

Springs Ranch Elementary

APPLICATION TO BE DESIGNATED AS AN INNOVATION SCHOOL

A. MISSION STATEMENT

Springs Ranch Elementary is a child-centered community, preparing students in a safe, respectful and collaborative environment, to be responsible citizens and lifelong learners, well-equipped with a strong academic foundation for the 21st century.

BELIEF STATEMENTS:

1. We are an interdependent team of lifelong learners that includes parents, teachers, administrators, paraprofessionals, students, and community members, with the common goal of educating the whole child.
2. Our decisions are based on the best interests of students.
3. Using data to drive instruction, best practices, and differentiated instruction, we believe that all students are capable of success.
4. Our communication is positive, solution-oriented, and respectful of differences.

B. INNOVATIONS

Introduction:

Springs Ranch Elementary was charged by the D49 Board of Education to develop an innovation plan to increase student achievement. As an innovation school, Springs Ranch Elementary hopes to have the appropriate freedom to control its educational program, budget, staff, time and incentives to ensure that Springs Ranch becomes a top achieving school in Colorado Springs, since this is an objective of the “innovation” process. We serve a diverse population and work collaboratively to meet the various needs of students that attend Springs Ranch. We are well aware that we must work within the limitations of the K12 funding limitations for the state of Colorado and Falcon School District 49.

Professional Learning Communities/Staff Development:

Springs Ranch Elementary Staff members work together in professional learning community teams to analyze student data and gain skills in instructional “best practices.” Time needs to be built into the calendar to facilitate these meetings when feasible. (we would like to meet at least ½ day, once/month to do this effectively).

Staff development will support areas of need, based on data analysis. Professional development must be ongoing to ensure that best instructional practices are implemented effectively. The school requires resources to support the professional development needs of the school and staff members. Our budgeting process will include these objectives. Paraprofessionals will be included in the professional development program developed.

Educational Program:

Springs Ranch Elementary staff members will implement programs and curricular components to address the Colorado State Standards and curricular maps that will be developed at the district and zone levels.

The leadership team and staff of Springs Ranch Elementary School will have the liberty to make curricular and instructional decisions that are in alignment with our educational plan, state standards, goals and appropriate grade level instruction. This includes establishing an educational program, textbook, supplemental and assessment adoption aligned with the Colorado State Standards.

Intervention time will be built into the school day to help students needing remediation and/or extension opportunities to improve their achievement. This may require altering start and end times or altering the school calendar to accommodate needs for intervention. It may also mean hiring support staff to supplement teacher interventions, as resources become available.

Teachers will focus upon integrating 21st Century skills across the curriculum to increase student preparation for future educational opportunities and the world of work. This will include, but is not limited to, the increased use of technology (SMART boards, computer applications, etc.) as resources become available.

Parents/Community:

Our parents and community members are an integral part of the educational program at Springs Ranch Elementary. They have given consideration and input during each step of the innovation process, looking out for the best interests of their children. Their input and support will continue to be solicited for innovations that directly affect their children and their lives at school (example: calendar changes, curricular changes, school improvement). Effective parent communication is an ongoing goal at SRES.

Personnel Needs:

Interventionists should be hired in literacy and mathematics to increase student proficiency in these areas, as personnel resources become available in the zone. These interventionists will be highly qualified teachers who address needs identified through the RTI process. All IDEA requirements will continue to be met in partnership with our Special Education department.

An instructional coach was hired within the zone with zone funds to support teachers in implementing best instructional practices across the zone. The instructional coach supports teachers with staff development, modeling, coaching and issues with curriculum, instruction and assessment. The highly qualified teacher hired for this position is a master teacher with the coaching skills necessary to share strategies with colleagues.

Class size:

There is research that shows a strong correlation between class size and the individual growth and achievement of students. Class sizes must be at a manageable number at each grade level in order to provide the most effective educational opportunities to our students. Evidence supports smaller class size in the primary grades as essential to helping children learn to read. In Kindergarten and First grades we will have a targeted class size of 22:1, and need to add another teacher when that ratio reaches 24:1. In Second and Third grades we will have a targeted class size of 23:1 and need to add another teacher when that ratio reaches 25:1. In Fourth and Fifth grades we will have a targeted class size of 25:1 and need to add another teacher when the ratio reaches 27:1. We need the support of the zone with adequate funding to meet these staffing requirements, in the best interest of student achievement. This will be dependent upon adequate funding availability and may not always be possible, due to lack of funding.

K-22/1

3rd grade 23/1

1st grade 22/1

4th grade 25/1

2nd grade 23/1

5th grade 25/1

Special Education: Paraprofessional staff will be added based on student need, as determined by a multi-disciplinary team of professionals at the school level. All IDEA requirements will be upheld. IEPs will be written to reflect needs of students and needs will be addressed commensurate with IEPs.

Reporting System:

Accurate and clear reporting of the progress of each student is an important part of the educational process for parents. To best match the educational program at Springs Ranch and report progress toward mastery of standards, we reserve the right to redesign or modify the D49 report card system. The SRES report card system will be aligned to state standards and the educational program at Springs Ranch. We will continue to use the standard district report card as long as it is in alignment with these goals or until a better alternative is developed.

Annual Review/School Improvement Planning:

School Improvement Plans will address areas of growth identified and required by the state of Colorado. Springs Ranch will meet or exceed the reporting requirements for school improvement planning each year. By focusing efforts on a few key goals we will be able to make gains in student achievement in those key areas.

School Calendar/Planning time:

The staff at Springs Ranch is dedicated to providing high quality instruction on a daily basis. As such, we need the freedom to make decisions regarding the use of assigned days for professional development and other purposes (e.g. early release days, professional development days, teacher work days, PLC meeting dates, etc.) We will meet or exceed the state requirements for student contact hours and days.

Staff Evaluation:

Staff members at Springs Ranch Elementary **will be evaluated according to state statute**. We will use the D49 evaluation process and add components that tie directly to the school's Mission, Vision, Goals and Innovations. Our staff leadership team may develop our own evaluation tool for walk through evaluations that better focus our improvement efforts in best instructional practice. In addition, we will re-design our evaluation tools for our classified support staff to better reflect their job descriptions and provide more effective feedback. All state standards will remain in effect and will be met within this framework.

Entrance Age Requirement:

Kindergarten is an important part of an elementary education and it is essential in building a fundamental base for future years. A child may enter Kindergarten if five (5) years of age on or before August 15th of the year of enrollment. Younger students who do not meet the entrance age requirement for Kindergarten may be accepted if transferring from another Kindergarten program if the Principal or designee determines that placement of the student in Kindergarten is appropriate. A child who is four (4) years old on August 15th may request Early Access to Kindergarten in accordance with the applicable state law for identified gifted children. Evaluation and assessment can be utilized to determine student performance levels and an early access portfolio can be compiled by the parent, according to state G/T (gifted and talented) guidelines, to be reviewed in consideration of this need. Following an evaluation of the student, the Principal or designee will determine if placement in Kindergarten is appropriate.

Students who have birthdays falling in the window between Aug. 15th and Sept. 15th, the current district cut off, can be screened for kindergarten readiness and admitted with administrative approval.

Students enrolling in the first grade may enter if they are six (6) years old on or before August 15th of the year of enrollment. A student who is at least five (5) years old on or before August 15th shall be permitted to enroll in first grade if the student attended at least 120 days of an accredited Kindergarten in another state. This requires a waiver to Falcon Board of Education policy JEB and has already been approved by the Board for our zone.

School Choice/Open Enrollment:

The staff at Springs Ranch supports Article 36, Public School of Choice -22-36-101, *etseq*, C.R.S. We believe parental choice in the education of their children is essential to providing the best learning opportunities and environment for students. Although we are committed to providing a quality education to students within our boundaries first and foremost, we welcome the opportunity to allow additional students to attend SRES when space and resources allow. Unfortunately there may be instances where a choice student is not successful at Springs Ranch. The student attendance and discipline policies included with our BOE school choice policies JFBA, JFBH-R, and JFBB must be adhered to, in order to be successful as a student at SRES. The administrative team at SRES reserves the right to accept, deny, or revoke choice enrollment for any student who does not reside in the boundaries for Springs Ranch Elementary. Responsibility for enforcing BOE policies JFBA, JFBA-R, and JFBB will remain at the discretion of the Springs Ranch administration. The Springs Ranch principals will be responsible for determining if choice applications are approved or denied. These decisions will be based on available space in the school and grade level being requested as well as information provided from previous schools attended by the applicant. Similarly, if a choice application is approved and it is later found out the information provided was false or the applicant

does not adhere to the agreed upon expectations for attendance and appropriate behaviors while enrolled at SRES, the administrators may revoke the choice application at any time. Whenever possible, revocations of choice applications will be at the end of a school year. However, an application can be revoked at any time during the school year, if necessary due to behavior or attendance issues.

Change in Leadership:

In the event that there is a change in administrative leadership at Springs Ranch Elementary, these provisions will be in place for a period of one semester. At that point the leadership team in conjunction with the new administrators will review and make suggestions concerning items to add, delete or change in the innovation plan for approval by the SRES staff with the same approval requirements as were utilized during the initial approval, as stated in the Innovation Act and in CO state law.

C. IMPROVEMENTS IN ACADEMIC ACHIEVEMENT THAT SCHOOL EXPECTS AS A RESULT OF INNOVATIONS

The Springs Ranch Elementary Unified Improvement Plan will outline goals and provide specific details each year regarding achievement goals of the school. These goals will allow our school to focus on specific necessary improvements each year that will positively affect student achievement at Springs Ranch. Students will receive additional focused instruction and interventions appropriate to their individual needs resulting from this innovation plan, as resources for implementation become available.

D. PROGRAMS, POLICIES, OPERATIONAL DOCUMENTS THAT WILL BE AFFECTED BY INNOVATIONS

*The D49 calendar may have to be modified to support the additional PLC time needed. The zone will have the authority to establish its own calendar, including professional development days, days off or late starts/early releases that may differ from the district. Schedule and calendar will meet or exceed statutory minimums for calendar, hours of teacher/pupil contact and schedule.

*Start and end times for students may have to be modified to support instruction. Transportation would have to support these changes to render them possible.

*Personnel decisions need to be made at the building level and supported with the zone budget, as resources allow.

*The school will develop and implement its own professional development plan aligned with the innovation plan.

*A budget for technology will have to be included in the school budget to increase student access to necessary tools. We are currently addressing these over time through the zone budget.

*The principal and assistant principal will evaluate teachers at SRES through a process tied directly to the school's mission, vision, goals and educational initiatives for innovation. The evaluation instruments will be comparable to or exceed the standards specified in the CO State Statutes and District 49 Policy.

*The school will be able to adapt its instructional program and resources in alignment with state standards. The administration and leadership team shall facilitate the selection of instructional resources and materials that support the standards.

*School Improvement Planning will adhere to state standards.

*Choice Enrollment and Entrance Age will be regulated by the innovation zone leadership team.

*All IDEA requirements will be upheld, as always.

*The school will support the initiatives of the Sand Creek Innovation Zone.

E. PRIOR YEAR BUDGET AND PROPOSED BUDGET INCLUDING FUNDING FOR ALL INNOVATIONS.

Springs Ranch receives an annual budget allocation based on the number of students enrolled on October 1. The entire operating budget for each of the past two years, 2010-2011 and 2011-2012 was approximately \$90,000/year. This was used for all operational costs including educational resources, textbooks, technology, facility repairs and upkeep, furniture, class supplies, library, special education costs, staff development, postage, paper and copier costs, stipends, and contingency.

Items that may need additional funding (as this becomes available/year) to support this Innovation Plan, (dependent upon annual school allocations of K12 state funding) include:

- Professional development for staff - **\$10,000/school**
- Literacy Interventionist—this teaching position ensures that the literacy curriculum is implemented with fidelity and students with high needs in this area are given appropriate interventions to achieve at proficient levels. -**\$50,000** (est.)
- Math Interventionist- this teaching position ensures that the mathematics curriculum is implemented with fidelity and students with high needs in this area are given appropriate interventions to achieve at proficient levels. -**\$50,000** (est.)
- Teaching staff to support our class size ratios - **\$50,000** per teacher (est.)
- Instructional coach for the SC zone-- **\$50,000** (est.)
- Curricular resources - **\$15,000** (est.)—this amount could change depending on the needs of the school each year/text book /curricular adoptions
- Technology -**\$25,000** in year one to upgrade classroom technology; **\$15,000** each year after to support the building technology that will enhance student learning.

F. ESTIMATE OF THE COST SAVINGS AND INCREASED EFFICIENCIES AS A RESULT OF INNOVATIONS

Student achievement will increase and the instructional proficiency of staff members will increase. There is additional cost associated with this in both the areas of personnel and staff development. The possibility of purchasing that is zone-based according to the needs of the schools and the educational programs would promote the efficient use of school funds and significantly extend the resources available.

G. EVIDENCE OF MAJORITY OF CONSENT TO DESIGNATE AS AN INNOVATION SCHOOL

a. ADMINISTRATORS

Deborah A. Jones, Principal

Kimberly Mariotti, Asst. Principal

b. TEACHERS

On Oct. 3, 2011 34/38 licensed teachers voted to support the innovation
__89.5__% of the certified staff voted in favor of the Springs Ranch Elementary School Innovation Plan. Kristy Rigdon, instructional coach for Sand Creek Zone in Falcon District 49 certified our vote.

c. SCHOOL ADVISORY COUNCIL

(a letter of support from the SRES School Accountability Committee is attached)

H. STATEMENT OF LEVEL OF SUPPORT FOR DESIGNATION AS AN INNOVATION SCHOOL/ZONE

a. OTHER PERSONS EMPLOYED AT THE SCHOOL

100% of support personnel voted to support the innovation

b. STUDENTS AND PARENTS OF STUDENTS ENROLLED AT THE SCHOOL

School Accountability and PTO members reviewed and supported the innovation plan as written.

c. COMMUNITY SURROUNDING THE SCHOOL

Zone meetings have been held for input and suggestions re: innovation. Our community and parent representatives have voiced support for the innovations that we are putting forward.

I. DESCRIPTION OF STATE AND DISTRICT POLICIES THAT NEED TO BE WAIVED BEFORE INNOVATIONS CAN BE IMPLEMENTED

***The D49 calendar may have to be modified to support the additional PLC time needed. The zone will have the authority to establish its own calendar, including professional development days, days off or late starts/early releases that may differ from the district.**

***Personnel decisions will need to be made at the building level and supported with the allocated budget, as funding allows.**

***The principal and assistant principal will evaluate teachers at SRES through a process tied directly to the school’s mission, vision, goals and educational initiatives for innovation. We will continue to meet all state requirements of HB 191 and the evaluation process.**

***The school will be able to adapt its instructional program and resources in alignment with state standards.**

***The school will select supplementary resources to support current curricular components utilizing a zone/school approval process.**

*** The school may alter the district report card system to better reflect the program achievements of students in the school. We will continue to adhere to all State Standards.**

***District guidelines for kindergarten entrance and choice enrollment will be altered to best accommodate needs of school/zone. State law regarding school choice will still be met. This is a shift of power from the district to school personnel.**

WAIVERS REQUESTED:

Colorado Revised Statutes

To enhance the ability of Springs Ranch Elementary School to innovate, we request the following Colorado Revised Statutes be waived:

C.R.S.	Title/Subject	Substantive/Delegation	Rationale/ Replacement Plan
22-9-106	<u>Licensed Personnel Performance</u>	The school will fulfill the	The Principal or

	<u>Evaluation Act</u>	requirements of state law when conducting teacher evaluations.	designee will evaluate teachers at SRES through a process directly tied to the School's mission, goals, and innovations. The evaluation instrument will be comparable to or exceed the standards specified in the State statute and District Policy.
22-32-109(1)(n)(I)	Schedule and Calendar	Delegate authority to zone to establish its own calendar	Schedule and calendar- School will meet or exceed statutory minimums for calendar, hours of teacher/pupil contact and schedule. Subject to district oversight.
22-32-109 (1)(n)(II)(A)	Actual hours of teacher-pupil instruction and contact	Delegate authority to zone to establish its own calendar	School will meet or exceed statutory minimums for calendar, hours of teacher/pupil contact and schedule.
22-32-109 (1)(n)(II)(B)	School Calendar		Subject to district oversight. Actual hours of teacher-pupil instruction and contact will meet or exceed hours required by state

			law.
22-32-109(1)(t)	Determine educational program and prescribe textbooks	Delegate authority to the school /zone to establish an educational program and textbooks, and require the school to align its instructional program to state and local standards	School educational program is described in the Innovation Plan. School will be able to adapt its instructional program in alignment with state standards.
22-32-109(1)(aa)	Adopt state content standards and plan for implementation of state content standards	Delegate authority to the school to establish an educational program and textbooks, and require the school to align its instructional program to state and local standards	Adopt content standards and plan for implementation of content standards. See above.
22-63-201	Teacher Employment, Compensation and Dismissal Act of 1990; Employment license required –Exception	The school will comply with NCLB federal law and regulation on Highly Qualified Teacher. All staff teaching core content will be Highly Qualified by maintaining a CO teaching license and demonstrating subject matter competency for the assignment area. The board delegates to the school the duty to identify employees as teachers.	School will verify to the district the qualifications of teachers for the purpose of demonstrating compliance with NCLB Highly Qualified requirements. The schools will face the same sanctions as other district schools for noncompliance. To comply with Highly Qualified requirements, core content teachers must have active teaching licenses and demonstrate subject matter competency for the assignment area.

District Policies

In addition, we request the following District Policies to be waived:

FSD 49 Board Policy	Title/Subject	Substantive/Delegation	Rationale/ Replacement Plan
GCA	<u>Professional Staff Positions</u>	All certificated, administrative, and supervisory positions in the school district shall be established initially by the Innovation Zone Leadership Team. All changes in the titles and/or responsibilities of administrative and supervisory positions shall be approved by the Board.	The Sand Creek Innovation Zone shall have the ability to create and establish professional positions as a means of addressing student achievement needs in a timely fashion.
GCOA/GCOA-R	<u>Evaluation of Instructional Staff/Evaluation of Instructional Staff- Revised</u>	Delegates authority to schools in the Sand Creek Innovation Zone to develop certified staff evaluation tools which improve instruction, enhance the implementation of curricular programs, and measure professional growth and development of licensed personnel. The evaluation system also shall serve as the measurement of satisfactory performance and documentation for dismissal for unsatisfactory performance.	Schools in The Sand Creek Innovation Zone will use a collaborative process to generate an evaluation process and documents which directly address essential job functions and duties of administrative, teaching, and support staffs. Principals of schools in the Zone shall be evaluated on a yearly basis using a 360 degree process which includes

			input from key stakeholders, such as teachers, District personnel, parents, community members, and students.
IGA	<u>Curriculum Development</u>	Delegates authority to the schools in the Sand Creek Innovation Zone to develop curriculum which meets/exceeds State Standards. Curriculum will be reviewed by professional staff for efficacy. Results will be reported to the Sand Creek Innovation Leadership Team.	Building Leadership Teams will develop and utilize a collaborative process to create curriculum and monitor its effects on student achievement. The Sand Creek Innovation Zone Leadership Team will have oversight of this process.
IJ	<u>Instructional Resources and Materials Selection and Adoption</u>	Delegate's authority to the Sand Creek Innovation Zone and its schools to select its own curriculum and instructional resources.	The Principal and Faculty Leadership Team shall facilitate the selection of instructional resources and materials using a rubric-based assessment process. The community will have an opportunity to review materials. Final approval of instructional materials will rest with the Sand Creek Innovation Zone

			Leadership Team.
IGF	<u>Curriculum Review</u>	Delegate’s authority to the Sand Creek Innovation Zone and its schools to determine the frequency and process with which curriculum will be reviewed.	The Sand Creek Innovation Zone Leadership Team in collaboration with staff will develop a process and calendar for curriculum review.
IGD	<u>Curriculum Adoption</u>	Delegates authority to the Sand Creek Innovation Zone and its schools to determine education programs best suited to the needs of its students.	The Sand Creek Innovation Zone and its schools will develop and implement collaborative processes to research and adopt curriculum that meets the needs of its students. Curriculum will be evaluated in its ability to produce learners exhibiting the Sand Creek Innovation Zone Graduate Profile.

IHA	<u>Basic Instructional Program</u>	Delegates authority to the Zone and its schools to develop and implement a basic instructional program aligned with the Zone Graduate Profile	The Sand Creek Innovation Zone Leadership Team will develop a collaborative process to develop, implement, and review the instructional program offered our students.
IJJ	<u>Textbook Selection and Adoption</u>	Delegates authority to the Sand Creek Innovation Zone and its schools to select and adopt textbooks	The Sand Creek Innovation Zone shall create K-12 curriculum articulation teams that are grade-level and content area specific. One of the responsibilities of the curriculum articulation teams will be to review and suggest textbooks to be adopted. Final decisions regarding textbook adoptions shall rest with the Sand Creek Innovation Zone Leadership Team.
IKA	<u>Grading and Assessment Systems</u>	Delegates authority to the Sand Creek Innovation Zone Leadership Team to approve the grading and assessment systems of its schools.	All schools in the Sand Creek Innovation Zone shall create and maintain standards-based assessment and grading

			systems. Schools are highly encouraged to develop common interim assessments, as well as common final exams aligned with State Standards. All assessment and grading systems shall be approved by the Sand Creek Innovation Zone Leadership Team.
JEB	<u>Entrance Age Requirements</u>	Delegates authority to the Sand Creek Innovation Zone and its schools to determine age of entrance to kindergarten.	The Sand Creek Innovation Zone Leadership Team will develop a system to approve entrance to school based on age requirements.
GCI	<u>Staff Professional Development</u>	Delegates authority to the Sand Creek Innovation Zone and its schools to determine staff development needs of the zone and school.	The Sand Creek Innovation Zone Leadership Team will develop a system to support staff development of all staff members.
GDO/GDO-R	<u>Evaluation of Support Staff</u>	Delegates authority to schools in the Sand Creek Innovation Zone to develop classified staff evaluation tools which enhance the implementation of school goals and initiatives. The	Schools in The Sand Creek Innovation Zone will use a collaborative process to generate an evaluation process and

		evaluation system also shall serve as the measure of satisfactory performance and documentation for dismissal for unsatisfactory performance.	documents which directly address essential job functions and duties of support staff members.
JFBA/JFBA-R JFBB	<u>School Choice/Open Enrollment Transfer Policy</u> <u>Inter-district Choice/Open Enrollment</u>	Delegates authority to the Sand Creek Innovation Zone Leadership Team to determine rules for choice acceptance and transfers.	Schools in The Sand Creek Innovation Zone will use a collaborative process to generate procedures and practices for choice/transfers.
IIB	<u>Class Size</u>	Delegates authority to the Sand Creek Innovation Zone Leadership Team to determine class size that is appropriate for optimal instruction.	Schools in The Sand Creek Innovation Zone will be permitted to hire as needed to alleviate overcrowded classrooms.

J. DESCRIPTION OF THE MANNER IN WHICH SCHOOL(S) SHALL COMPLY WITH THE INTENT OF THE WAIVED STATUTES/RULES AND ACCOUNTABILITY TO STATE FOR SUCH COMPLIANCE

- *Schedule and calendar will meet or exceed statutory minimums for calendar, hours of teacher/pupil contact and schedule.**
- *State regulations for Highly Qualified, licensed educators will be followed**
- *The evaluation instruments will be comparable to or exceed the standards specified in the State statute and District Policy**
- * The administration and leadership team shall facilitate the selection of instructional resources and materials that support the standards.**

***Staff development will support teacher improvement in alignment with state/zone and school initiatives**

***All IDEA requirements will continue to be met.**

K. DESCRIPTION OF HOW SCHOOL(S) WILL COMPLY WITH NCLB TITLE II-A REQUIREMENTS (IF INNOVATIONS RELATED TO EMPLOYMENT PRACTICES AND/OR STAFFING PLANS)

SRES will continue to comply with NCLB Title II A requirements.

L. DESCRIPTION OF COLLECTIVE BARGAINING PROVISIONS THAT NEED TO BE WAIVED

N/A Falcon D49 does not have a collective bargaining agreement

M. ANY ADDITIONAL INFORMATION REQUIRED BY FALCON BOARD OF EDUCATION

This has been addressed by revising the innovation template numerous times in consultation of central administration.

N. WRITTEN RESOLUTION FROM THE FALCON BOARD OF EDUCATION APPROVING PLAN AND SEEKING DESIGNATION AS A DISTRICT OF INNOVATION

To be created by BOE (see attached)

Springs Ranch Elementary Time-line:

Introduction of Innovation Concepts—shared by Board Jan. 2011

Informational Meetings with Innovation Leader—Springs 2011, for PTO, SAC, staff members, community members

Solicitation of ideas for innovation—March-April 2011

Community Engagement meetings—Spring 2011

Leadership Teams worked on ideas—Summer 2011

Zone plan of improvement shared with Staff members and Parents—August 2011

Solicitation of volunteers and involvement of School Accountability Committee August 2011

Draft of Innovation Plan – constructed August 2011

Revision of Innovation Plan—September 2011 (input from staff members. Leadership team, SAC and parent volunteers)

Leadership team and Administrative approval September 27, 2011.

Zone Community Input meeting—Oct. 2011

Staff Member vote—Oct. 3, 2011

School Accountability vote—Oct. 2011

Sent to Board of Education—Oct. 2011

Board Approval of Innovation Plan—TBD

Central Administration sent innovation plan back to school for revisions.

Plan revised to assure the district is not held liable for any financial commitment upholding the plan.

Approved by D49 Board of Education—Nov. 8, 2012

Sent to Colorado Department of Education November 2012

Plan revised and resubmitted Jan. 2013

Implementation of Innovation Plan—TBD (possibly 2013-2014 school year)