human activity 2nd Life Science 2: Each plant or animal has different structures or behaviors that serve different functions</p>	<p>* Standards assessed, but not through the structure of an expedition: History 1 & 2, Geography 1, Economics 1 & 2, Civics 1 & 2</p>
	<p>Possible Expedition Topics: ★ <i>Soil, Food, and Gardens</i></p>	

*In K-1, year-long expeditions will focus on science concepts.

There are a number of reasons for this:

- Science expeditions offer greater concrete, experiential potential for K-1 students.
- In general, social studies standards in K-1 have minimal historical context and can easily be integrated in other classroom structures like Morning Meeting. (e.g. Participate in making decisions using democratic traditions.)
- Where it is appropriate, K-1 teachers are strongly encouraged to integrate social studies into the science-based expeditions.

2 nd Grade/Year A	Physical Science: How things move	History and Geography: Our Local Community, Then and Now
	Colorado Content Standards addressed: Grade Level Standards: 2 nd Grade Physical Science 1: Changes in speed or direction of motion are caused by forces such as pushes and pulls. Standards from other grade levels: K Physical Science 1: Objects can move in a variety of ways. We can describe movement ... K Physical Science 2: Objects can be sorted by their physical properties. These properties can be observed and measured.	Colorado Content Standards addressed: Grade Level Standards: 2 nd History 1: Identify historical sources and utilize the tools of a historian. 2 nd History2: People in the past influenced the history of neighborhoods and communities. 2 nd Geography 1: Use geographic teams and tools to describe space and place. 2 nd Geography 2: People in communities manage, modify and depend on their environment. 2 nd Civics 1: Responsible community members advocate for their ideas. 2 nd Civics 2: People use multiple ways to resolve conflicts or differences 2 nd Economics 1: The scarcity of resources affects the choices of individuals and communities.
	Possible Expedition Topics: ★ <i>Simple Machines</i> Toys	Possible Expedition Topics: Denver Neighborhoods, Then and Now

3 rd Grade / Year B	<p>Standards Domain/Topic: Life Science and Earth Systems Science/Plant life cycles, rock cycle</p>	<p>History, Geography, and Economics: Colorado History and Regions of Colorado</p>
	<p>Colorado State Standards: Grade Level Standards assessed: 2nd Life Science 2: Each plant or animal has different structures or behaviors that serve different functions 2nd Earth Systems Science 1: Weather and the changing seasons impact the environment and organisms such as humans, plants, and other animals 3rd Life Science 1: The duration and timing of life cycle events such as reproduction and longevity vary across organisms and species 3rd Earth Systems Science 1: Earth’s materials can be broken down and/or combined into different materials such as rocks, minerals, rock cycle, formation of soil, and sand – some of which are usable resources for human activity <u>Standards from other grade levels to be assessed:</u> 1st Earth Systems Science 1: Earth’s materials can be compared and classified based on their properties</p>	<p>Colorado State Standards: Grade Level Standards assessed: 2nd Economics 1: The scarcity of resources affects the choices of individuals and communities 3rd History 1: Use a variety of sources to distinguish historical fact from fiction 3rd History 2: People in the past influenced the development and interaction of different regions 3rd Geography 1: Use various types of geographic tools to develop spatial thinking 3rd Geography 2: The concept of regions is developed through an understanding of similarities and differences in places</p> <p><u>Standards from other grade levels to be assessed:</u> 4th History 1: Organize and sequence events to understand the concepts of chronology and cause and effect in the history of Colorado. 4th History 2: The historical eras, groups, ideas and themes in Colorado History and their relationships to key events in the United States. 4th Geography 1: Use several types of geographic tools to answer questions about the geography of Colorado</p>
	<p>Possible narrowed topics: From Farm to Table</p>	<p>Possible narrowed topics:</p> <ul style="list-style-type: none"> • Settling in Colorado, then and now • Regions of Colorado with focus on why people settle there and what is produced in this region • Interaction between settlers • Specific technology through time (e.g. mining, transportation) • Development of cities & towns in CO (boom towns/ urban planning)

4 th Grade/Year A	<p>Standards Domain/Topic: Physical Science / Mixtures and Energy</p>	<p>Standards Domain/Topic: History and Civics/Early American History: the Foundations and Continuation of American Government and Ideals</p>
	<p>Colorado State Standards: Grade Level Standards assessed:</p> <ul style="list-style-type: none"> • 5th Physical 1: Mixtures of matter can be separated regardless of how they were created; all weight and mass of the mixture are the same as the sum (Could move to 6th if needed) • 4th Physical 1: Energy comes in many forms such as light, heat, sound, magnetic, chemical, and electrical • 5th Earth 1: Earth and sun provide a diversity of renewable and nonrenewable resources • 5th Earth 3: Weather conditions change because of the uneven heating of Earth's surface by the Sun's energy. Weather changes are measured 	<p>Colorado State Standards: Grade Level Standards assessed:</p> <p>5th History 1: Analyze historical sources from multiple points of view to develop an understanding of historical context</p> <p>5th History 2: The historical eras, individuals, groups, ideas, and themes in North America from 1491 through the founding of the United States government</p> <p>5th Civics 1: The foundations of citizenship in the United States</p> <p>5th Civics 2: The origins, structure, and functions of the United States government</p> <p>4th Economics 2: The relationship between choice and opportunity cost</p> <p><u>Standards from other grade levels to be assessed:</u></p> <p>3rd Civics 1: Respecting the views and rights of others as components of a democratic society</p>
	<p>Possible narrowed topics:</p> <ul style="list-style-type: none"> • Using simple machines / everyday materials to create energy • Clean water • Alternative energy sources (wind, solar, coal-fire) 	<p>Possible narrowed topics:</p> <ul style="list-style-type: none"> • The American Colonies: 1776 • Civil Rights

5 th Grade/Year B	<p>Standards Domain/Topic: Life Science & Earth Science /Human Body; Earth, Atmosphere and Weather</p>	<p>Standards Domain/Topic: History and Geography/Ancient civilizations of the Western Hemisphere – Clash of cultures</p>
	<p>Colorado State Standards: Grade Level Standards assessed:</p> <ul style="list-style-type: none"> • 5th Life 1: All organisms have structures and systems with separate function • 5th Life 2: Human body systems have basic structures, functions and needs • 4th Life 3: There is interaction and interdependence between and among living and nonliving components of systems • 5th Earth 2: Earth’s surface changes constantly through a variety of processes and forces • 4th Earth 1: Earth is part of the solar system, which includes the Sun, Moon, and other bodies that orbit the Sun in predictable patterns that lead to observable paths of objects in the sky as seen from Earth. 	<p>Colorado State Standards: Grade Level Standards assessed:</p> <p>5th History 1: Analyze historical sources from multiple points of view to develop an understanding of historical context</p> <p>5th Geography 2: Causes and consequences of movement</p> <p>4th Geography 2: Connections within and across human and physical systems are developed</p> <p>4th Civics 1: Analyze and debate multiple perspectives on an issue</p> <p><u>Standards from other grade levels to be assessed:</u></p> <p>6th History 2: The historical eras, individuals, groups, ideas and themes in regions of the Western Hemisphere and their relationships with one another</p>
	<p>Possible narrowed topics:</p> <ul style="list-style-type: none"> • Life on Earth, Life on Mars 	<p>Possible narrowed topics:</p> <ul style="list-style-type: none"> • Inca • Aztec • Maya

CENTENNIAL U

CENTENNIAL U aims to create a learning organization by intentionally developing Teacher Leaders to implement and sustain Centennial's Innovation Plan.

As a community of professional learners, we adhere to Centennial's Core Values:

- I am ready to collaborate deeply with my colleagues to raise student achievement.
- I am ready to be a leader in bringing about significant and lasting change in my classroom and school.
- I am ready to fully engage in professional development activities and coaching cycles to learn how to effectively implement the Core Practices of EL.

Through participation in Centennial U's Teacher Leadership program, we will:

- Establish a common knowledge base to inform school-wide practices,
- Embrace the opportunity to lead professional development opportunities,
- Inspire the field of education by thinking globally and acting locally.

CENTENNIAL U'S COURSEWORK PLAN

Core Courses	Date Completed	Passion Pursuits	Offered by...	Date Completed
Differentiation		Communication		
Questioning		Physical Learning Environments		
Assessment for Learning		Affective Development/Crew		
		Integrating Curriculum Planning		
		Instructional Strategies		

¹ Centennial U was inspired by DaVita University, which was created to help teammates learn and develop. This education department oversees all training and learning opportunities within DaVita's "Village."

Global Leadership

Centennial University's Goals:

- Create sustainable systems to support school-wide leadership.
- Create a dynamic school culture and provide opportunities for teachers to share their experiences.
- Build capacity in teachers.
- Empower teachers to be leaders of their learning lives.

Appendix S: Learning Expedition Plan: Whirl, Pop, Whoosh The Sounds of Simple Machines

Title	Whirl, Pop, Whoosh: The Sounds of Simple Machines
School	Expeditionary Learning Mountain Region
Grade level	2 nd Grade
Discipline(s)	Physical Science, English Language Arts and Civics
Specific topic:	Simple Machines
Start & end dates	September-December
Author(s)	Marnie Cooke, Katie Shenk, and Jen Wood

Guiding Questions

- How do simple machines make our lives easier?
- How can I use my knowledge of simple machines to serve my community?
- How can scientists change the world?

Standards Assessed in the Learning Expedition*

*Note: For Science content standards, we have included physical science standards from Kindergarten to provide a developmental sequence of learning.

Discipline	Standards
Physical Science*	<p>2nd Grade Physical Science 1: Changes in speed or direction of motion are caused by forces such as pushes and pulls.</p> <p>Standards from other grade levels:</p> <p>K Physical Science 2: Objects can be sorted by their physical properties. These properties can be observed and measured.</p>
Reading	<p>RI.2.1. Ask and answer such questions as <i>who</i>, <i>what</i>, <i>where</i>, <i>when</i>, <i>why</i>, and <i>how</i> to demonstrate understanding of key details in a text.</p> <p>RI.2.2. Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.</p> <p>RI.2.4. Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i>.</p> <p>RI.2.5. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.</p> <p>RI.2.7. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p>

<p>Writing</p>	<p>W.2.1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., <i>because, and, also</i>) to connect opinion and reasons, and provide a concluding statement or section.</p> <p>W.2.2. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p> <p>W.2.5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p>W.2.7. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).</p> <p>W.2.8. Recall information from experiences or gather information from provided sources to answer a question.</p>
<p>Speaking and Listening</p>	<p>SL.2.1. Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.</p> <ul style="list-style-type: none"> ● Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). ● Build on others' talk in conversations by linking their comments to the remarks of others. ● Ask for clarification and further explanation as needed about the topics and texts under discussion. <p>SL.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p>SL.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>
<p>Language</p>	<p>L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.2.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.2.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.</p> <p>L.2.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.</p>

Civics	<p>2.1 Responsible community members advocate for their ideas.</p> <p>a) List ways that people express their ideas respectfully.</p> <p>b) Identify how people monitor and influence decisions in their community.</p> <p>c) Describe ways in which you can take an active part in improving your school or community.</p> <p>d) Identify and give examples of civic responsibilities that are important to individuals, families and communities.</p> <p>e) Describe important characteristics of a responsible community member.</p>
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Case Study One	
1. Case study title	Whirling Wheels
Case study content	<p>Physics Content</p> <ul style="list-style-type: none"> • What is a simple machine • Examples of everyday simple machines • What work is • What a force is • How humans make wheels move. • How different surfaces affect wheels (friction) • How inclined planes (ramps) to change the speed wheel • How the size of wheels affects movement • Ways wheels move (e.g. push, pull, pedal, tow) • Wheels in everyday life • Parts of a wheels • Types of wheels (e.g. gears, pulleys) • How wheels make life easier <p>Scientific Inquiry Content</p> <ul style="list-style-type: none"> • Asking questions • Collecting data • Making observations • Record observations • Draw conclusions • Making predictions
Big Ideas/Broad Concepts	<ul style="list-style-type: none"> • We apply what we know about how forces affect objects to make our lives easier.

	<ul style="list-style-type: none"> • There is a relationship between forces and changes in motion.
Key Standards that Drive the Case Study	<p>2nd Grade Physical Science 1: Changes in speed or direction of motion are caused by forces such as pushes and pulls.</p> <p>K Physical Science 1: Objects can move in a variety of ways. We can describe movement ...</p> <p>K Physical Science 2: Objects can be sorted by their physical properties. These properties can be observed and measured.</p>

Case Study Two	
2. Case study title	Simple Machines in Action
Case study content	<p>Lever (<i>reading standards assessed here</i>)</p> <ul style="list-style-type: none"> • What is it? • How does it work? • Levers in our world <p>Pulley</p> <ul style="list-style-type: none"> • What is it? • How does it work? • Pulleys in our world <p>Inclined Plane (ramp)</p> <ul style="list-style-type: none"> • What is it? • How does it work? • Planes in our world <p>Wedge</p> <ul style="list-style-type: none"> • What is it? • How does it work? • Wedges in our world <p>Simple vs. Compound Machines (<i>research standard assessed here</i>)</p> <ul style="list-style-type: none"> • Differences between simple and compound machines • Students will research one compound machine <p>Scientific Inquiry Content</p> <ul style="list-style-type: none"> • Asking questions • Collecting data • Making observations • Record observations • Draw conclusions • Making predictions

Big Ideas/Broad Concepts	<ul style="list-style-type: none"> • We apply what we know about how forces affect objects to make our lives easier. • There is a relationship between forces and changes in motion.
Key Standards that Drive the Case Study	<p>2nd Grade Physical Science 1: Changes in speed or direction of motion are caused by forces such as pushes and pulls.</p> <p>K Physical Science 1: Objects can move in a variety of ways. We can describe movement ...</p> <p>K Physical Science 2: Objects can be sorted by their physical properties. These properties can be observed and measured.</p>

Case Study Three	
3. Case study title	Simple Machines in Service
Case study content	<p>Civics as Advocacy</p> <ul style="list-style-type: none"> • Research and data collection about how the lack of a simple machine negatively impacts a community (e.g. sidewalk ramps, elevators, ramps for steps to homes, uneven surfaces, door handles) • Interviews (those in need and experts who help): <ul style="list-style-type: none"> ○ Developing questions/surveys ○ Note-taking ○ Speaking and listening ○ Synthesizing information from interviews • Advocating through opinion writing <ul style="list-style-type: none"> ○ Identifying qualities of strong opinion writing ○ Engaging in the writing process to plan, draft, revise, edit and publish an opinion letter • Presenting opinions to the community
Big Ideas/Broad Concepts	<ul style="list-style-type: none"> • Individuals collaborate to advocate for ideas that they think will improve society. • Responsible community members influence the rules, policy and laws in their community. • Writers support their opinions with facts, reasons and

	<p>details.</p> <ul style="list-style-type: none"> • Writing is used to advocate for people and to make positive change in the community.
Key standards that drive the case study	<p>2.1 Responsible community members advocate for their ideas.</p> <ol style="list-style-type: none"> List ways that people express their ideas respectfully. Identify how people monitor and influence decisions in their community. Describe ways in which you can take an active part in improving your school or community. Identify and give examples of civic responsibilities that are important to individuals, families and communities. Describe important characteristics of a responsible community member.

Project(s)		
Project Title	Project Summary	Product/Audience*
Simple Machines All Around Us	<p>Students will discover how forces and changes in motion can make our lives easier by conducting scientific experiments and reading informational texts about wheels, levers, pulleys, planes and wedges. The lesson pattern of exploring, reading, experimenting, writing and talking will provide the means of learning about these machines, both during fieldwork experiences and classroom learning. Students will build their academic content vocabulary by crafting vocabulary picture dictionaries during this lesson sequence. Students will keep a simple machine science journal to ask questions, collect data, record observations, draw conclusions and make predictions.</p> <p>For Case Study 1 and 2's culminating product, students will participate in informational writing workshops and science talks where they will plan, draft and revise informational cards or an informational book. They will also draw scientific diagrams within the classroom, possibly in collaboration with studio art teacher. The cards or book may be shared with a local children's museum, university/trade school or other grade level.</p>	<ol style="list-style-type: none"> 1. "Did You Know. . .?" informational cards or book (possible mentor text: "Scoop, Seesaw and Raise")/ children's museum, local university/trade school, children's library, school community 2. "Simple Machines in/at _____" informational book / <p>Children's museum, local university/trade school, children's library, school community</p>

<p>Simple Machines that Serve our Community</p>	<p>In this final project, students will apply their learning from the entire expedition to craft an opinion letter that identifies a simple machine that is missing in their community and is negatively affecting the public. Students will research any unmet needs in their community by generating questions and interviewing community members and collaborating with experts (e.g., urban planners, disability advocates, etc.) to find reasons that support their opinions. After collecting data from their fieldwork, students will participate in opinion writing workshops to produce letters that may be written for an authentic audience: a neighborhood/ community board, city council, etc. Lastly, students will use skills learned during presentation workshops to effectively and eloquently deliver their opinion letters to the intended readers.</p>	<p>Opinion Letter that identifies a community need for a simple machine/neighborhood community board, city council, a disabilities advocacy group</p> <p>*Optional extension: PSA, Voice Thread</p>
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***Note: We have provided a couple of suggested products. When selecting a product format/audience, consider the following:**

- **Audience**
- **Ensure that the product meets the standards**
- **The product is individually assessable, and**
- **It is realistic/doable for your context**

Connections to the Community and the Larger World	
<p>Fieldwork</p>	<ul style="list-style-type: none"> • Simple machines neighborhood scavenger hunt • Recreation Center • Senior Center • Hospital • Skatepark • Science Museum (Children’s Museum, DMNS, Fort Collins Discovery Center)
<p>Experts</p>	<ul style="list-style-type: none"> • Engineers • Architects • People with disabilities and advocates • Special Olympics volunteers/coordinators
<p>Service Learning</p>	<p>Identify a place or people that could benefit from a simple machine. Students write an opinion letter to advocate for a community need connected to a simple machine.</p>
<p>Expedition kick-off</p>	<p>Simple Machines Building Background Knowledge</p>
<p>Expedition culmination</p>	<p>Simple Machine Discovery Museum: students set up and conduct experiments or demonstrations, share their informational writing from the first project and display/present opinion letters.</p>

Resources & Links

Please see supporting document, *Recommended Texts for Whirl, Pop, Whoosh: The Sounds of Simple Machines*

**Appendix T: Standards-Targets-Assessments (STA) Plan
Whirl, Pop, Whoosh The Sounds of Simple Machines**

Title	Whirl, Pop, Whoosh: The Sounds of Simple Machines, <i>Whirling Wheels</i> Case Study
Grade level	2 nd grade
Discipline(s)	Physical Science, English Language Arts and Civics
Dates	The first 25 days of the expedition, which includes <i>Whirling Wheels</i> Case Study
Author(s)	Marnie Cooke, Katie Shenk and Jen Wood

Science Standards	Targets	Assessments
<p>2nd Grade Physical Science 1: Changes in speed or direction of motion are caused by forces such as pushes and pulls.</p>	<p>A. I can explain what a simple machine is.</p> <ul style="list-style-type: none"> - a.1 I can define the scientific meaning of “work.” - a.2 I can explain the purpose of a simple machine. - a.3 I can identify at least 3 simple machines - a.4 I can define the meaning of gravity - a.5 I can define the meaning of force. <p>B. I can describe how forces change the way wheels move.</p> <ul style="list-style-type: none"> - b.1 I can identify where wheels are found in the world. - b.2 I can describe how humans use force to make wheels move. - b.3 I can identify the parts of a wheel. 	<p>Summative Assessments:</p> <ul style="list-style-type: none"> • On demand writing: “What is a simple machine?”(Long Term Target A) • Wheel Scenario Quiz (Long Term Target B) • On-demand writing with Science Talk: “How do wheels make life easier?” (Long Term Target C) • On-demand writing: “How do simple machine’s make life easier?” (Long Term Target C)
<p>2nd Grade Physical Science 1, continued</p>	<ul style="list-style-type: none"> - b.4 I can explain how a wheel works. - b.5 I can identify the direction of a wheel’s movement based on force. 	<p>Formative Assessments:</p> <ul style="list-style-type: none"> • Science journal entries and recording form

	<p>C. I can describe how simple machines make work easier.</p> <ul style="list-style-type: none"> - c.1 I can describe how wheels make work easier. - c. 2 I can describe how levers make work easier. - c. 3 I can describe how pulleys make work easier. - c. 4 I can describe how inclined planes make work easier. - c. 5 I can describe how wedges make work easier. 	<ul style="list-style-type: none"> • Simple machine experiments and write-ups • Simple machine quick quiz • Annotated diagrams • Science talks • Exit tickets • Observations/conferencing • Simple machine vocabulary quiz • Simple machines picture dictionary • BBK recording form
<p>K Physical Science 2: Objects can be sorted by their physical properties. These properties can be observed and measured.</p>	<p>I can compare and contrast the physical properties of simple machines.</p> <ul style="list-style-type: none"> • I can describe the physical properties of a lever (parts that make it work). • I can describe the physical properties of pulley (parts that make it work). • I can describe the physical properties of an inclined plane (parts that make it work). • I can describe the physical properties of a wedge (parts that make it work). • I can identify levers in the world. • I can identify pulleys in the world. • I can identify wedges in the world. • I can identify incline planes in the world. 	<p>Summative Assessment: Venn Diagram: Compare/Contrast Simple Machines</p> <p>Formative Assessments:</p> <ul style="list-style-type: none"> • What simple machine am I? riddles • Simple machine picture dictionary • Science journal entries and recording forms • Exit tickets • Annotated diagrams • Short video clips/voice overs of science experiments
<p><i>*Note: the supporting targets for the below English Language Arts targets will need to be crafted by teacher based on choice of text and lesson's purpose (e.g., I can answer questions from pages 2-7 from Simple Machines to show what I've learned.)</i></p>		

ELA Standards*	Targets	Assessments
<p>RI.2.1. Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text.</p>	<ul style="list-style-type: none"> I can ask questions to find information (<i>who, what, where, when, why and how</i>) in texts about simple machines. I can answer questions to show what I learned in an informational text about simple machines. 	<p>Summative Assessment On-demand assessment where students ask and answer questions about an unfamiliar informational text outside expedition content (purpose of assessment is to measure students' ability to read informational text, NOT their content knowledge on subject).</p> <p>Formative Assessments:</p> <ul style="list-style-type: none"> Annotated text page with students' questions Answering text dependent questions (verbally and in writing) Conferring notes Teacher notes from whole group discussions
<p>RI.2.2. Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.</p>	<ul style="list-style-type: none"> I can identify the main idea of paragraphs in an (multi-paragraph) informational text about simple machines. I can identify the main idea of an (multi-paragraph) informational text about simple machines. 	<p>Summative Assessment: On-demand assessment where students identify the main idea about an unfamiliar informational multi paragraph text outside expedition content (purpose of assessment is to measure students' ability to read informational text, NOT their content knowledge on subject).</p> <p>Formative Assessments:</p> <ul style="list-style-type: none"> Main idea recording form Annotated text with gist statement
<p>RI.2.4. Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i>.</p>	<ul style="list-style-type: none"> I can find the meaning of new words in texts about simple machines. 	<p>Summative Assessment Vocabulary quiz; defining words and explaining how they figured out the meaning. (options: cloze sentences, multiple choice, matching or fill in the blank).</p> <p>Formative Assessments</p>

		<ul style="list-style-type: none"> • Simple machine picture dictionary • Vocabulary text dependent questions using specific passage of text
<p>RI.2.5. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.</p>	<ul style="list-style-type: none"> • I can use text features (bold, captions, subheadings, glossaries, indexes, icons) to efficiently find facts about simple machines. 	<ul style="list-style-type: none"> • Text features scavenger hunt recording form. (The text feature, what it is used for, what I found out) • Conferring notes
<p>RI.2.7. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p>	<ul style="list-style-type: none"> • I can explain how images help a reader make meaning from texts about simple machines. (e.g., a diagram showing how a machine works) 	<ul style="list-style-type: none"> • Conferring notes • Image with explanation or annotations • Exit ticket
<p>W.2.1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., <i>because, and, also</i>) to connect opinion and reasons, and provide a concluding statement or section. W.2.1., continued</p>	<ul style="list-style-type: none"> • I can write an opinion piece with a clear topic. • I can include reasons that support my opinion. • I can use linking words to connect my opinion and reasons. 	<p>Summative Assessment: Opinion Letter to the identified community. (**Consider an additional summative assessment in which students write an on demand opinion letter about a different topic. This measures what students can do independently.)</p> <p>Formative Assessments:</p> <ul style="list-style-type: none"> • Opinion writing planning page (opinion with reasons graphic organizer) • Opinion writing drafts; • Revision of draft to include the addition of linking words • Adding linking words to existing sentences recording form (create sentences for students to practice adding the appropriate linking word)

		<ul style="list-style-type: none"> • Rubric with peer, self and teacher assessment
<p>W.2.2. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p>	<ul style="list-style-type: none"> • I can write an informative/ explanatory text that has a clear topic. • I can include supporting facts about a topic in an informative/ explanatory text. • I can construct a closure on the topic of an informative/ explanatory text. 	<p>Summative Assessments: Final Writing Products: Did You Know cards or Simple Machines Informational Book. (**Consider an additional summative assessment in which students write an on demand informational piece about a different topic. This measures what students can do independently.)</p> <p>Formative Assessments:</p> <ul style="list-style-type: none"> • Did You Know or Simple Machines Book planning form • Drafts of Did You Know or Simple Machines Informational Book
<p>W.2.5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing</p> <p>W.2.5., continued</p>	<ul style="list-style-type: none"> • I can strengthen my writing through revising (with support). • I can strengthen my writing through editing (with support). 	<p>Summative Assessments: Final Writing Products: Did You Know cards or Simple Machines Informational Book, Opinion Letter</p> <p>Formative Assessments:</p> <ul style="list-style-type: none"> • Self-assessment and reflection of final writing product: Have the student identify specific passages where they revised their work to make it stronger. Have another question about editing- ask students to identify the types of errors they corrected- e.g., spelling, punctuation etc. • Drafts of writing: review the work to look specifically for revisions students made. Review the work also for the kinds of edits they did. • Rubric with peer, self and teacher assessment

<p>W.2.7. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).</p>	<ul style="list-style-type: none"> • I can participate in shared research projects. 	<ul style="list-style-type: none"> • Simple machines research journal (science journal) • Conferring notes • Self-assessment and Reflection: How did I do as a researcher?
<p>W.2.8. Recall information from experiences or gather information from provided sources to answer a question.</p>	<ul style="list-style-type: none"> • I can answer questions about things I've done or learned about. 	<ul style="list-style-type: none"> • Text dependent questions from a specific text • Exit ticket • Conferring notes
<p>SL.2.1. Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.</p> <ul style="list-style-type: none"> • Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). • Build on others' talk in conversations by linking their comments to the remarks of others. • Ask for clarification and further explanation as needed about the topics and texts under 	<ul style="list-style-type: none"> • I can participate in a conversation with my peers and adults. <ul style="list-style-type: none"> ○ I can follow our crew norms when I participate in a conversation. ○ I can build upon what others say when I participate in a conversation. ○ I can ask questions so I'm clear about what is being discussed. 	<p>Summative Assessment: Science Talk with Scored Rubric or Criteria</p> <p>Formative Assessments:</p> <ul style="list-style-type: none"> • Science talks • Science talk entrance ticket • Science talk exit ticket with reflection questions about the process • Observational notes

discussion.		
SL.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	<ul style="list-style-type: none"> I can describe key ideas or details when listening to a presentation or a text read aloud. 	<ul style="list-style-type: none"> Science journal Exit tickets after presentation
SL.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	<ul style="list-style-type: none"> I can speak in complete sentences. 	<ul style="list-style-type: none"> Observational notes Science talks Research group observational notes
L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	I can use conventions to send a clear message to my reader.	<p>Summative Assessments: Final Writing Products: Did You Know cards or Simple Machines Informational Book, Opinion Letter</p> <p>Formative Assessments:</p> <ul style="list-style-type: none"> Drafts of writing with editing changes marked Conferring notes Conventions criteria checklist
L.2.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.2.2., continued	I can use conventions to send a clear message to my reader.	<p>Summative Assessments: Final Writing Products: Did You Know cards or Simple Machines Informational Book, Opinion Letter (**Consider using one of the separate on demand assessments to assess students' use of conventions independently.)</p> <p>Formative Assessments:</p> <ul style="list-style-type: none"> Drafts of writing with editing changes marked Conferring notes Conventions criteria checklist

<p>L.2.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.</p>	<ul style="list-style-type: none"> • I can use a variety of strategies to determine the meaning of a word. 	<ul style="list-style-type: none"> • Vocabulary quiz with two parts: Meaning of the word, how I figured it out • Simple machines picture dictionary
<p>L.2.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe</p>	<ul style="list-style-type: none"> • I can speak using words I hear in conversations. • I can speak using words I hear in books. • I can use academic language to describe simple machines and how they work. 	<ul style="list-style-type: none"> • Observational notes • Science talks
<p>2.1 Responsible community members advocate for their ideas.</p> <p>a. List ways that people express their ideas respectfully.</p> <p>b. Identify how people monitor and influence decisions in their community.</p> <p>c. Describe ways in which you can take an active part in improving your school or community.</p> <p>d. Identify and give examples of civic responsibilities that are important to individuals, families and communities.</p> <p>e. Describe important</p>	<p>D. I can demonstrate responsibility to my community by advocating for my ideas.</p> <ul style="list-style-type: none"> – d1: I can describe how people respectfully share ideas. – d2: I can describe how people can influence decisions in their community. – d3: I can describe what I can do to improve my community. – d4: I can give specific examples of the responsibilities that individuals, families and community members have. – d5: I can describe the attributes of a responsible community member. 	<p>Summative Assessment: Opinion Writing and presentation to community</p> <p>Reflection writing: How do people make improvements to their community?</p> <p>Formative Assessments:</p> <ul style="list-style-type: none"> • Conferring notes • Exit tickets • Planning of opinion writing- with identified “what I can do”

characteristics of a responsible community member.		
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Appendix U: Recommended Texts for Whirl, Pop, Whoosh The Sounds of Simple Machines Expedition

Title	Author	Text Type	Lexile Measure
Read Aloud Text			
What Do Wheels Do All Day?	Prince, April Jones	Picturebook	
Simple Machines, a TRUE Book	Rau, Dana Meachen	Informational	780
Scoop See Saw Raise	Dahl, Michael	Picturebook	740
Gears Go Wheels Roll	Weakland, Mark	Picturebook	670
Experiment Design Text			
Experiments with Simple Machines	Toci, Salvatore	Informational	750
Sensational Science Projects with Simple Machines	LeBaff, Tom	Informational	380
Do it Yourself: Simple Machines - Forces in Action	Buffy Silverman	Informational	870
Independent Reading Text (by Lexile)			
Wheels	Brenda Parkes	Informational	110
What is a Wheel and Axle?	Douglas, Lloyd G	Informational	290
Push and Pull	Marcia Freeman	Informational	300
Make it Move!	VanVoorst, Jennifer	Informational	370
Simple Machines	Melvin Berger	Informational	480
What are Inclined Planes?	Frost, Helen	Informational	510
What are Pulleys?	Frost, Helen	Informational	510
What are Screws?	Frost, Helen	Informational	510
What are Wedges?	Frost, Helen	Informational	510
What are Wheels and Axels?	Frost, Helen	Informational	510
What are Levers?	Frost, Helen	Informational	510
Other Text(by Lexile/Series)			
Useful Machines: Ramps and Wedges	Oxlade, Chris	Informational	600
Useful Machines: Pulleys	Oxlade, Chris	Informational	600
UsefulMachines: Screws	Oxlade, Chris	Informational	600
Useful Machines: Levers	Oxlade, Chris	Informational	600
Useful Machines - Wheels	Oxlade, Chris	Informational	600
Simple Machines Levers	Manolis, Kay	Informational	670
Simple Machines Wheels and Axels	Manolis, Kay	Informational	700
Simple Machines Ramps	Manolis, Kay	Informational	700
Simple Machines Wedges	Manolis, Kay	Informational	700
Simple Machines Pulleys	Manolis, Kay	Informational	810
Simple Machines: Inclined Planes	Tiner, John Hudson	Informational	684
Simple Machines: Pulleys	Tiner, John Hudson	Informational	684

Simple Machines: Wheels and Axels	Tiner, John Hudson	Informational	684
Simple Machines - Levers	Tiner, John Hudson	Informational	684
Simple Machines: Pulleys and Gears	Glover, David	Informational	720
Simple Machines: Ramps and Wedges	Glover, David	Informational	720
Simple Machines: Springs	Glover, David	Informational	720
Simple Machines: Wheels and Cranks	Glover, David	Informational	720
Simple Machines: Levers	Glover, David	Informational	720
Simple Machines: Screws	Glover, David	Informational	720
Machines in Action: Ramps and Wedges	Royston, Angela	Informational	850
Machines in Action: Pulleys and Gears	Royston, Angela	Informational	850
Machines in Action: Screws	Royston, Angela	Informational	850
Machines in Action: Levers	Royston, Angela	Informational	850
Machines in Action: Springs	Royston, Angela	Informational	850
Machines in Action: Wheels and Cranks	Royston, Angela	Informational	850
Simple Marchines Delta Science Reader	Delta Science	Informational	870
Eyewitness Books: Force and Motion	Eyewitness Books	Informational	1050
Eyewitness Books: Leonardo and His Times	Eyewitness Books	Informational	1050
How Things Work, Readers Digest	Ardley, Neil	Informational	1180

Appendix V: Scaffolding Plan: Whirl, Pop, Whoosh The Sounds of Simple Machines

Title	Whirling Wheels
Date(s)	September-October (5 weeks)
Author(s)	Marnie Cooke, Katie Shenk, Jen Wood

Long Term Content Targets (pulled from STA plan) Supporting Content Targets (pulled from STA plan)	Assessments (pulled from STA plan)
<p>A. I can explain what a simple machine is.</p> <ul style="list-style-type: none"> - a.1 I can define the scientific meaning of “work.” - a.2 I can explain the purpose of a simple machine. - a.3 I can identify at least 3 simple machines - a.4 I can define the meaning of gravity - .a.5 I can define the meaning of force 	<p>Summative Assessment: On-demand writing: “What is a simple machine?”(Long Term Target A)</p> <p>Formative Assessments:</p> <ul style="list-style-type: none"> • Science journal entries and recording forms • Simple machine experiments and write-ups • Simple machine quick quiz • Annotated diagrams • Science talks • Exit tickets • Observations/conferring • Simple machine vocabulary quiz • Simple machines picture dictionary • BBK recording form
<p>B. I can describe how forces change the way wheels move.</p> <ul style="list-style-type: none"> - b.1. I can identify where wheels are found in the world. - b.2 I can describe how humans use force to make wheels move. - b.3 I can identify the parts of a wheel. - b. 4 I can explain how a wheel works. - b.5 I can identify the direction of a wheel’s movement based on force 	<p>Summative Assessment: Wheel Movement Scenarios (Long Term Target B)</p> <p>Formative Assessments:</p> <ul style="list-style-type: none"> • Science journal entries and recording forms • Simple machine experiments and write-ups • Simple machine quick quiz • Annotated diagrams • Science talks • Exit tickets • Observations/conferring • Simple machine vocabulary quiz • Simple machines picture dictionary
<p>C. I can describe how simple machines make work easier.</p> <ul style="list-style-type: none"> - c.1 I can describe how wheels make work easier. 	<p>Summative Assessment: On-demand writing with Science Talk: “How do wheels make life easier?” (Long Term Target C)</p> <p>Formative Assessments:</p> <ul style="list-style-type: none"> • Science journal entries and recording forms • Simple machine experiments and write-ups • Simple machine quick quiz • Annotated diagrams • Science talks • Exit tickets • Observations/conferring • Simple machine vocabulary quiz • Simple machines picture dictionary

Duration	Possible Daily/ Supporting Targets	Instructional Plans	Assessments
1 day	<p>Content Targets:</p> <ul style="list-style-type: none"> I can make observations about simple machines. I can ask questions about simple machines. 	<p>*See BBK the Primary Way in EL Commons for basic framework of the Building Background Knowledge protocol</p> <p>BBK Day 1: Mystery Gallery Walk (compilation of a variety simple machine photos, texts and realia) (See Gallery Walk Protocol in EL Commons)</p> <p>Closing Activity: Begin BBK recording sheet (kids write/draw what they know about simple machines based on their observations using one color colored pencil)</p>	<p>Recording form from gallery walk</p> <p>BBK recording form</p>
1 day	<p>Content Target:</p> <ul style="list-style-type: none"> I can explain the purpose of a simple machine. <p>Literacy Targets:</p> <ul style="list-style-type: none"> I can identify the main idea of an informational text about simple machines. (RI.2.2) I can identify the key details of an informational text about simple machines. (RI.2.2) 	<p>BBK Day 2: Common Text</p> <p>Step 1: read aloud from a simple machines text (recommended pp. 7 and 8 of <i>A True Book: Simple Machines</i>). As a group, determine the main idea.</p> <p>Step 2: Students work in pairs and re-read pp. 7-8 to determine key details based on the main idea.</p> <p>Step 3: Students share with another partnership.</p> <p>Step 4: Add new thinking to the BBK recording form in a different color colored pencil</p>	
2 days	<p>Content Target:</p> <ul style="list-style-type: none"> I can identify at least 3 simple machines. <p>Literacy Targets:</p> <ul style="list-style-type: none"> I can identify the main idea of an informational text about simple machines. (RI.2.2) I can identify the key details of an informational text about simple machines. (RI.2.2) 	<p>BBK Days 3 and 4: Expert Text, Jigsaw and Scavenger Hunt</p> <p>Step 1: Revisit work from previous day: What are simple machines and how do they make work easier?</p> <p>Step 2: Introduce students to 3 basic simple machines: wheels, inclined plane, and lever</p> <p>Step 3: Students work in expert groups (wheels, inclined plane and lever) to read a short text and identify what their specific simple machine is and does (Recommended Text: <i>Simple Machines</i> by Melvin Berger)</p> <p>Step 4: Jigsaw (see Jigsaw protocol in EL Commons)</p> <p>Step 5: Neighborhood Walk--Students will use a recording form that helps them identify where they see simple machines in the neighborhood.</p> <p>Step 6: Close: Share and add to BBK recording form in a new colored pencil</p>	<p>“Identifying Main Idea and Key Details about Simple Machines” recording form</p> <p>Simple Machines in the Neighborhood scavenger hunt</p> <p>Quick Quiz: Identifying Simple Machines</p>
1 day	<p>Content Target:</p> <ul style="list-style-type: none"> I can explain what a simple machine is. 	<p>BBK Day 5: Simple Machine Synthesis</p> <p>Step 1: Students revisit learning from previous 4 days</p>	<p>Students’ individual on-demand</p>

	<p>Literacy Target:</p> <ul style="list-style-type: none"> I can answer questions about things I've done or learned about. (W.2.8) 	<p>Step 2: Respond to writing prompt individually: "Using pictures and words, what is a simple machine?"</p> <p>Step 3: Students work in small groups to create a large visual: What is a simple machine?"</p> <p>Step 4: Small groups share out synthesis visuals</p>	<p>writing: What is a simple machine?</p>
1 day	<p>Content Targets:</p> <ul style="list-style-type: none"> I can define the scientific meaning of "work." I can define the meaning of gravity. I can define the meaning of force. <p>Literacy Target:</p> <ul style="list-style-type: none"> I can find the meaning of new words in 2nd Grade informational texts. (RI.2.4) 	<p>Introduce Simple Machine Picture Dictionary</p> <p>Step 1: Frame the purpose of a picture dictionary Step 2: Model with the word "work" as a way to show the process of creating a picture dictionary and developing success criteria</p> <p>Step 3: Read aloud text about gravity and force (Suggested pages: 9-10 in <i>True Book Simple Machines</i>)</p> <p>Step 4: Students enter words in picture dictionary ("work," "simple machine" "gravity," and "force")</p> <p>Step 5: Close and share: "Why do scientists need to know and use scientific vocabulary)</p>	<p>Simple Machine Dictionary entries</p>
1 day	<p>Content Target:</p> <ul style="list-style-type: none"> I can identify where wheels are found in the world. 	<p>Where in the World are Wheels? Scavenger hunt</p> <p>Step 1: Hook: Show the You-Tube video "A World Without Wheels: Sid the Science Kid" http://www.youtube.com/watch?v=YIDuc4bnUBw</p> <p>Step 2: Give students-2-3 minutes to write/draw all the wheels they can think of in the world. Capture on a large anchor chart entitled "Where in the World are Wheels?"</p> <p>Step 3: Provide a variety of wheel text resources (see supporting bibliography) and invite student pairs to search through texts to find examples of wheels in the world. Encourage students to be on the lookout for unusual, or surprising places wheels are found. Students track these on a "Where in the World are Wheels?" recording form.</p> <p>Step 4: If time permits, students make engage in a wheel scavenger hunt in the neighborhood.</p> <p>Step 5: Students share out 2-3 of their most surprising wheel discoveries on the "Where in the World are Wheels?" anchor chart.</p>	<p>"Where in the World are Wheels?" recording form</p>
2 Days	<p>Content Targets:</p> <ul style="list-style-type: none"> I can identify the parts of a wheel. I can explain how a wheel works. I can create a model wheel with accurate parts. (optional) <p>Literacy Target:</p> <ul style="list-style-type: none"> I can use text 	<p>Readers Workshop</p> <p>Recommended Text: <i>Useful Machines: Wheels</i> by Chris Oxlade or <i>Simple Machines: Wheels and Axles</i> by Kay Manolis</p> <p>Day 1: Readers Workshop on using text features Step 1: Mini Lesson: Text features in informational texts Step 2: Text feature scavenger hunt: students work in pairs to find information using text features Step 3: Share/Debrief: "What text features helped you learn specific information? Why is it important for readers to use text features?"</p>	<p>Text feature scavenger hunt recording form</p> <p>Annotated Diagram of a wheel: Parts labeled and how the</p>

	<p>features (bold, captions, subheadings, glossaries, indexes, icons) to efficiently find facts in informational texts.(RI.2.5)</p>	<p>Day 2: Using Text features to find important information about parts of wheels</p> <p>Step 1: Frame reading: “In order to dig more deeply into how we can change how a wheel moves, we need to know the parts of a wheel and how it works.”</p> <p>Step 2: Read Aloud Text (pp. 8-9) and invite students to follow along. Work with students to identify text features that help the reader on these pages (bold words, titles and labels).</p> <p>Step 3: Place students in pairs to read these pages and identify the parts of a wheel.</p> <p>Step 4: Students then either draw and label (or just label a pre-drawn diagram of a wheel).</p> <p>Step 5: Students then read pp. 10-11 (individually or in pairs) and identify how a wheel works. They also write this on the annotated diagram.</p> <p>Step 6: Reconvene and discuss parts and function of wheel.</p> <p>Step 7: If time permits, students may work in teams to create a model wheel to be used in the experiment the next day. Teachers decide on materials based on availability.</p>	wheel works
1 day	<p>Content Target:</p> <ul style="list-style-type: none"> I can describe how humans use forces to make wheels move. <p>Literacy Target:</p> <ul style="list-style-type: none"> I can participate in shared research projects. (W.2.7) 	<p>Scientific Exploration</p> <p>Opening: How do humans use forces to make wheels move?</p> <p>Step 1: Explore: Frame task: use a variety of wheels and materials to find out how you can make these wheels move. Give students the opportunity to explore with wheels in pairs or triads, naming what actions they do to make a wheel move.</p> <p>Step 3: Record discoveries in science journal (remind them of science journal criteria named earlier in the year; or if criteria has not been established, this would be the time to do so).</p> <p>Step 2: Reconvene and share-- pull out the vocabulary of movement (ie: push, pull, roll) If students have not written these words in their journals during the scientific exploration, they should do so now.</p> <p>Step 4: Share and Close</p>	Science Journal entry
1 day	<p>Content Target:</p> <ul style="list-style-type: none"> I can identify how pushes and pulls affect an object’s movement. <p>Literacy Target:</p> <ul style="list-style-type: none"> I can answer questions to show what I learned in an informational text about simple machines. 	<p>Readers Workshop</p> <p>Suggested text: <i>Push and Pull</i> by Marcia Freeman</p> <p>Step 1: Hook: Watch short clip of “Sid the Science Guy” Forces video http://www.pbs.org/teachers/sid/activities/forceandmotion/</p> <p>Step 2: Explain to students that they are going to read and think about how forces affect how an object moves. Specifically, they are going to read a text about pushes and pulls.</p> <p>Step 3: Students may work individually or in pairs to read the text (suggestion: <i>Push and Pull</i> by Marcia Freeman). This text should be at an independent level for most students.</p>	Text-dependent questions recording form

		<p>Step 4: Students answer a variety of text-dependent questions about how pushes and pulls affect movement.</p> <p>Step 5: Share and Debrief: What did you learn about pushes and pulls?</p>	
2-3 Days	<p>Content Target:</p> <ul style="list-style-type: none"> I can describe how forces change the way wheels move. I can identify the direction of a wheel's movement based on force. 	<p>Science Experiment</p> <p>Option 1: See "Sheep in a Jeep" online resource for a sample 2-3 day series of learning experiences combining literacy and science</p> <p>http://www.macombscience.org/uploads/5/8/3/4/583452/sheep_in_a_jeep.pdf</p> <p>Option 2: Design your own forces and wheels experiment</p>	<p>Observations of students conducting experiments</p> <p>Students' initial recording of findings from experiments</p>
1 Day	<p>Content Target:</p> <ul style="list-style-type: none"> I can describe how forces change the way wheels move. <p>Literacy Target:</p> <ul style="list-style-type: none"> I can participate in shared research projects. (W.2.7) 	<p>Science Journals</p> <p>Step 1: Invite students to discuss why it is important for scientists to record their discoveries in journals. Review Science Journal criteria as needed.</p> <p>Step 2: Students work in pairs/triads to capture their thinking from the previous days' experiment in pictures, diagrams and words. Make sure students add a synthesis statement around how different forces changed the way the wheels move.</p> <p>Step 3: Gather students together and create a whole class anchor chart: "Forces and Wheels"</p>	<p>Science Journal entries</p>
1 Day	<p>Content Targets:</p> <ul style="list-style-type: none"> I can define the meaning of axle. I can define the meaning of spoke. I can define the meaning of push. I can define the meaning of pull. <p>Literacy Target:</p> <ul style="list-style-type: none"> I can find the meaning of new words in 2nd Grade informational texts. (RI.2.4) 	<p>Simple Machine Picture Dictionary</p> <p>Step 1: remind students about criteria for picture dictionary entries.</p> <p>Step 2: Students enter words in picture dictionary (e.g. axle, spoke, push, pull) *add additional words as appropriate</p> <p>Step 3: Close and share: "Why do scientists need to know and use scientific vocabulary)</p>	<p>Simple Machine Dictionary entries</p>
1 Day	<p>Content Target:</p> <ul style="list-style-type: none"> I can describe how wheels make work easier. <p>Literacy Target:</p> <ul style="list-style-type: none"> I can participate in a conversation with my 	<p>Science talk: How do wheels make work easier? (see Science Talk protocol in EL Commons)</p> <p>Step 1: Remind students that scientists also talk about their discoveries in addition to reading, writing and conducting experiment.</p> <p>Step 2: Review the criteria for the conversation by using supporting targets (norms, building upon what others say, and asking questions)</p>	<p>Science Talk Entrance/Exit Ticket</p> <p>Conversation checklist completed by teacher</p>

	<p>peers and adults.</p> <ul style="list-style-type: none"> - I can follow our crew norms when I participate in a conversation. - I can build upon what others say when I participate in a conversation. - I can ask questions so I'm clear about what is being discussed. 	<p>Step 3: Distribute the Science Talk entrance ticket and tell students that they will now prepare for the conversation (5-10 minutes to make a plan). Tell students that they should use pictures and words to answer the question: "How do wheels make work easier?"</p> <p>Step 4: Conduct the Science Talk and complete the conversation checklist during the discussion</p> <p>Step 5: Invite students to complete the exit ticket for the Science Talk: 1. "What I learned from the science talk about how forces affect a wheel's movement? 2. A star (area of strength) from my participation in the science talk 3. A step (area of growth) for the next time I participate in a conversation</p>	
1 Day	<p>Content Target:</p> <ul style="list-style-type: none"> • I can describe how wheels make work easier. <p>Literacy Target:</p> <ul style="list-style-type: none"> • I can participate in shared research projects. (W.2.7) 	<p>Scientific Exploration</p> <p>Opening: How do wheels make work easier?</p> <p>Step 1: Explore: Frame task: use a variety of wheels and materials (books, blocks, etc.) to think about out how you can wheels to move these materials . Give students the opportunity to explore the materials in pairs or triads.</p> <p>Step 3: Record discoveries in science journal (remind them of science journal criteria named earlier in the year)</p> <p>Step 2: Reconvene and share discoveries and questions. Record observations and questions on a group anchor chart.</p> <p>Step 4: Tell students that in the next session they will read about how wheels help make work easier.</p>	Science Journal Entries
1 Day	<p>Content Target:</p> <ul style="list-style-type: none"> • I can describe how wheels make work easier. <p>Literacy Target:</p> <ul style="list-style-type: none"> • I can identify the main idea of an informational text about simple machines. (RI.2.2) • I can identify the key details of an informational text about simple machines. (RI.2.2) 	<p>Readers Workshop</p> <p>Recommended Text: <i>Simple Machines: Wheels and Axles</i> by Kay Manolis (pp. 14 and 15)</p> <p>Step 1: Invite students to discuss their scientific exploration from the previous day. Specifically, ask them if they made any discoveries about how wheels helped them move objects more easily.</p> <p>Step 2: Frame the day's task: Students will read an informational text to learn about the science of how wheels make easier.</p> <p>Step 3: Consider reading aloud pages 14-15 of the text while students follow along (to promote fluency).</p> <p>Step 4: Students will work in pairs to read these pages and identify the main idea of each paragraph and the key details that support those main ideas. They also complete the corresponding recording form.</p> <p>Step 5: Bring students back together and discuss the main ideas and key details</p>	Finding Main Idea and Key Details: Wheels and Axles, pp. 14-15.

		they discovered.	
1-2 Days	<p>Content Target:</p> <ul style="list-style-type: none"> I can describe how wheels make work easier. 	<p>Science Experiment: Wheels Making Work Easier</p> <p>Option 1: Experiment from the Text <i>Do it Yourself Simple Machines</i>, p. 38</p> <p>Option 2: Experiment from the Text <i>Sensational Science Projects with Simple Machines</i> by Robert Gardner, pp. 6-8</p> <p>Option 2: Design Your Own</p>	<p>Observations of Students Conducting Experiments</p> <p>Students' initial recording of findings from experiments</p>
1 Day	<p>Content Target:</p> <ul style="list-style-type: none"> I can describe how wheels make work easier. <p>Literacy Target:</p> <ul style="list-style-type: none"> I can participate in shared research projects. (W.2.7) 	<p>Science Journals</p> <p>Step 1: Invite students to discuss why it is important for scientists to record their discoveries in journals. Review Science Journal criteria as needed.</p> <p>Step 2: Students work in pairs/triads to capture their thinking from the previous days' experiment in pictures, diagrams and words. Make sure students add a synthesis statement around what they discovered about wheels being helpful.</p> <p>Step 3: Gather students together and create a whole class anchor chart: "How Are Wheels Helpful?"</p>	<p>Science Journal entries</p>
1 Day	<p>Content Targets:</p> <ul style="list-style-type: none"> I can define the meaning of gravity. I can define the meaning of friction. <p>Literacy Target:</p> <ul style="list-style-type: none"> I can find the meaning of new words in 2nd Grade informational texts. (RI.2.4) 	<p>Simple Machine Picture Dictionary</p> <p>Step 1: remind students about criteria for picture dictionary entries.</p> <p>Step 2: Students enter words in picture dictionary (e.g. gravity, friction) *add additional words as appropriate</p> <p>Step 3: Vocabulary Quiz of content words up to this point (teacher choice: matching, fill in the blank, multiple choice)</p>	<p>Simple Machine Dictionary entries</p> <p>Vocabulary quiz of content words up to this point</p>
1 Day	<p>Content Target:</p> <ul style="list-style-type: none"> I can describe how forces change the way wheels move. <p>Literacy Target:</p> <ul style="list-style-type: none"> I can participate in a conversation with my peers and adults. (S.L.2.1) <ul style="list-style-type: none"> I can follow our crew norms when I participate in a conversatio 	<p>Science talk: How do wheels make work easier? (see Science Talk protocol in EL Commons)</p> <p>Step 1: Introduce science talk by reminding students that, in addition to reading about and conducting science experiments, scientists also talk about their discoveries.</p> <p>Step 2: Remind students about the criteria for the conversation using the supporting targets (norms, building upon what others say, and asking questions)</p> <p>Step 3: Distribute the Science Talk entrance ticket and tell students that they will now prepare for the conversation (5-10 minutes to make a plan). Tell students that they should use pictures and words to answer the question: "How do wheels make work easier?"</p> <p>Step 4: Conduct the Science Talk and complete the conversation checklist during the discussion</p>	<p>Science Talk Entrance/Exit Ticket</p> <p>Conversation checklist completed by teacher</p>

	<p>n.</p> <ul style="list-style-type: none"> ○ I can build upon what others say when I participate in a conversation. ○ I can ask questions so I'm clear about what is being discussed. 	<p>Step 5: Invite students to complete the exit ticket for the Science Talk: 1. "What I learned from the science talk about how wheels make work easier." 2. A star (area of strength) from my participation in the science talk 3. A step (area of growth) for the next time I participate in a conversation</p>	
1 Day	<p>Content Targets:</p> <ul style="list-style-type: none"> • I can describe how forces change the way wheels move. • I can describe how wheels make work easier. <p>Literacy Target:</p> <ul style="list-style-type: none"> • I can participate in shared research projects. (W.2.7) 	<p>Final Assessment</p> <p>For this assessment, teachers create a series of task cards inviting students to engage in short tasks with wheels and other materials. Students conduct the task, diagram it and write (or talk) about what they discovered.</p> <p>Model task card: Your job is to get this cargo up this hill- what makes the work easier? A big wheel or a small one?</p>	<p>Wheel Scenario Quiz (Task Cards with diagrams and writing)</p>

Appendix W: SAMPLE Year-long Professional Development Calendar¹

Student Achievement Goal: All students are proficient and engaged mathematicians.

Year Long Learning Targets:

- I can create routines and protocols to develop a culture of math in my classroom.
- I can build routines and protocols for practice and assessment of Everyday Mathematics for fluency in foundational facts.
- I build routines and protocols in my classroom to develop problem-solving skills.
- I can analyze student work to inform and guide instruction.

Date	Learning Targets (LT) / Instructional Steps	Assessment
8/19	LT: I build routines and protocols in my classroom to develop problem solving skills <ul style="list-style-type: none"> • Work plan roll out • Revisit workshop to create doc panel • Learning about doc panel • Doc panel on workshop model 	<ul style="list-style-type: none"> • Teacher self-assessment on targets from Work Plan • Build a doc panel
9/9	<ul style="list-style-type: none"> • Introduce high quality student work—Doc panel work and other stuff • Doc panel work • EL Commons registration 	<ul style="list-style-type: none"> • Doc panel progress • EL Commons registration
9/23	<ul style="list-style-type: none"> • Half day school-based work (in afternoon) • Workshop work—analyzing developing • Check in on routines/workshop practice • Check in on high quality lessons/projects • Preparing students to discuss learning at Exhibition • Teachers set goals to follow up 	<ul style="list-style-type: none"> • Workshop feedback • Student work progress check • Lesson planning for presenting learning at Exhibition Night
10/14	<ul style="list-style-type: none"> • Prepping students to discuss learning about Exhibition Night 	<ul style="list-style-type: none"> • Revised lesson on student preparation
10/26	<ul style="list-style-type: none"> • Exhibition Night—Math Focus 	<ul style="list-style-type: none"> • Staff Debrief Exhibition Night • Analyze data from parent survey
11/11	<ul style="list-style-type: none"> • Review data from Exhibition Night • Leadership Share out/work plan progress and PD next steps 	<ul style="list-style-type: none"> • Teacher reflection on lessons and student work

¹ Centennial's Work Plan will be developed in June of each school year. This includes developing goals and targets for faculty and students based on school-wide and individual data. Student achievement and school conditions goals will be included in Centennial's Work Plan and will be used to inform the development of their Professional Development Calendar.

12/9	<ul style="list-style-type: none"> Using protocols for problem solving/supporting math culture 	<ul style="list-style-type: none"> TBD based on teacher need
1/20	<ul style="list-style-type: none"> Looking at student work around problem solving Math activators Protocols for discussion/collaboration 	<ul style="list-style-type: none"> Teacher planning for protocols in math plans
2/10	<ul style="list-style-type: none"> Share out mid-year check in—link to next steps/clarifying questions Gallery walk of evidence about the connection between culture of math, problem solving and protocols Data around Everyday Mathematics—starting with MAP scores, and looking at Everyday Mathematics progress How would we track progress towards math culture and problem solving? 	
3/16	<ul style="list-style-type: none"> Everyday Mathematics share out Interim Assessments check in 	<ul style="list-style-type: none"> Data analysis and next steps
4/5	<ul style="list-style-type: none"> Interim Assessments check in Student work analysis 	<ul style="list-style-type: none"> Parent/student/staff surveys
5/4	<ul style="list-style-type: none"> Student work analysis—all day PD led by Presentation staff (½ day on EL, ½ day housekeeping) 	
5/18	<ul style="list-style-type: none"> Implementation Review 	<ul style="list-style-type: none"> Plan for 5E's lesson design
6/6	<ul style="list-style-type: none"> Exhibition Night—5th grade speeches, class books, art and any final projects 	<ul style="list-style-type: none"> Parent/student/staff surveys
6/8	<ul style="list-style-type: none"> Student work for 5E's 	<ul style="list-style-type: none"> Teacher reflection from 5E's and student work analysis
6/18	<ul style="list-style-type: none"> Project planning for next year 	<ul style="list-style-type: none"> Project plans for next year based on data from this year