

INNOVATION PLAN COVER PAGE

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

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

Innovation School Name: Centennial Middle School

Location (address): 1100 South 5th Street

Montrose, CO 81401

Plan Contact (name and position): Joe Simo

Email: joseph.simo@mcsd.or

Phone: 970-249-2576

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

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

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

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

Has the school submitted a request for to CDE for a new school code, grade change, name change, etc.? **Y/N**

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

Has the school been granted status as an Alternate Education Campus (AEC)? **Y/N**

➤ If the school does not have AEC status, does the school plan on submitting an application for AEC status before opening? (Please note that the deadline is July 1st.) **Y/N**

Is the school in Priority Improvement or Turnaround? **Y/N**

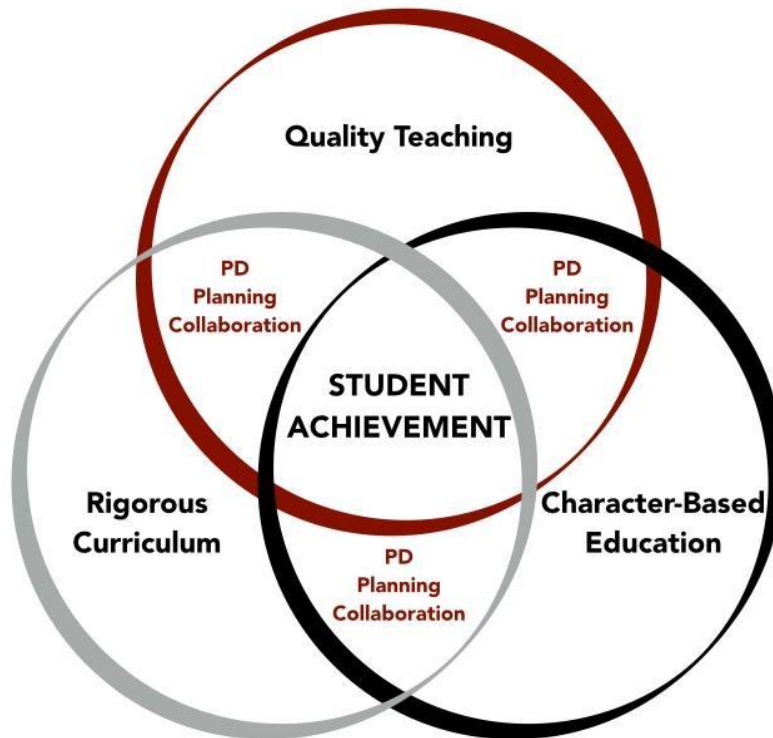
➤ Is the school a recipient of the federal School Improvement Grant (10039g)? **Y/N**

Will the school be seeking a waiver for graduation guidelines? **Y/N**

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

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Centennial Middle School



Innovation School Application

January 27, 2015



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A. Statement of Mission and Purpose of Innovation

Mission

Within a challenging and joyful learning environment where relationships come first, Centennial Middle School will leverage quality teaching, character education, and a rigorous curriculum to inspire a lifetime of learning.

Purpose of Innovation

While Centennial Middle School is a “Performance” school and meets performance indicators in Academic Growth and Academic Growth Gaps, we believe that School of Innovation status will provide the flexibility and constructive change necessary to execute our core mission and meet our goal of bridging the performance indicator gap for Academic Achievement. According to performance indicators, CTMS is a high *growth* school, but not a high *achieving* school. We want to strategically align our schedule and calendar to increase the frequency of professional development, planning, and collaboration so that as a staff we can exhibit knowledge, skills, and work processes representative of innovative professionals. Innovation status will provide a pathway towards implementing new instructional models; new uses of technology, character-based education, and purposeful assessments to better meet the needs of our diverse student population and prepare our students to be 21st century learners.

Table 1.1 Centennial Middle School 2015 Student Disaggregated Data.

<i>School and Grade Level</i>	<i>Total</i>	<i>White</i>	<i>Hispanic</i>	<i>Male</i>	<i>Female</i>	<i>Free and Reduced Lunch</i>	<i>English Language Learners</i>
	#	%	%	%	%	%	%
School Total	574	53	43	52	48	67	30
6	175	58	38	55	45	65	27
7	211	54	43	51	49	67	35
8	188	47	49	49	51	70	29

Site Visits

Visitations to a variety of dynamic schools played an instrumental role in the formation of our mission statement as well as shaping the foundational values that guide the innovations we want to implement. Site visits were conducted at the following schools:

- Redlands Middle School - *District 51 (Public)*
- Mountain Middle School - *Durango (Charter)*
- Grant Beacon Middle School – *Denver Public School (School of Innovation)*
- Grand Valley Middle School - *District 16 (Expeditionary Learning)*
- Carbondale Middle School - *District 95 (Public)*

CTMS Innovation Task Force

- Tana Arnold, *School Guidance Counselor*
 - Tana has been at CTMS for two years. On our Innovation Task Force, Tana participated in school visits, character education discussions, and served as a meeting recorder.
- Leah Derrance, *Parent of Intermediate level student at Maslow Academy and Applied Learning*
 - On the Innovation Task Force, Leah participated in curriculum, and character education discussions.
- Amber Gardner, *Founder of Maslow Academy of Applied Learning and Bright Beginnings*
 - Amber is the parent of a current CTMS 8th grader and two children at the elementary level. On the Innovation Task Force, Amber participated in site visits, and facilitated community outreach and partnership opportunities.

- Lisa Knight, *6th Grade Math Teacher*
 - Lisa has been a teacher for over twenty years and taught at a variety of levels and is our Uncompahgre Valley Education Association representative. On the Innovation Task Force, Lisa participated in curriculum discussions, research of best practices, and served as a master contract expert.
- Kyle Miller, *6th grade Science and Social Studies Teacher*
 - Kyle has taught at CTMS for over eight years. On the Innovation Task Force, Kyle participated in curriculum discussions, character education, and scheduling.
- Kay Rider, *6th Grade Language Arts Teacher*
 - Kay has taught for over twenty-five years and has worked at CTMS for eight years. On the Innovation Task Force, Kay participated in all four of our site visits and is an expert on ongoing formative assessment and collaborative planning techniques.
- Crystal Sabatke-Smith, *6th Grade Language Arts Teacher*
 - Crystal has taught at CTMS for over ten years. She was Montrose County School District's 2010 Teacher of the Year and an author of the Current Colorado Academic Standards for Reading Writing and Communicating. She is currently a participant in CDE's Content Collaborative. Additionally, Crystal was the 2012 co-recipient of the Montrose Education Foundation's \$10,000 Impact Award. On our Innovation Task Force, Crystal participated in site visits, co-writing the School of Innovation application, community presentations, and researched best practices.
- Jackie Schneider, *8th Grade Math Teacher*

- Jackie has taught at CTMS for eight years. On the Innovation Task force, Jackie participated in character education research, curriculum, and scheduling discussions.
- Lori Sharp, *consultant in business, marketing, and grant writing with twenty years of leadership experience*
 - Lori is a passionate advocate for building the Montrose community. Lori has played a key role in securing grants for numerous Montrose organizations, including Maslow Academy of Applied Learning, Friends of the Montrose Recreation Center, and American Cancer Society (Relay for Life). Lori has two children: a second grader and a fifth grader at Maslow Academy of Applied Learning.
- Chrissy Simmons, *Executive Director/Principal Maslow Academy of Applied Learning and Bright Beginnings Preschool, LLC, Parent of current 7th grader at CTMS*
 - On the Innovation Task Force, Chrissy has served as liaison between community groups and the task force.
- Joseph Simo, *Principal*
 - Joe was a finalist for Colorado Assistant Principal of the Year in 2008-2009. Joe has a proven track record of improving the culture and academic achievement of schools. Joe was the Assistant Principal at CTMS for five years. He served as Principal of Pomona Elementary for three years, which was on a priority improvement plan. Through his tremendous leadership and staff efforts, Pomona became a performance school in 2013.

- Pam Snyder, *6th Grade Reading Teacher*
 - Pam has worked at CTMS for seven years and other schools in our district for over fifteen years. On the Innovation Task force, Pam participated in site visits, curriculum discussions, and research of best practices.
- Chris Thompson, *8th grade Math Teacher*
 - Chris has been an influential and progressive teacher in his seven years at CTMS. He was Montrose County School District's 2012 Teacher of the Year and the 2012 co-recipient of Impact Award.
- Meghan Waschbusch, *7th grade Science and Math Teacher*
 - Meghan has taught at CTMS for eight years and was an author of the current Colorado Academic Standards in Science. On the Innovation Task Force, Meghan participated in curriculum discussions, character education research, community presentations, and co-writing of the School of Innovation application.
- Gregory Whitsell, *7th Grade Language Arts Teacher*
 - Gregory has been an inspirational and progressive teacher in his ten years at CTMS. In 2011, he was honored as Montrose County School District's Teacher of the Year. In 2014, he was the recipient of the Impact Award of \$10,000 from the Montrose Education Foundation. On our Innovation Task Force, Gregory participated in all school visits, community presentations, and co-writing of the School of Innovation application.

B. Innovations to be Implemented

Beginning in 2015, Centennial Middle School will transition to a Colorado School of Innovation. This status will empower CTMS with the flexibility to better execute our core mission and meet students' needs. The innovations to be implemented are guided by three core foundational values (*rigorous curriculum, quality teaching, character-based education*). These values frame a positive vision for bringing constructive change to CTMS.

Rigorous Curriculum

A culture of excellence can only be established when students and staff are challenged and supported to go beyond what they *think* they are capable of doing. As a School of Innovation, principals and teachers will be empowered to implement curriculum and units of study that best fit the needs of our students. CTMS will have the flexibility to execute instructional models and programs that are both academically rigorous and engaging, yet are also adaptive (i.e. online digital learning tools) to students' different learning styles and pace of learning. We believe innovations will foster *mastery learning, purposeful assessments, and integration of technology*.

Mastery Learning

- standards-based enrichments, interventions, and ongoing assessment
- exhibitions of learning (formal performances/presentations) showcase high-quality student work and thinking
- student-led conferences and parent-teacher conferences
- individual student portfolios for demonstrating proficiency of content and skills over time
- student-led defense of individual portfolio to show mastery and growth

Purposeful Assessments

In addition to removing mal-aligned assessments and recouping the loss of instructional time, CTMS will execute a variety of online and offline performance-based assessment methods that measure common standards-based learning targets:

- **i-Ready** adaptive diagnostic and instructional program for reading and math
- **Reading+** assessment and remediation program for reading and writing
- **TenMarks** for math practice, instruction, intervention, assessment, and differentiation
- **A+** assessment and curriculum courseware through partnership with Peak Virtual Academy
- implementation of **Lucy Calkin's *Units of Study*** and ***Writing Pathways*** for performance assessments, common rubrics, and instructional tools for writing
- utilization of **Google Classroom** and Google productivity tools, such as **Google Forms**, as supplemental assessment methods
- implementation of student-led **portfolio defense** for assessment of mastery and growth

Leveraging Technology

Technology should be a given in any instructional design. Students need regular access to technology to be prepared for citizenship and technological literacy in the information age. Our goal is to fully integrate technology and blended learning into the curriculum and instructional design to combine the virtues of digital learning with best-practice instruction. We will utilize:

- iPads, Chromebooks, and classroom computers for student use

- Google Classroom, Google Apps for Education, and Google Docs Suite productivity tools to collect, connect, and organize information
- personal digital portfolios for students to demonstrate growth and proficiency of content and skills over time

Blended learning, which combines the advantages of online learning with all the virtues of great face-to-face support in the traditional classroom, is a scalable approach for our students, staff, and available resources. With this hybrid approach, (supported by increased professional development and collaboration) a 1-to-1 commitment to devices is not required to become an innovation-friendly classroom or school. Blended learning is a sustainable innovation and a viable fit for schools and school leaders with limited budgetary options. The school can operate at a much lower cost per-pupil per year. This approach can also be a pathway for teachers who want to integrate project-based and S.T.E.M. learning experiences.

Centennial Middle School also has the opportunity to create a partnership with Peak Virtual Academy, which would open up a number of instructional benefits and advantages:

- students have dual/concurrent enrollment
- shared curriculum and support
- increased course diversity
- customized and personalized learning experience
- ability to earn high school credit through concurrent enrollment

Quality Teaching

A culture of excellence can only be established when a commitment to constant and continual improvement is part of the teaching culture. School of Innovation status will better

promote a culture where teachers are continually designing, developing, and evaluating authentic learning experiences and assessments, incorporating contemporary tools and resources to maximize content-learning in context. School of Innovation status will empower CTMS with the flexibility to provide additional professional development, planning, and collaboration time necessary to nurture master teachers.

Professional Development

- atmosphere of continuous learning
- support new uses of technology
- foster best-practice instruction and effective lesson design
- support a data culture
- promote reflective practices

Staff Collaboration and Learning

- regular evaluation of student data to guide instruction
- plan culture-building activities
- design and evaluate units of study
- design and evaluate models and exemplars
- formulate guiding questions to frame inquiry-based learning
- maintain targets of school mission
- create and review common assessments
- inspire team concepts and common rituals
- exchange talent zones

Evaluation and Instructional Coaching

- frequent descriptive feedback from regular “walkthroughs” and mini-observations
- discussion and reflection of data trends improves individual teacher growth and instruction
- teachers participate in self-evaluation process
- promotion of expanded leadership-opportunities as indicated by teacher-evaluation tools

Note on Professional Development and School Calendar

(see Appendix A for School Year Calendar and Appendix B for District Assessment Calendar)

Currently Montrose County School District is in the process of gathering input from staff and community to design the 2015-2016 school year calendar which will include professional development and teacher collaboration time. Centennial has 1,111 hours of student contact time. This is well above the state’s minimum requirement of 1,056 contact hours. Reallocating these hours would provide us with 5 days of professional development and the state recommended 1.8 days of emergency hours. CTMS will postpone creating a school calendar until the Montrose County School Board has adopted their next two-year calendar.

Character-Based Education

A culture of excellence can only be established when teachers and students are committed to quality work and citizenship. To build strength of character and help students learn key habits that they need to succeed in school and in life, CTMS will incorporate character education throughout the curriculum. Character education will be imbedded in the infrastructure to encourage high expectations of personal and academic success as outlined in our existing

B.R.A.V.E.S rules. All students, teachers, and parents will be informed and trained to effectively employ key personal and academic habits.

Culture Above All

- performance (academic) character
- personal (relational) character
- 21st century leadership skills
- character and culture is reinforced every day
- vibrant place where students, teachers, and parents *want* to be

TRIBE Advisory Groups

- engage and challenge every student
- students feel safe, appreciated, supported, and challenged by their peers and adults around them
- make learning personal

The advisory group (modeled after Expeditionary Learning’s “Crew” concept) is central to CTMS’s mission to engage and challenge every student and help them to acclimate to the school’s culture. Every student will be assigned to an advisory class. The purpose of an advisory class at CTMS is to build strong connections to peers and one advisory teacher throughout all three years. This will provide an important human context (group discussions and individual conferences) for social and academic goal setting, home/school communication, as well as building team concepts and culture. The advisory teacher will check-in regularly with each student on how he or she is doing. Teachers will also facilitate discussions amongst students to foster bonding and school spirit. Discussions within the advisory group will also help students develop positive relationship skills in a safe and consistent environment. The advisory teacher

also has the responsibility of contacting the parent of any student who is missing school on a frequent basis or who is not meeting academic or behavioral expectations.

Existing Expectations for Students and Staff

B.R.A.V.E.S habits reflect the strong guiding principles to structure school management, along with student and staff attitudes and behavior at CTMS. These habits encourage high expectations of personal and academic success. B.R.A.V.E.S habits promote individual excellence and a strong school “tribe.”

The B.R.A.V.E.S. rules are read each morning as part of our morning announcements. They are posted with clear expectations in every classroom and hallway. All staff continually reinforce the B.R.A.V.E.S. rules by reminding the students of each expectation and offering clarifications and definitions as to how they apply to different circumstances.

While the B.R.A.V.E.S rules are a strong foundation, we believe that Innovation status will provide a pathway towards intensifying the training, planning, and collaboration necessary to imbed character education in the school-wide infrastructure and reinforce character and culture every day.

B.R.A.V.E.S. for Students

Be on time and prepared.

I plan ahead, set goals, make a schedule, and achieve my goals.

I show up to my classes on time with my supplies.

I do what I’m supposed to do – when I’m supposed to do it.

I bring “*ganas*” every day – the guts and desire to learn.

Respect others, self, and property.

I do nothing to distract my own learning or the learning of others.

I allow others to speak without interruption.

I remain calm and polite to all adults, whether they are my teacher or not.

I take care of my body by eating right, exercising, and getting healthy sleep.

Appropriate voice, language, and dress

I use language appropriate for excellence in academic and relational character.

The volume of my voice is appropriate for an academic environment.

I use my words to make people feel taller, not smaller.

The way I dress is appropriate for an academic environment.

Very responsible for own actions

I take responsibility for my actions, attitudes, and moods, without blaming others.

I don't make excuses for my behavior or missing work.

I do the right thing without being asked, even when nobody is looking.

I am honest, no matter what.

Engage your brain.

Even if I don't get it right every time, I always try hard to get it right every time.

I get over frustrations and setbacks quickly.

I spend time on things that are most important.

I focus and pay attention in class instead of trying to be seen or noticed.

Stand up for self and others.

I know when and how to include others.

I do and say things to support and encourage others with their learning.

I work well in groups, even with people who are different from me.

I look for meaningful ways to be a good citizen and do things that make a difference.

B.R.A.V.E.S. for Staff

Be on time and prepared.

I am on time for work, duties, and meetings

I post attendance each period and keep assignments up to date

I release students on time so that I may be present in the hallways

Respect others, self, and property.

I speak directly to staff about issues and use “I” statements to resolve an issue.

I honor the instructional time, space, belongings, and feelings of others.

I listen to and acknowledge all perspectives and put students first.

We are all responsible for all of our kids.

Appropriate voice, language, and dress

I dress professionally for the learning environment.

I speak to students, colleagues, in an appropriate voice and respectful tone.

I keep student talk positive and reframe the negative.

Very responsible for own actions

I am very accountable as an individual and professional.

I make things right - apologize and forgive each other in person.

I accept and learn from mistakes.

Engage your brain.

I am involved and try to be part of the solution, not part of the problem.

I engage in professional learning and am knowledgeable about best-practice instruction.

I reflect on my teaching and am receptive to feedback

I know, model, and teach school rules, expectations, and procedures.

Stand up for self and others.

I report unsafe conditions and situations.

I am proactive and I watch out for others.

I am a positive role model and an advocate for Centennial Middle School.

Conclusion

As an Innovation School, CTMS will be empowered with the flexibility to not only sustain current trends in meeting performance indicators of Academic Growth and Academic Growth Gaps, but to also execute our goal of meeting performance indicators for Academic Achievement. Innovation status will allow CTMS to increase the frequency and customization of professional development, training, and planning. This is necessary to meet the needs of our diverse student population, foster a culture of excellence, and prepare them for 21st century workforce readiness. Innovation status will be instrumental for bringing constructive change to CTMS, providing a pathway to leverage innovations that target a rigorous curriculum, quality teaching, and character-based education. Imbedded in the school infrastructure, these innovations ultimately reinforce CTMS's core mission to inspire a lifetime of learning in a truly high achieving, diverse, and vibrant learning community.

C. Improvements in Academic Achievement

Centennial Middle School has led Montrose County School District middle schools in meeting or exceeding expected growth and growth gaps for many years; more recently, Centennial has also moved ahead of other district middle schools in academic achievement indicators. Currently, Centennial Middle School students meet or exceed expectations in all sub-categories, except the following:

Table 1.2 Centennial Middle School Performance Indicators.

<i>Performance Indicator</i>	<i>Rating</i>	<i>Median Growth Percentile</i>	<i>Median Adequate Growth Percentile</i>
Academic Achievement	Approaching	N/A	N/A
Reading	Approaching	N/A	N/A
Writing	Approaching	N/A	N/A
Academic Growth	Meets	N/A	N/A
English Language Proficiency (ACCESS)	Approaching	54%	57%
Academic Growth Gaps: Mathematics	Meets	N/A	N/A
Free/Reduced Lunch Eligible	Approaching	53%	75%
Students with Disabilities	Approaching	40%	98%

Expectations are that innovation status will allow for continued high growth and pave the way to high achievement with the adoption of blended learning, improved school culture, and specific learning expectations based on our most recent School Performance Framework indicators.

D. List of Programs, Policies, and Operational Documents Affected by Innovations

<i>Montrose County RE-IJ Board Policy</i>
<ul style="list-style-type: none">• District Assessment Calendar• Description of Student Contact Time• School Year/School Calendar• Curriculum Development• Curriculum Adoption• Curriculum Review and Adoption Procedures• Instructional Resources and Materials
<i>Master Contract Policy</i>
<ul style="list-style-type: none">• Master Contract 21-1 (Planning time/Collaboration)• Master Contract 18 (Teacher Evaluation)• Master Contract 22-1 (Professional Learning Communities)• Master Contract 22-2 (Professional Learning Communities)• Master Contract 14-1 through 14-5 (Staff Reassignment)• Master Contract 26 (Materials)
<i>Colorado State Statutes</i>
<ul style="list-style-type: none">• Section 22-9-106: Local Board Duties Concerning Performance Evaluation for Licensed Personnel• Section 22-32-109 (1)(n)(I): Schedule and Calendar• Section 22-32-109 (1)(n)(II)(A): Actual Hours of Teacher-Pupil Instruction and Contact• Section 22-32-109 (1)(n)(II)(B): School Calendar• Section 22-32-109 (1)(t): Determine Educational Programs and Prescribe Textbooks• Section 22-32-109 (1)(aa): Adopt Content Standards and Plan for Implementation of Content Standards• Section 22-32-109 (1)(jj): Identify Areas in which the Principal/s Require Training or Development

E. Budget (see attached Excel document)

Centennial Middle School's general-fund budget is based on yearly Montrose County School District RE-1J allotments. All staffing, utilities, curriculum materials, and building repair expenses are paid through district operational budget. Centennial's innovation plan will maintain an achievable general fund budget allowing for the implementation of new technology and professional development to support our foundational values over three years. Additionally, waivers will allow Centennial Middle School to opt out of district curriculum purchases and professional development mandates. In turn, district funding allotments for curriculum and professional development will be reallocated to implement the innovation plan.

Building Fundraising Efforts

Fundraising efforts and grant monies will be used to bridge the gap between district allotments and planned expenses. Centennial Middle School holds an annual "Braves Card" academic fundraiser each spring, which historically earns \$10,000.00. In addition, Centennial will apply for three locally funded grants through the Montrose Education Foundation, the Montrose County School District RE-1J Academic Booster Club, and the Colorado CenturyLink Teachers and Technology Grant Program for the remainder of \$10,500.00.

Items Included in Current Costs

Technology. To implement the blended learning model, Centennial Middle School will need to purchase fifteen computers per core subject teacher. The purchase of computers will be scheduled over three years and will depend on general fund budget and fundraising.

Teacher professional development. To implement the Crew advisory model and provide professional development, Centennial Middle School will contract with Expeditionary Learning for three days of staff training in August 2015, at a cost of \$11,500.00.

On-line curriculum/concurrent enrollment. Centennial Middle School will partner with Peak Virtual Academy to share online curriculum and resources. No additional costs will be incurred from either school.

Budget Contingency Plan

In the event that Centennial Middle School does not reach funding goals, the following steps will be taken to reduce costs:

1. Reduce technology purchased for blended learning instruction in the classroom.
2. Maintain Expeditionary Learning professional development, while reducing all other contracted professional development for the building.
3. Reduce general fund, departmental budgets by 50%.

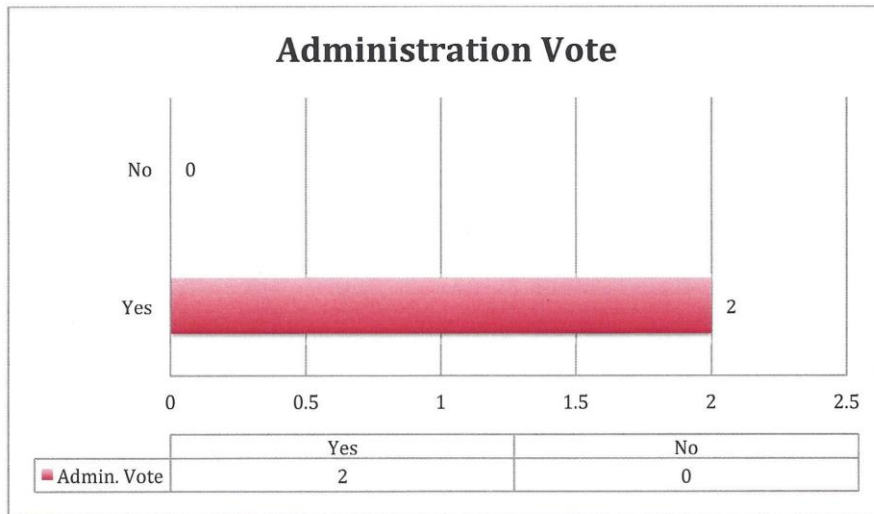
F. Estimate of Cost Savings and Increased Efficiencies

As we increase spending on professional development and acquire technology to be used in the blending learning environment, Centennial Middle School will not show an immediate cost savings due to the Innovation Plan. We do, however, expect to see a cost savings over time in the use of copy paper, copy service agreement, and textbook purchases as more teachers utilize online curriculum. We foresee the Innovation Plan helping to increase efficiency with our staff as we provide more professional development and collaboration time to improve instruction.

G. Evidence of Majority Consent

Certification of Administration Vote

On Thursday, December 4th, Centennial Middle School Administration, which consists of a Principal, and Assistant Principal voted using an online survey to approve the plan to become a School of Innovation. The results of the votes were as follows:



100% of the School Administration supported Centennial Middle School becoming a School of Innovation.

These results are hereby certified and signed this the 4th day of December, 2014



Joe Simo - Principal

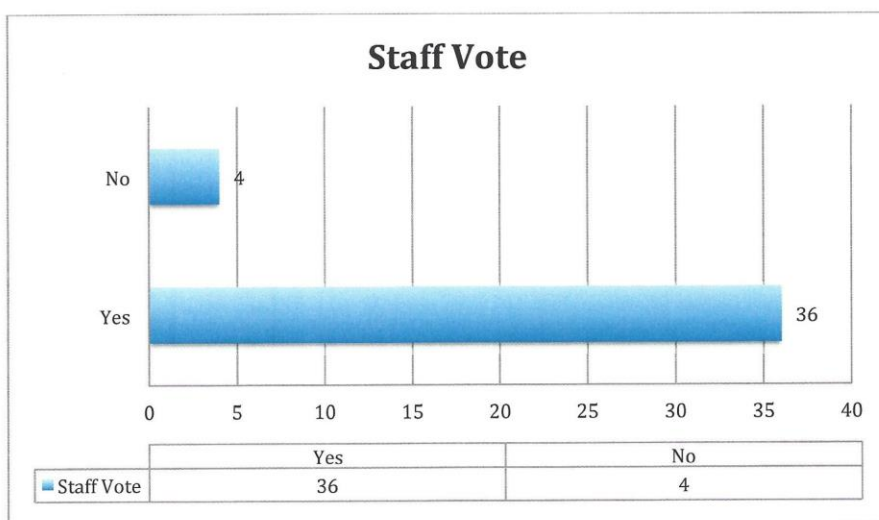


Thomas Godfrey - Assistant Principal

Certification of Staff Vote

On Thursday, December 4th, Centennial Middle School licensed and classified staff voted using an online survey to approve the plan to become a School of Innovation.

The results of the votes were as follows:



90% of the licensed and classified staff supported Centennial Middle School becoming a School of Innovation.

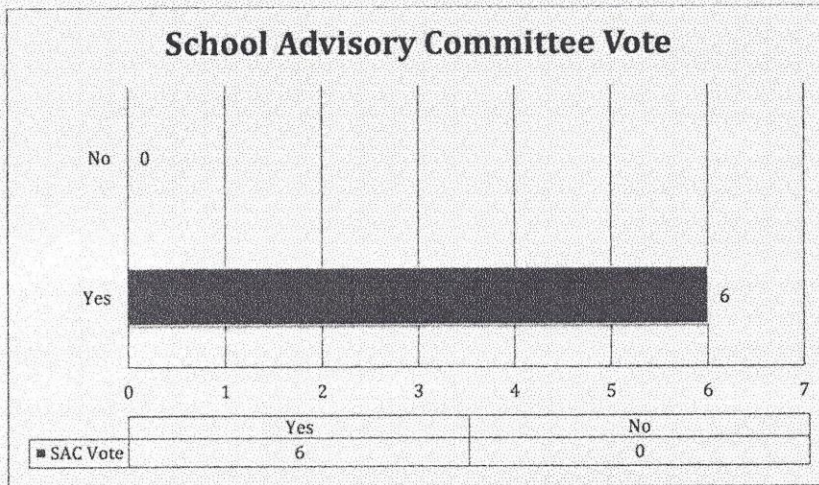
These results are hereby certified and signed this the 4th day of December, 2014

Joe Simo - Principal

Lisa Knight - UVEA Building Representative

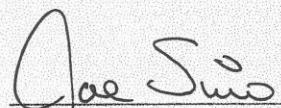
Certification of School Advisory Committee Vote

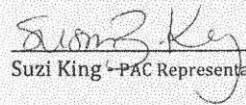
On Monday, January 12th, Centennial Middle School Advisory Committee - PAC voted using an online survey to approve the plan to become a School of Innovation. The results of the votes were as follows:



100% of the School Advisory Committee supported Centennial Middle School becoming a School of Innovation.

These results are hereby certified and signed this the 12th day of January, 2015


Joe Simo - Principal


Suzi King - PAC Representative

H. Statement of Support from Employees, Students, and Community

Lori Sharp, Community Member

8188 MONTE VISTA CIRCLE MONTROSE, CO 81401

TEL 970.275.8885 EMAIL LASHARP@ME.COM

LORI SHARP

December 10, 2014

To Whom it May Concern,

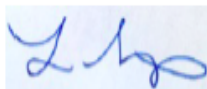
Thank you for the opportunity to share my thoughts on the proposed changes to Centennial Middle School. We are the parents of two children. Liam is in 5th grade and Paige is in 2nd. We previously attended a local public elementary school, but we moved our children to Maslow Academy of Applied Learning in 2011. Maslow Academy serves children through 5th grade, therefore my husband and I are looking for the right middle school for our 5th grader beginning with the 2015/2016 school year.

I am a firm believer that one size does not fit all children, and that parents should have a choice of options to find a school that will best meet their child's individual needs. I have seen first-hand how a school can handle different ages, abilities, talents and personalities — all while inspiring the children to grow and seek out learning opportunities. Centennial Middle School has many great teachers with incredible passion for teaching their students and inspiring lifelong learning. However, I believe that the current system is not set up to best meet the needs of these students, and the teachers are not set up for the success they are well capable of.

The changes being proposed at Centennial Middle School through the School of Innovation status are a large step in the right direction for our students. I support these changes, and am committed to helping the school reach their fundraising goals in order to implement the plan.

We have been exploring our options including another private school, Peak Virtual Academy/other online learning options, and commuting to another district. In Centennial's current system, we would most likely not send our children to the school, nor would we choose the other middle school in our community. With the changes being proposed, we feel that Centennial may be a strong option for our children. We strongly urge the Montrose School Board and the Colorado Department of Education to approve the application for School of Innovation status. Not just for our children, but for all the children in our community.

Thank you for your consideration.



Lori Sharp

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INNOVATIVE EDUCATION

Centennial continues 'School of Innovation' pursuit

BY KATHAN MACHAM
DAILY PRESS STAFF WRITER

Excitement is building for possible changes at Centennial Middle School as it moves toward a School of Innovation designation.

About 40 teachers, students and parents from Centennial attended the Montrose County School Board work session Tuesday evening to listen to Principal Joe Simo and two teachers present the School of Innovation plan to the board.

In short, the designation gives a school more control to quickly meet student needs and flexibility outside of state and local policies, while still remaining under the umbrella of the school district.

The plan, which has been developed through four months of task force meetings, visits to other schools and discussions with parents and teachers, will be up for a staff vote in the next few weeks.

It would then need to be approved by the school board and then by the state board of education and the Colorado Department of Education before Centennial officially becomes a School of Innovation.

Meghan Waschbusch, a seventh-grade science teacher, described it with a quick analogy:

"Ultimately, we have the flexibility of the speedboat but the safety of the aircraft carrier," she said.

Simo and his task force are vying for the innovation status for several reasons, mostly centered around flexibility.

It would allow the "flexibility to implement a curriculum, design professional development and execute instructional models and assessments to align" with the school's mission and meet student needs.

It also allows the school's officials to handle its own resources, including its



Meghan Waschbusch, a seventh-grade science teacher highlights the goals of an innovation school.

calendar, budget and faculty and allows the school to apply for waivers from certain state and district policies.

Members of the task force visited several different middle schools in the state to see what was working and could be used at Centennial.

Greg Whitsell, a seventh-grade language arts teacher, said the schools they visited had a "wow" factor that they want to bring to Centennial.

"Every single school that we walked into lived and breathed the foundational values they expressed in their vision statements and every single school adapted to the needs of the staff and student population," he said.

Centennial staff then started working on its new mission statement to serve as its own foundation.

It reads: "Within a challenging and joyful learning environment where relationships come first, Centennial Middle School will leverage quality teaching, character education, and a rigorous curriculum to inspire a lifetime of learning."



Greg Whitsell, a seventh-grade language arts teacher, discusses what a blended teaching school looks like.

SEE SCHOOL PAGE A1

focus of Stand Down

SCHOOL: Proposal needs staff, board approval

FROM PAGE 1

Simo said those three points of emphasis, quality teaching, character-based education and a rigorous curriculum, were identified as foundational values that work toward student achievement.

What's needed is more professional development time to improve those values, and more flexibility in scheduling as a School of Innovation could help.

Currently, the school district has one and a half days of professional development in the fall and one more half day in January.

"That's not enough," Simo said. "We need more of that."

Whitsell said Centennial already has quality teachers, but they need professional development

time to get even better.

"Each of us wants to be better," he said. "We want to be insanely great teachers."

Simo presented several goals to the board, which would be met in three years after being designated a School of Innovation.

The first is to improve academic achievement.

Centennial is currently a "Performance" school under the School Performance Framework, which uses academic achievement, academic growth and academic growth gaps to determine a school's rating.

Centennial earned 14.6 out of 25 eligible points, about 58 percent, in academic achievement, which is the only category the school received an "approaching" instead of "meets."

Simo said the first goal

is to reach the "meets" rating as a School of Innovation, and then improve the school's overall score to become a "High Performance" school.

Simo also listed off certain waivers they would target to support the students and staff. They include a waiver to alter the calendar, professional development, teaching planning time and evaluation, among others.

"The big ones are we want to be able to create our own school calendar and manage our own contact time," Simo said. "The other big one would be to decide what our own curriculum is, and the last one is the ability to decide our own professional development ..."

"If it's not going to help us with our core value, we're not going to ask for that waiver."

Other ideas that could

be implemented as a School of Innovation include student cohorts, like a small homeroom where classmates share experiences with each other, and online curriculum that can be used as assessments instead taking kids out of the classroom.

More than 60 percent of Centennial teachers have to vote yes at a meeting in the next few weeks before an application process can start, but Simo said a little more than 60 percent were for it during an unofficial vote a few weeks ago.

Board members said they were excited about the work completed by Simo and the task force, and the plan would return to them for a vote in December or January if it is approved by school staff.

OUR VIEW

In praise of innovation

We were glad to see technology take the spotlight at two Montrose County School District events this week.

During Tuesday's school board meeting, Centennial Middle School made its pitch to the school board to become a School of Innovation. That somewhat vague title essentially means the school district can go outside some of the district and state regulations to provide innovative teaching. The innovation Principal Joe Simo is talking about is focused on using technology for the benefit of students. Details are far from ironed out -- there are still several hoops for the school to jump through before it can be approved -- but we know that one goal is to get more computers in the hands of students.

As Simo and two other presenters pointed out, technology is not a silver bullet. Giving a student a computer doesn't automatically raise their grades, but if it is used well, it gives students a chance to work at their own pace and receive more one-on-one instruction.

Technology's brisk growth means it is now not just a tool we use, but is ingrained in the fabric of our daily lives. That omnipresence has led to a change in students today. Technology is flexible and personal and customizable. Students want the same out of their education. A paper by Marc Prensky, "Digital Natives, Digital Immigrants" suggests that technology has changed physically the younger generation's brains. Students today want

to multi-task, receive information quickly and want to collaborate as often as possible. But not all classrooms are like that. Teachers often work through one lesson at a time and have to go as slow as the student who is struggling.

Increased technology should help to overcome those barriers and teach students at a level and in a way that is the most beneficial to them.

Greg Whitsell, a language arts teacher at Centennial Middle School, understands what needs to be done. On Thursday the Montrose Education Foundation presented him with the Impact Award, which he will use to purchase Chromebooks for writing students. The goal is to let students experience true self-expression and share their work with real audiences.

We see the discussion on innovation and the use of the Impact Award as great steps for our school district and a benefit for the students.

Technology advancements don't look to slow down anytime soon. We need to embrace the changes in that sector and make some of our own. If we don't, our students will be ill-prepared for the working world.

The Montrose Daily Press editorial board includes Publisher David Lacey, Managing Editor Justin Jeter, Senior Writer Katherine Haddaway with commentary input from Jim Brancatore. The positions reflected in an editorial do not necessarily reflect the individual opinions of all editorial board members.

Robert Lee, Principal Peak Virtual Academy



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December 26th, 2014

Letter of Support:

School of Innovation

Centennial Middle School

Montrose County School District

Dear School of Innovation board/committee,

As the principal of Peak Virtual Academy here in Montrose County School District, I am very excited to partner with Centennial Middle School! We fully support Centennial Middle School's plans and look forward to working with them now and in the future. We are excited to offer any support they may need and fully offer any online or virtual classes they may need. It is an exciting time in education as technology and blended learning come into full swing. We are lucky to have a principal like Joe Simo and schools like Centennial that are willing to push the envelope and try new things and break out of the traditional mold. They are the perfect candidate to become a school of Innovation and they have our full support. Please feel free to contact me if you have any questions.

Robert Lee

Principal

Peak Virtual Academy

Montrose County School District

970-252-7928

Robert.lee@mcsd.org

Bridget Bollinger, Centennial Middle School Parent

**Bridget Bollinger
67199 Omar Ct
Montrose, CO 81401**

December 10, 2014

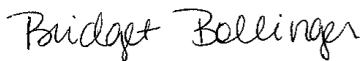
To Whom It May Concern:

I am writing this letter in support of Centennial Middle School (CTMS) becoming a School of Innovation. My daughter has attended CTMS for the past 2½ years and has had a valuable experience. We are seeing many positive changes to the atmosphere of the school and especially in the behavior expectations of students. I believe that the administration at CTMS has what it takes to make this change a success. This type of school is proven to be effective in other communities and will not only benefit our students, but the staff as well. I love the idea of students learning skills that will carry them beyond academics! I'm also excited to hear about changes in testing and evaluation requirements (which are only a few of the ideas to improve the school). I know there are many other opportunities for improvement that will be made. I believe that Mr. Simo and Mr. Godfrey make decisions with thought and purpose, while holding students and staff accountable. I have known the administration for a few years and know they will succeed at making CTMS a School of Innovation that other schools will want to replicate. I feel very strongly that this is the education model for the future, and I ask that you please support the school and it's leadership to achieve their goals.

If you have further questions, please contact me.

Thank you for your consideration.

Sincerely,



Bridget Bollinger, CTMS Parent
970-240-3073

Suzi King, Centennial Middle School Parent Advisory Committee Member

December 15, 2014

To the Board of Education, Montrose RE-1J School District:

The purpose of this letter is to endorse the proposal being submitted by Centennial Middle School to be considered an “innovation school” under the Innovation Schools Act of 2008.

I have been a member of the Centennial Middle School PAC for the past seven years (with a one year break in the middle.) I have been so incredibly impressed with the caliber of teachers at Centennial. Their passion and enthusiasm with which they bring every day to help our students academically is incredible, but also they truly care about the “whole” child.

Centennial is challenged with a high free and reduced lunch population, in addition to a high ELL population. They have also been left behind Columbine with the availability of technology tools. Instead of just accepting these challenges and sticking with the status quo, the Centennial staff have looked at ways they can help this population of amazing Centennial students get to the next level.

In their attempt to be excellent the Centennial staff has looked outside the box to solutions to their challenges and a School of Innovation seems to be the way they best feel they can accomplish their lofty and attainable goals!

As a long standing PAC Member, I fully support their proposal to be a “School of Innovation.” The school’s desire to raise the bar for administrators, teachers, parents and their students is extremely exciting for our community! Their desire to be “awesome” and “joyful” and “rigorous” are traits I am ecstatic to support and hope you will too!

Sincerely,

A handwritten signature in black ink that reads "Suzi King". The signature is written in a cursive, flowing style.

Suzi King
Centennial Middle School PAC Member
Suziking24@gmail.com
970.209.1005

Amber Gardner, Parent and Community Member

To Whom It May Concern:

December 11, 2014

I, Amber Gardner, write this letter in support of Centennial Middle School becoming a School of Innovation and have the privilege of doing so from multiple perspectives. As a mother, educator, and community member, I strongly believe and advocate for educational options, as no single model can meet the diverse needs of all learners. Varied programs and choices only strengthen our community.

I feel it quite fitting that Centennial seeks a designation as a School of Innovation, as the building is filled with innovative, dedicated and passionate educators that I had the honor of working with for 3 years. I understand there is a perception in the community of Centennial being an “at risk” school, with some families expressing concerns about sending their children there. Personally, when given the choice as a mother, I chose to send my oldest daughter (now in 12th grade) and my son (currently in 8th grade) to Centennial Middle School because I was confident they would benefit from the guidance of the progressive faculty. If these amazing educators were able to work in an “Innovation” model, our community will benefit immensely!

As a community member and business owner, I believe options are critical. Currently working in an alternative, non-public school, I know many families are actively seeking viable middle school options for their child(ren), both inside and outside of the district. They seek an option that dares to reimagine education. I hope Centennial Middle School is able to fully realize a School of Innovation designation and live their mission; rethinking possibilities, with empowered talented educators that are allowed to truly meet the needs of diverse, individual learners.

In support,



Amber Gardner
Mother of four

Diane Brueske, Site Coordinator, 21st Century

Montrose County School District RE-1J
P.O. Box 10,000
Montrose, CO 81402-9701
www.mcsd.org



***21st Century Community Learning Center
Centennial Middle School***

***Diane Brueske, Site Coordinator
970-252-7931 or 907-209-1358***

12 December 2014

LETTER OF SUPPORT

To Whom It May Concern:

21st Century has provided after school programming for the past 13 years at Centennial Middle School. I have personally coordinated that program for over 12 of those years and have worked closely with teachers and administrators to align our program offerings with the needs of the school. In that time I have witnessed Centennial's efforts to increase their academic growth and their success at doing so.

I am very supportive of Centennial's application to become a school of innovation. This school is in a position to provide the positive changes needed to further increase student's achievement. An incredibly talented and motivated staff, combined with stellar administrative leadership, paves the way for Centennial to move forward as a School of Innovation. I believe that it would be very beneficial in addressing the group and individual needs of our students.

I would highly recommend approval of this application.

Sincerely,

L. Diane Brueske
Site Coordinator, 21st Century
Centennial Middle School

Alysa Wood and Amber Mosher, Centennial Middle School Student Council

To whom it may concern,

We speak on behalf of Centennial Student Council when we say, we support the application for the School of Innovation. It's a wonderful idea especially for the amount of students Centennial has. We not only think it will be a great change for our school, but a fun and educating experience for both teachers and students.

Centennials Vice President, Alysa Wood

Centennials Secretary, Amber Mosher

Alysa Wood
Amber Mosher

I. Description of State and District Policies to be Waived

See Appendix C.

J. Description of Compliance

See Appendix C.

K. Description of NCLB Title II-A Requirement

Centennial Middle School will utilize its School Leadership Team to reassign staff in accordance with the terms and conditions set by the Innovation Plan. When a reassignment is necessary the School Leadership Team will consider the staff member's NCLB Title II-A requirements and vote to reassign staff. The school administrator will notify the staff member in person with a written documentation.

Centennial Middle School classroom teachers will be required to hold a Colorado Teaching license. Students will receive core academic instruction by teachers who meet the criteria for "highly qualified" in accordance with the Elementary and Secondary Education Act (ESEA). Licensed or non-licensed personnel may be hired to provide supplemental instruction and enrichment. Finger printing and background checks will be required for anyone who supervises students. The Montrose County School District Human Resources Department will continue to verify "highly qualified" status of Centennial Middle School faculty and staff.

L. Statement of Waivers of Provisions of the Collective Bargaining Agreement

See Appendix C.

M. Individuals with Disabilities Education Act (IDEA) Requirements

Centennial Middle School will continue to meet all IDEA requirements for its students under the innovation plan. Centennial is an inclusive and diverse 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 limited by their disability. When appropriate, special education teachers will co-teach with general education teachers in an inclusive setting. Students with disabilities will be provided with both core instruction and additional "core plus" interventions to help close the students' learning gaps.

N. Signed Board Resolution

**MONTROSE COUNTY SCHOOL DISTRICT RE-1J
IN THE CITY AND COUNTY OF MONTROSE,
STATE OF COLORADO
RESOLUTION**

WHEREAS, the Board of Education encourages School District schools to develop new, innovative approaches in education to meet the needs of the School District's diverse and changing student population and to improve educational performance through greater school autonomy and managerial flexibility; and

WHEREAS, the Innovation Schools Act of 2008, C.R.S 22-32.5-101 to 111(2013) (Act), provides a means for the School District and its schools to achieve these goals in accordance with Colorado law; and

WHEREAS, the Innovation Schools Act provides a critical means for Centennial Middle School and the District to accelerate our direction toward its goals; and

WHEREAS, the Board of Education has considered the Innovation Plan for Centennial Middle School and found that it meets all expectations of the Innovation Schools Act, including that is fiscally feasible and that it will not result in lower student performance;

NOW, THEREFORE, BE IT RESOLVED THAT:

1. The Board of Education approves the Innovation Plan submitted by Centennial Middle School under the Innovation Schools Act.
2. The District shall hold Centennial Middle School accountable on an annual basis for progress toward the goals in its Innovation Plan and their Unified Improvement Plan and report that progress to the Board of Educations and the Colorado Department of Education.

Adopted this 13th day of January, 2015



Board of Education
Montrose County School District RE-1J
Montrose, Colorado

By: Leann C. Tobin
Leann Tobin, Board President

Attest

By: Mark Bray
Mark Bray, Board Secretary

Appendix A



Serving Students; Serving Staff; Serving Schools ~Enriching Education

Montrose County School District RE-1J 2014-2015 Academic Calendar

Wednesdays Early Release for Students - PLC for Teachers

NS = No School

1/2 Day for Students: October 23 / February 12 / May 20

First School Day-August 18, 2014 / Last School Day-May 20, 2015 (1/2 Day)

August 2014					September 2014														
M	Tu	W	Th	F	M	Tu	W	Th	F										
				1	1 NS	2	3	4	5										
4	5	6	7	8	8	9	10	11	12										
Registration: see school websites for schedule																			
11	12	13	14	15	15	16	17	18	19										
Teachers Report																			
18 Q1	19	20	21	22	22	23	24	25	26										
25	26	27	28	29	29	30													
October 2014					November 2014					December 2014					January 2015				
M	Tu	W	Th	F	M	Tu	W	Th	F	M	Tu	W	Th	F	M	Tu	W	Th	F
		1	2	3	3	4	5	6	7	1	2	3	4	5					1 NS
6	7	8	9	10	10	11	12	13	14	8	9	10	11	12	5 NS	6 Q3	7	8	9
13 NS	14	15	16	17 Q1End	17	18	19	20	21	15	16	17	18	19 Q2End	12	13	14	15	16
Holiday					Holiday					Holiday					PD/Work				
20 Q2	21	22	23 1/2 Day	24 NS	24	25	26 NS	27 NS	28 NS	22 NS	23 NS	24 NS	25 NS	26 NS	19 NS	20	21	22	23
27	28	29	30	31						29 NS	30 NS	31 NS			26	27	28	29	30
February 2015					March 2015					April 2015					May 2015				
M	Tu	W	Th	F	M	Tu	W	Th	F	M	Tu	W	Th	F	M	Tu	W	Th	F
2	3	4	5	6	2	3	4	5	6	1 NS	2 NS	3 NS							1 NS
9	10	11	12 1/2 Day	13 NS	9	10	11	12	13 Q3End	6	7	8	9	10	4	5	6	7	8
16 NS	17	18	19	20	16 Q4	17	18	19	20	13	14	15	16	17	11	12	13	14	15
Holiday					Holiday					Kinder. Reg.					Holiday				
23	24	25	26	27	23	24	25	26	27	20	21	22	23	24	18	19	20	21	22
					30 NS	31 NS				27	28	29	30	25	26	27	28	29	
June 2015					July 2015					No School Days September 1 Labor Day October 13 Columbus Day October 24 Parent-Teacher Comp Day November 26-28 Holiday December 22-January 5 Winter Break January 19 Martin Luther King Day February 13 Parent-Teacher Comp Day February 16 President's Day March 30-April 3 Spring Break May 1 Holiday May 17 - 12:00pm OHS Graduation 2:30pm MHS Graduation									
M	Tu	W	Th	F	M	Tu	W	Th	F	Teachers Report Professional/Workdays August 13-15 January 5 Qtr 1 43 days Qtr 2 42 days Qtr 3 47 days Qtr 4 42 days 174									
1	2	3	4	5	1	2	3			Board Approved 2/11/2014 - db									
8	9	10	11	12	6	7	8	9	10										
15	16	17	18	19	13	14	15	16	17										
22	23	24	25	26	20	21	22	23	24										
29	30				27	28	29	30	31										

Appendix B

MONTROSE & GLATHE SCHOOLS Serving Students, Serving Staff, Serving Schools, Enriching Education		August 2014					September 2014				
M	Tu	W	Th	F	S	M	Tu	W	Th	F	S
Registration- see school websites for schedule						DRA2 K-3 & I-Ready					
Teachers Report						DRA2 K-3 & I-Ready					
DRA2 K-3 + 4th SRD & I-Ready K-12						DRA2 K-3 + 4th SRD & I-Ready K-12					
DRA2 K-3 + 4th SRD & I-Ready K-12						DRA2 K-3 + 4th SRD & I-Ready K-12					

October 2014					November 2014					December 2014					January 2015				
M	Tu	W	Th	F	M	Tu	W	Th	F	M	Tu	W	Th	F	M	Tu	W	Th	F
CMAS & CoAR CMAS: Social Studies & Science (2nd grade)					CMAS & CoAR CMAS: Social Studies & Science (2nd grade)					DRA2 K-3 + 4th SRD & I-Ready K-5					DRA2 K-3 + 4th SRD & I-Ready K-5				
District PLC					District PLC					District PLC					District PLC				
ACCESS for ELs					ACCESS for ELs					ACCESS for ELs					ACCESS for ELs				
ACCESS for ELs (K-12)					ACCESS for ELs (K-12)					ACCESS for ELs (K-12)					ACCESS for ELs (K-12)				

February 2015					March 2015					April 2015					May 2015				
M	Tu	W	Th	F	M	Tu	W	Th	F	M	Tu	W	Th	F	M	Tu	W	Th	F
PARCC Performance-Based					PARCC Performance-Based					CMAS & CoAR: Science (5&6) & Social Studies (4&7)					CMAS & CoAR: Science (5&6) & Social Studies (4&7)				
PARCC Performance-Based					PARCC Performance-Based					DRA2 K-3 + 4th SRD					DRA2 K-3 + 4th SRD				
ACT					ACT					ACT					ACT				
ACT					ACT					ACT					ACT				

- No School Days** 5.7.14 jd
- September 1 Labor Day
 - October 13 Holiday
 - October 24 Parent-Teacher Comp Day
 - November 25-27 Holiday
 - December 22-January 5 Winter Break
 - January 19 Martin Luther King Day
 - February 13 Parent-Teacher Comp Day
 - February 16 President's Day
 - March 30-April 3 Spring Break
 - May 1 Holiday
 - May 17 - 12:00pm OHS Graduation
 - 2:30pm MHS Graduation

Appendix C

District Policies

	Policy Waived	Area of Impact
School Proposal	District Assessment Calendar	Assessment
Policy		
Replacement Policy	<p>Creation of the assessment calendar will be complete by the School Leadership Team after input has been gathered from grade level teams. Centennial Middle School retains the right to utilize District assessment opportunities such as I-ready. However, if the School opts out of District funded assessments, the School shall retain the funding allocated for such opportunities to be used to implement alternative assessments that align with the innovation plan.</p>	
School Proposal	IC/ICA: Description of Student Contact Time	Student Contact Time
Policy	<p>The school calendar for the school year(s) shall be prepared by the superintendent. He/she shall seek input from teachers, administrators and the community. The proposed calendar shall be presented for Board of Education approval at the March meeting each year. The number of hours/days of planned teacher-student instruction and of teacher-student contact shall be consistent with the Board’s definition of “actively engaged in the educational process,” shall meet or exceed the requirements of state law and shall include a sufficient number of days to allow the superintendent flexibility in preparing a calendar that supports the district’s educational objectives. The Board defines “active engagement in the educational process” as a time when students are working toward achieving educational objectives under the supervision of a licensed teacher including:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Classroom instruction time <input type="checkbox"/> Individual student work time while at school, including study hall and library research <input type="checkbox"/> School-related trips <input type="checkbox"/> Independent study insofar a such study is allowed under district policy <input type="checkbox"/> Assemblies <input type="checkbox"/> Recess time <input type="checkbox"/> Passing periods between classes <input type="checkbox"/> Parent-Teacher Conference <p>“Actively engaged in the educational process” shall not include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Lunch <input type="checkbox"/> Time students spend before school waiting for classes to begin and time after the last class of the day, including waiting for the bus <input type="checkbox"/> Teacher preparation time <p>Supervision by a licensed teacher shall not require that the teacher be in the student’s physical presence at all times, but that the teacher is exercising direction and control</p>	

	<p>over the nature of the student’s activities. A copy of the calendar shall be provided to all parents/guardians of students enrolled in district schools. 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. If a school day is lost due to an emergency, the Board at its next regular meeting shall ratify the administrative action in closing the school.</p>	
<p>Replacement Policy</p>	<p>Student contact time and Centennial’s instructional day will be completed by the School Leadership Team after input has been gathered from grade level teams and Centennial’s PAC. The amount of student contact time will meet or exceed the minimum statutory requirements of the state.</p>	
<p>School Proposal</p>	<p>IC/ICA: School Year/School Calendar</p>	<p>Calendar and Professional Development</p>
<p>Policy</p>	<p>The school calendar for the school year(s) shall be prepared by the superintendent. He/she shall seek input from teachers, administrators and the community. The proposed calendar shall be presented for Board of Education approval at the March meeting each year. The number of hours/days of planned teacher-student instruction and of teacher-student contact shall be consistent with the Board’s definition of “actively engaged in the educational process,” shall meet or exceed the requirements of state law and shall include a sufficient number of days to allow the superintendent flexibility in preparing a calendar that supports the district’s educational objectives. The Board defines “active engagement in the educational process” as a time when students are working toward achieving educational objectives under the supervision of a licensed teacher including:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Classroom instruction time <input type="checkbox"/> Individual student work time while at school, including study hall and library research <input type="checkbox"/> School-related trips <input type="checkbox"/> Independent study insofar a such study is allowed under district policy <input type="checkbox"/> Assemblies <input type="checkbox"/> Recess time <input type="checkbox"/> Passing periods between classes <input type="checkbox"/> Parent-Teacher Conference <p>“Actively engaged in the educational process” shall not include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Lunch <input type="checkbox"/> Time students spend before school waiting for classes to begin and time after the last class of the day, including waiting for the bus <input type="checkbox"/> Teacher preparation time <p>Supervision by a licensed teacher shall not require that the teacher be in the student’s physical presence at all times, but that the teacher is exercising direction and control over the nature of the student’s activities. A copy of the calendar shall be provided to all parents/guardians of students enrolled</p>	

	<p>in district schools. 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.</p> <p>If a school day is lost due to an emergency, the Board at its next regular meeting shall ratify the administrative action in closing the school.</p>	
Replacement Policy	<p>Centennial Middle School will be responsible for determining its own annual calendar in regards to: professional development days, teacher days off, parent/teacher conference hours, and late start/early release days. Montrose County School District's 2015-2016's school year calendar has not been currently adopted. Centennial Middle School will begin any necessary modifications to the calendar after the adoption. The annual calendar will be set by the administration and SLT with input gathered from staff and the Parent Action Council.</p> <p>For purposes of this policy, the School Leadership Team will determine guidelines and rationale for attendance of school personnel at professional meetings. The school's professional development plan is specified in the innovation plan. The school will determine the value of all staff training, workshops, and conferences as it relates to the school's mission. All of the school's professional development shall be approved by the school's principal and the SLT. The school retains the option to participate or not participate in any professional development programs offered by the district.</p>	
School Proposal	IGA: Curriculum Development	Educational Program
Policy	<p>Constant adaptation and development of the curriculum is necessary if the district is to meet the academic needs of the students in its schools.</p> <p>To be successful, curriculum development must be a collaborative enterprise involving all staff members, carried out under the direction and leadership of the superintendent or his/her designee. Careful conducted and supervised experimentation for curriculum development is also encouraged.</p> <p>The curriculum shall provide a program of instruction based on and designed to enable students to meet or exceed state and district academic content standards for student performance. In order to meet the needs of all students, a variety of educational programs and instructional strategies should be offered.</p> <p>The Board directs its faculty and administration to regularly evaluate the education program and to recommend modifications of practice and changes in curriculum content as well as the addition of new courses to the instructional program.</p> <p>The teaching staff and administrators have a professional obligation to unify their efforts in revising the curriculum. This process requires a committee of staff members to review, evaluate, and revise selected areas of the curriculum reflecting state and district academic standards, as well as best instructional practices. Committees will share findings and recommendations with the appropriate staff, administration, and Board.</p>	
Replacement Policy	<p>School personnel, consistent with the school's innovation plan, using all available resources, will carry out curriculum development. The school curriculum will provide a program of instruction that enables students to meet or exceed the CCSS and CAS. The school will regularly evaluate its education program and make changes to</p>	

	curriculum content, instruction, and assessments. The district will evaluate the impact of the school’s education program as part of its 3-year review of the school’s innovation plan in addition to the annual UIP review by the SLT.	
School Proposal	IGA: Curriculum Adoption	Character Education Program
Policy	<p>Constant adaptation and development of the curriculum is necessary if the district is to meet the academic needs of the students in its schools.</p> <p>To be successful, curriculum development must be a collaborative enterprise involving all staff members, carried out under the direction and leadership of the superintendent or his/her designee. Careful conducted and supervised experimentation for curriculum development is also encouraged.</p> <p>The curriculum shall provide a program of instruction based on and designed to enable students to meet or exceed state and district academic content standards for student performance. In order to meet the needs of all students, a variety of educational programs and instructional strategies should be offered.</p> <p>The Board directs its faculty and administration to regularly evaluate the education program and to recommend modifications of practice and changes in curriculum content as well as the addition of new courses to the instructional program.</p> <p>The teaching staff and administrators have a professional obligation to unify their efforts in revising the curriculum. This process requires a committee of staff members to review, evaluate, and revise selected areas of the curriculum reflecting state and district academic standards, as well as best instructional practices. Committees will share findings and recommendations with the appropriate staff, administration, and Board.</p>	
Replacement Policy	<p>Student leadership team will select the character education curriculum with input from the guidance counselors. The SLT and the guidance counselors will consider the CREW model when selecting the curriculum. The school’s character education curriculum will provide a program of instruction that enables students to display the B.R.A.V.E.S. rules and behavioral characteristics. The school will regularly evaluate its character education program and make changes to curriculum content, instruction, and assessments.</p>	
School Proposal	IGFR: Curriculum Review and Adoption Procedures	Curriculum Review and Adoption Procedures
Policy	<p>The purpose of this document is to provide for an effective and standardized method for writing, review and adoption of curricula and the materials that may be associated with any curricula or course of study. The Deputy Superintendent is responsible for all reviews and adoptions of materials. That responsibility may be delegated to the Director of Instruction, principal or a committee, but the Deputy Superintendent will ensure that all procedures and policies are followed and the School Board is appropriately involved and informed. Typically a curriculum committee consisting of administrators and teachers will be convened. Parents or students may be asked to participate.</p>	
Replacement Policy	<p>School personnel will carry out curriculum review and adoption. The Principal is responsible for all reviews and adoptions of materials. Any curriculum reviewed and/or adopted will support the CCSS and CAS. The school will regularly evaluate its education program and make changes to curriculum content, instruction, and</p>	

	assessments. The district will evaluate the impact of the school’s education program as part of its 3-year review of the school’s innovation plan in addition to the annual UIP review by the SLT.	
School Proposal	IGF: Curriculum Review	Curriculum Review
Policy	<p>The curriculum shall be reviewed at regular intervals to ensure that the established curriculum and educational programs in the district are effective and reflect relevant content standards and district educational objectives as adopted by the Board. The review committees may include administrators, teachers, parents, accountability committee members and others deemed appropriate by the Board.</p> <p>Regulations shall be developed that outline the courses to be reviewed, the sequence of course review, the specific activities involved in curriculum review and the areas to be included in the review.</p> <p>The review shall include consideration of achievement results for all student populations, educational equity, curriculum breadth and depth, and congruence of instructional strategies and assessments with district content standards.</p>	
Replacement Policy	<p>Any curriculum reviewed will support the CCSS and CAS. The school will regularly evaluate its education program and make changes to curriculum content, instruction, and assessments. Departmental teams with the guidance of the Principal and Assistant Principal will evaluate the effectiveness of the curriculum. Teams will collect regular formative data as well as common summative data. The district will evaluate the impact of the school’s education program as part of its 3-year review of the school’s innovation plan in addition to the annual UIP review by the SLT.</p>	
School Proposal	IJ: Instructional Resources and Materials	Purchase of Instructional Materials
Policy	<p>As the governing body of the school district, the Board is legally responsible for the selection of all instructional materials. Since the Board is a policymaking body, it delegates to professional personnel of the district the authority for the selection of instructional and library materials in accordance with this policy.</p> <p>Materials for school classrooms and school libraries shall be selected by the appropriate professional personnel in consultation with the administration, faculty and students, when appropriate. Final decision on purchase shall rest with the superintendent or designee, subject to adoption by the Board. All instructional resources and materials shall support the district’s educational objectives, including that all students meet or exceed state and district content standards.</p> <p>The Board believes that it is the responsibility of the district to:</p> <ol style="list-style-type: none"> 1. Provide materials that will enrich and support the curriculum and personal needs of the users, taking into consideration the varied interests, abilities, learning styles and age. 2 Provide materials that will stimulate growth in factual knowledge, literary appreciation, aesthetic values and ethical standards. 3 Provide a background of information which will enable students to make intelligent judgments in their daily lives. 	

	<p>4. Provide materials on opposing sides of controversial issues so that users may develop, under guidance, the practice of critical analysis.</p> <p>5. Provide materials which realistically represent our pluralistic society and reflect the contributions made by all groups and individuals to our American heritage.</p> <p>6. Place principle above personal opinion and reason above prejudice in the selection of materials of the highest quality in order to ensure a comprehensive media collection appropriate for the users.</p> <p>The above principles, from the School Library Bill of Rights, shall serve as a guide in the selection of all instructional and library materials.</p> <p>All instructional resources and materials shall be available for inspection by parents/guardians.</p>
Replacement Policy	<p>Textbooks and instructional materials will be selected by Centennial Middle School based on alignment to the CCSS and CAS and proven results with similar populations of students. The school will purchase and use non-adopted textbooks or equivalent technology in core subject areas. Changes to textbooks and instructional materials will be proposed by teacher teams and approved by the School Leadership Team consistent with the school’s innovation plan. The district will review the school’s education plan every three years as part of the school’s innovation status review.</p>

Collective Bargaining Agreement

School Proposal	Master Contract 21-1	Human Resources: Planning Time/Collaboration
Policy	<p>21-1: Every licensed staff will be scheduled with one individual planning time each day. No meetings or duties will be assigned during this time, with the exception of IEP or other meetings required by law. Individual planning time will be provided at a time during the instructional school day. “Instructional school day” is the period of time when students are in regularly scheduled classes.</p>	
Replacement Policy	<p>School Leadership Team will carry out a school schedule review with a focus of providing additional team plan periods for collaboration. The amount of planning time will meet or exceed the minimum master contract requirements.</p>	
School Proposal	Master Contract 18	Human Resources: Teacher Evaluation
Policy	<p>18-1: Licensed Educator’s Evaluation: The Board, District, Association, and the MCSD 1338/191 committee have established an evaluation system that is fair, effective, credible, and has a professional quality, utilizing Colorado Department of Education (CDE) guidelines with professional rubrics developed by the CDE. It is recognized that among reasons for the evaluation of licensed personnel, the following are important:</p> <ul style="list-style-type: none"> ○ Encourage continuous collaboration ○ Promote professional growth throughout all stages of teachers’ careers ○ Support ongoing learning and training through collaboration, accountability, reflection and growth. 	

- Guiding principles of the MCSD evaluation system:
 - Support an ongoing collaborative culture of professional inquiry and structured reflection
 - Provide trained evaluators with a structure for consistency of judgment and documentation
 - Honor and support teachers in different stages of their careers
 - Support teachers as they assume diverse roles within their schools and extended learning communities
 - Support school/district initiatives
- 18-2: The designated Administrative Supervisor will orient all teachers under their supervision to the
- 18-3: Sources of information for the evaluation of teachers include formal or informal observations that collect
 - any data relevant to a teacher's performance to create a body of evidence.
 - Evaluation - a yearlong collaborative process that incorporates reflection of evidence and feedback to determine educator effectiveness.
 - Observation - any opportunity that allows for the direct collection of evidence on professional performance.
 - Formal Observation - a minimum of 30 continuous minutes of observation with a post observation conference.
 - Summative Evaluation Report – cumulative rating as defined by the CDE Educator Effectiveness Bill
- 18-4: A copy of each observation shall be given/emailed to the teacher. For formal observations a post conference must be held between the teacher and the evaluator within five (5) days of the date of the formal observation.
- 18-5: Any standard identified as basic or any final rating of ineffective or partially ineffective will be addressed through an improvement plan with identified timelines for the teacher to demonstrate progress toward proficiency. An administrator, at their discretion, may place a teacher on an annual summative cycle. If the standard identified as basic persists, or the final rating does not exceed partially effective for the second consecutive year, the evaluator shall either make additional recommendations for improvement or reserves the right to terminate the employment relationship pursuant to Colorado Law.
- 18-6: The evaluation of non-probationary teachers shall include a minimum of one (1) formal observation and two (2) informal observations that culminate in one (1) annual summative report either every year or every other year depending on proficiency achieved. The annual summative report, with final rating, must be completed prior to ten (10) days before the last day of classes for each respective school year.
- 18-7: The evaluation of probationary teachers shall include two (2) formal observations and four (4) informal observations that culminate in one (1) annual summative report every year. The annual summative report, with final rating, must be completed prior to ten (10) days before the last day of classes

for that school year.

- 18-8: Any teacher, for whom a written annual summative report is made, will sign such evaluation to indicate that the teacher is aware of its contents and will be furnished with a copy of the report. Both parties will acknowledge that the material has been reviewed by signing all copies to be filed, with the understanding that a signature does not necessarily indicate agreement with all of the contents of the evaluation. It is further understood that the signature on the evaluation does not indicate that the teacher has waived any rights or protections provided by law or any terms of this Agreement.
- 18-9: If a teacher feels that the annual summative evaluation is incomplete or inaccurate, the teacher may put any objections in writing and have them attached to the annual summative report to be placed in the teacher's personnel files.
- 18-10: All teachers will conduct a self-assessment, complete an Individualized Professional Development Plan, and establish a meeting to discuss them with their evaluator by October 1. Midyear reviews will be completed by January 15 of the evaluation year.
- 18-11: Any teacher with written deficiencies shall be advised of such deficiencies by their administrator. The teacher will be provided by said administrator with assistance and support to enable the teacher to address the deficiencies within a written agreed upon timeline between the parties. Any teacher unable to address the identified deficiencies within the written timelines and subsequent recorded observations shall remain on an improvement plan as described in 18-5 and pursuant to Colorado Law.
- 18-12: Any teacher who believes their evaluation was arbitrary or unfair has a right to appeal.
- 18-13: Educational Support Professionals (ESP) Evaluation: The purpose of the ESP evaluation system is to improve the quality of our classified employees through:
 - Measuring professional growth, development and performance
 - Promoting and improving communications between the employee and the Supervisor(s)
 - Providing insight and feedback regarding the employee's performance, including areas of strength and opportunities for growth, in targeted areas of improvement
 - Providing recognition for outstanding performance
 - Ensuring that consistent procedures and uniform performance standards are used for the evaluation of all ESP

ESP employees will be evaluated annually. Each ESP staff person will receive a minimum of one mid-year review based on formative data and one written summative evaluation during each year.

Replacement Policy	Evaluator refers to the supervisor who is responsible for the evaluation of personnel. While the Centennial Middle School principal will oversee all evaluations in the building, other administrators will have primary evaluation responsibilities for some personnel. All school personnel will be evaluated annually. Evaluations will include both formal and informal observations. Modifications to the district evaluation system will be made in accordance with the innovation plan and will meet or exceed the minimum statutory requirements of the state.	
School Proposal	Master Contract 22-1	Human Resources: Professional Learning Communities
Policy	22-1: PLC consists of collaborative work in processes of collective inquiry and action research, using shared data to achieve better results for the students. PLCs operate under the assumption that the key to improved learning for students is continuous job-embedded learning for the team.	
Replacement Policy	Centennial’s Leadership team will oversee all PLC planning and implementation for the building. The school retains the option to participate or not participate in any PLC’s offered by the district	
School Proposal	Master Contract 22-2	Human Resources: Professional Learning Communities
Policy	22-2: PLCs operate under the guidance of the school’s shared mission, vision, values, and goals within the designated district guidelines. Seventy (75) minutes each week is set aside on Wednesday afternoons for teams to meet as school or district-wide grade level/department teams	
School’s Replacement Policy	Centennial’s Leadership team will oversee all PLC scheduling and implementation for the building. Modifications to the district PLC system will be made in accordance with the innovation plan and will meet or exceed the minimum requirements of the Master Contract.	
School Proposal	Master Contract 14-1 through 14-5	Staff Reassignment
Policy	<p>MC: 14-1: Administrative Reassignment - When it is in the best interest of the total Education program, the Administrative Supervisor may reassign (that is, move from one position within a building to another) staff members</p> <p>14-3 Administrative Reassignment/Transfer shall not result in a lower placement on the salary schedule for one year. Notification with reasons shall be given to the staff member at least ten (10) working days prior to the reassignment.</p> <p>14-4: Administrative Transfers and/or Reassignments which are exceptions to the schedule in Article 12-4-1 must be communicated to UVEA leadership, prior to the Administrative Reassignment/Transfer being executed.</p> <p>14-5: If, in the opinion of the staff member and the Association, the reasons for the administrative reassignments/transfer are without substantiation, or that the employee’s transfer is inappropriate based on the necessary qualifications for the job, such action shall be grievable</p>	

Replacement Policy	Centennial Middle School will utilize its School Leadership Team to reassign staff in accordance with the terms and conditions set by the Innovation Plan. When a reassignment is necessary the School Leadership Team will consider the staff member’s NCLB Title II-A requirements and vote to reassign staff. The School Administrator will notify the staff member in person with written documentation.	
School Proposal	Master Contract 26	Curriculum: Materials
Policy	26-1: New textbooks and other major instructional materials shall be reviewed by a curriculum committee whose membership shall consist principally of classroom teachers selected from the grade level or subject area for which new textbooks are being considered	
Replacement Policy	Centennial Middle School will be responsible for the adoption of its own textbooks or curricular resources and programs in alignment with the Colorado Academic Standards, CCSS and the Innovation Plan. CTMS’s curricular resources will align with the Colorado Academic Standards and meet or exceed the minimum standards of the State. The district will evaluate the impact of the school’s curricular materials as part of its 3-year review of the school’s innovation plan in addition to the annual UIP review by the SLT. The requested waiver will not create any financial impact upon the Montrose County School District. However, if CTMS opts out of District funded textbooks or curricular resources, CTMS shall retain the funding allocated for such opportunities to be used to implement the innovation plan.	

Colorado State Statutes

School Proposal	Colorado State Statutes: Section 22-9-106: Local Board Duties Concerning Performance Evaluation for Licensed Personnel	Human Resource Management: Teacher Evaluations
Policy	<p>(1.5) (a) A local board or board of cooperative services may adopt the state model performance evaluation system established by the rules promulgated by the state board pursuant to section 22-9-105.5 or may develop its own local licensed personnel evaluation system that complies with the requirements established pursuant to this section and the rules promulgated by the state board. If a school district or board of cooperative services develops its own local licensed personnel evaluation system, the local board or board of cooperative services or any interested party may submit to the department, or the department may solicit and collect, data related to said personnel evaluation system for review by the department.</p> <p>(4) (a) Except as provided in paragraph (b) of this subsection (4), no person shall be responsible for the evaluation of licensed personnel unless the person has a principal or administrator license issued pursuant to article 60.5 of this title or is a designee of a person with a principal or administrator license and has received education and training in evaluation skills approved by the department of education that will enable him or her to make fair, professional, and credible evaluations of the personnel whom he or she is responsible for evaluating. No person shall be issued a principal or administrator license or have a principal or administrator license renewed unless the state board determines that such person has received education and training approved by the department of education.</p>	
Replacement Policy	<p>Centennial Middle School will implement the district licensed personnel evaluation system with modifications that comply with the requirements established pursuant to this section and the rules promulgated by the state board and Senate Bill 10-191. Evaluation of educators will be the responsibility of school leaders. Each teacher will be assigned an evaluator from the administrative team. The policy will apply evenly to all teachers in the school. The school principal will continue to be evaluated by the superintendent or his/her designee and will receive feedback on the quality of evaluations being given at the school. The school principal will be responsible for evaluations of other evaluators on campus, but may discuss evaluations with district staff as well to ensure meaningful calibration of scores.</p>	
School Proposal	Section 22-32-109(1)(n)(I): Schedule and Calendar	Calendar and Schedule
Policy	<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 one thousand eighty hours of planned teacher-pupil instruction and teacher-pupil contact during the school year for secondary school pupils in high school, middle school, or junior high school or less than nine hundred ninety hours of such instruction and contact for elementary school pupils or fewer than four hundred fifty hours of such instruction for a half-day kindergarten program or fewer than nine hundred hours of such instruction for a full-day kindergarten program. In no case shall a school be in session for fewer than one</p>	

	hundred sixty days without the specific prior approval of the commissioner of education. In extraordinary circumstances, if it appears to the satisfaction of the commissioner that compliance with the provisions of this subparagraph (I) would require the scheduling of hours of instruction and contact at a time when pupil attendance will be low and the benefits to pupils of holding such hours of instruction will be minimal in relation to the cost thereof, the commissioner may waive the provisions of this subparagraph (I) upon application therefore by the board of education of the district.	
Replacement Policy	In accordance with the innovation plan, Centennial Middle School's SLT shall determine, prior to the end of a school year, the length of time the school will be in session during the next following school year. The actual hours of teacher-pupil instruction and teacher-pupil contact shall meet or exceed the minimum hours set by the district and state for public instruction.	
School Proposal	Section 22-32-109 (1)(n)(II)(A): Actual Hours of Teacher-Pupil Instruction and Contact	Calendar and Schedule
Policy	(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.	
Replacement Policy	In accordance with the innovation plan, Centennial Middle School's SLT shall determine, prior to the end of a school year, the length of time the school will be in session during the next following school year. The actual hours of teacher-pupil instruction and teacher-pupil contact shall meet or exceed the minimum hours set by the district and state for public instruction.	
School Proposal	Section 22-32-109 (1)(n)(II)(B): School Calendar	Calendar and Schedule
Policy	(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.	
Replacement Policy	No later than 30 days before the end of the school year, Centennial Middle School's SLT, will determine the following year's school calendar that meets or exceeds district and state determinations of the length of time during which schools shall be in session during the next school year. Input from parents and teachers will be sought prior to scheduling in-service programs and other non-student contact days. This calendar shall serve as the academic calendar and schedule for the school. All calendars shall include planned work dates for required staff in-service programs. Any change in the calendar except for emergency closings or other unforeseen circumstances shall be	

	preceded by adequate and timely notice of no less than 30 days. A copy of the upcoming school-year calendar and school-day schedule shall be provided to all parents/guardians of students who are currently enrolled. The approved upcoming school-year calendar and school-day hours will be placed on its website prior to May 1 of the prior academic year and a copy shall be provided to the school's Instructional Superintendent.	
School Proposal	Section 22-32-109(1)(t): Determine Educational Program and Prescribe Textbooks	Education Program
Policy	(t) To determine the educational programs to be carried on in the schools of the district and to prescribe the textbooks for any course of instruction or study in such programs;	
Replacement Policy	In accordance with the innovation plan, Centennial Middle School will determine its textbooks and curricular materials, including non-adopted textbooks. The MCSD Board authorizes Centennial Middle School to develop an educational program that aligns to the mission of the school and enables the school to implement the innovation plan. All substantial material changes to the district educational program must be communicated to the district office for review.	
School Proposal	Section 22-32-109(1)(aa): Adopt Content Standards and Plan for Implementation of Content Standards	Education Program
Policy	(aa) To adopt content standards and a plan for implementation of such content standards pursuant to the provisions of section 22-7-407;	
Replacement Policy	In accordance with the innovation plan, Centennial Middle School will implement the Colorado Academic Standards and Common Core State Standards. The MCSD Board delegates to Centennial Middle School the authority to develop a local plan for implementation of the CCSS and the CAS in a way that aligns to the school's innovation plan.	
School Proposal	Section 22-32-109(1)(jj): Identify Areas in which the Principal/s Require Training or Development	Human Resource Management: Professional Development
Policy	(jj) To identify any areas in which one or more of the principals of the schools of the school district require further training or development. The board of education shall contract for or otherwise assist the identified principals in participating in professional development programs to assist the identified principals in improving their skills in the identified areas.	
Replacement Policy	In accordance with the innovation plan, Centennial Middle School SLT, shall determine the required training or development of the principal. The principal will not be required to participate in district training not related to the innovation plan unless those trainings are agreed upon by the principal and district evaluator as part of the principal's professional development plan.	