

**Widefield School District No. 3
Resolution**

WHEREAS, the Board of Education believes it is time to reinvigorate the focus and development of our school to increase student achievement and provide our community with a choice for our learners; and

WHEREAS, following this decision, the Talbott principal, in collaboration with the Talbott staff, parents, and community partners, prepared a proposed school design and innovation plan; and

WHEREAS, the Board of Education is committed to Talbott becoming a top achieving school in Colorado Springs; and

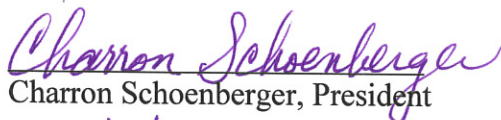
WHEREAS, on October 28, 2015, one-hundred percent of the Talbott teachers demonstrated support for the school through a fair and transparent voting process; and

WHEREAS, on November 10, 2015, one-hundred percent of the parental community demonstrated support for the school through a fair and transparent voting process; and


WHEREAS, the Board of Education has considered the innovation plan proposed by Talbott and found that it has met all of the expectations of the Innovations Schools Act, including that it is financially feasible and is in the best interest of the students; and

NOW, THEREFORE, BE IT RESOLVED THAT:

1. The innovation plan for Talbott Elementary School be approved by the board of education. This approval is based on the best interest of the students, the staff and, the community.
2. The District shall hold the Talbott STEAM Innovation School accountable on a tri-annual basis for progress toward its goals in its Innovation plan and their Unified Improvement plan using the Widefield School District School Performance Framework and report the progress to the Board of Education.
3. The District 3 Board of Education requests to be designated as a "District of Innovation" by the Colorado Board of Education under the Innovation Schools Act.


Charron Schoenberger, President

12/17/15


Susan Graham, Vice President
Dec 17, 2015

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](mailto:Rosensweet_k@cde.state.co.us))

Innovation School Name: J. A. Talbott Elementary School

Location (address): 401 Dean Drive, Colorado Springs, CO 80911

Plan Contact (name and position): Tracy Vsetecka, Principal

Email: vseteckat@wsd3.org

Phone: 719-391-3476

Please answer the following questions to help us review the innovation plan as effectively 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 school 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 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? **It is our intent to submit a name change in March. Name change from J.A. Talbott Elementary School to Talbott STEAM Innovation School**

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.*)

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.

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

**J.A. Talbott Elementary School
Widefield School District 3**

Application to be Designated as an Innovation School

We will be submitting an application for a name change and hope to be officially called Talbott STEAM Innovation School (TSIS) by the Colorado Department of Education, fall 2016.

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A. Mission Statement

Talbott STEAM Innovation School (TSIS) 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.
5. Science, Technology, Engineering, Arts, Math (STEAM) will inspire students in science, technology, engineering, art, and math by involving them in solving authentic problems, working with others, building real solutions (artifacts), and applying their skills beyond the classroom.

B. Innovations

1. Innovation Introduction:

TSIS staff and parents feel that it is time to reinvigorate the focus and development of our school by creating an innovation plan to increase student achievement and provide our community with a choice for our learners. As an innovation school, TSIS hopes to have the appropriate freedom to control its educational program, FTE and building budget, staff, time and incentives to ensure that TSIS 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 TSIS. We are well aware that we must work within the limitations of the K-12 funding limitations for the state of Colorado and the District.

Innovation status will provide the flexibility needed to create such change to be implemented in a careful and deliberate manner. Students participate in challenging, hands-on STEAM and project-based learning opportunities that are initiated and fostered by the guided inquiry approach. Innovation status would also allow us to be able to use the building, grounds and community as a teaching and learning lab that enables students to build real solutions and learn how their classroom experiences connect to the world around them. TSIS will utilize a flexible schedule and extended school day to allow additional time for STEAM enrichment, project-based learning, and high levels of rigor to take place in the community.

2. Innovation: Parents/Community:

Our parents and community members are an integral part of the educational program at TSIS. 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 TSIS.

The school will encourage our families to work collaboratively in an equal partnership between families, students, and school staff to help each student reach his or her potential. The school will identify conditions which must be created in the school and the home to increase student achievement and specify shared responsibilities that are necessary to create the conditions for continuous improvement.

TSIS Time-line:

Introduction of Innovation Concepts – shared by the Board April 16, 2015
Informational Meetings with existing TSIS staff – April 16, 2015
Solicitation of ideas for innovation – May-September 2015
Strategic School Design Team meetings – August-November 2015
September 1, September 11, September 15, September 25, September 29, October 9,
October 13, October 20, October 27, November 3, and November 13, 2015
School Board Luncheon – September 15, 2015
Family Science Night – STEM focus – September 22, 2015
Building Advisory and Accountability Meeting – September 24, 2015
District Advisory and Accountability Meeting – October 1, 2015
School Board Luncheon – October 13, 2015
Innovation Plan draft shared with Staff members and parents – October 23, 2015
Staff Member vote – October 28, 2015
Parent Teacher Organization vote – November 3, 2015
Building Accountability and Advisory Committee vote – November 4, 2015
Parent/Community vote – November 10, 2015
Presented to Board of Education – November 19, 2015

3. Innovation: Staffing (Personnel Needs)

Two classroom teachers will attend PLTW Launch training. This is a train the trainer model. These teachers will train the staff on the PLTW curriculum.

After receiving TSIS's FTE numbers in March 2016, TSIS will use the FTE to best meet the changing needs of the building. We will have a STEM lab teacher and Art teacher who split a classroom position with 50% STEM and 50% Art. The STEM lab teacher will teach math, science, and social studies. The Art teacher will teach homeroom, reading and writing. The STEM lab teacher will facilitate K-5 weekly hands-on STEM activities that support the science standards and PLTW curriculum. The Art teacher will facilitate K-5 integrated Art lessons and hands-on activities that support the STEM lab activities and PLTW curriculum. STEM and Art classes will be part of the specials schedule.

4. Innovation: School Calendar/Planning time

The staff at TSIS 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.

The parents of TSIS students and the staff of TSIS will vote to determine which early release schedule will work best for our community and meets the instructional needs of our school. The following are the options which will be considered and debated:

- If early release begins at 1:50 p.m. each Wednesday, student contact will be an additional 40 minutes/week from our current schedule which will result in 24 hours for the year, equivalent to approximately 4.5 additional school days.
- If the early release begins at 1:50 p.m. every other Wednesday, the result is approximately 60 additional hours, equivalent to 9 additional school days.
- If the early release is not possible, student contact will be 6 hours 40 minutes/day resulting in an additional 90 hours of instruction, equivalent to approximately 14 additional days of instruction.

For the 2016-17 school year, parents and staff voted for early release every other Wednesday (option 2 above).

TSIS's Proposed Schedule 2016-2017						
Student Hours						
	Start	Lunch		End	Elapsed Time	Specials
Monday	8:20	11:30	12:00	15:30	6:40	60 minutes
Tuesday	8:20	11:30	12:00	15:30	6:40	40 minutes
Wednesday	8:20	11:30	12:00	13:50	5:00	
Thursday	8:20	11:30	12:00	15:30	6:40	60 minutes
Friday	8:20	11:30	12:00	15:30	6:40	40 minutes
					31 hrs. 50 minutes	3 hrs. 30 minutes
Teacher Hours				Teacher Contact		
	Start	End	Elapsed		Student hours- Specials	
Monday-Friday	7:45	15:45	8:00		28 hrs. 20 minutes	

5. Innovation: School Choice/Open Enrollment

The staff at TSIS supports Article 36, Public School of Choice -22-36-101, *et seq.*, 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 TSIS when space and resources allow as stated in the BOE

choice policy JFBA. Unfortunately, there may be instances where a choice student is not successful at TSIS. Students must adhere to the attendance and discipline policies included with our BOE school policies JH, JH-RC, JIC, JICDA, JICDD and JICDE in order to be successful as a student at TSIS. The administrative team at TSIS reserves the right to accept, deny, or revoke choice enrollment for any student who does not reside in the boundaries for TSIS. Responsibility for enforcing BOE choice policy JFBA will remain at the discretion of the TSIS administration. 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 TSIS.

Agreed upon expectations are as follows: the student's attendance rate must remain above 90% (state expectation is >95%), student's tardies are <4 per quarter and student maintains appropriate school behavior as defined by TESE's PBIS matrix. Inappropriate behavior would be considered behaviors resulting in multiple days of suspension due to multiple suspendable infractions. Parents of students on a School of Choice Boundary Waiver who are in jeopardy of having their privileges revoked will receive notices of concern. Communication will consist of phone calls, letters home, and conferences.

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.

C. Improvements in Academic Achievement

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

Performance Achievement Goals:

- End of Year DIBELS Next will indicate 85% of K-5 students at Core level, with 6% or less scoring Intensive.
- Based on Math CMAS assessment, TSIS students will score within 10% of state average for strong and distinguished command.
- 85% of K-5 students will progress through 2 products in Every Child A Writer (ECAW) by scoring 85% or higher on their Performance Validation Plan (PVP) per semester (evidenced by ECAW recording sheet).

Performance Academic Growth Gap Goals:

- 50% of students performing at an ECAW stage below their grade level will demonstrate catch-up growth as evidenced by progressing through more than 4 products by the end of the year.
- Reduce the number of K-4 students identified with Significant Reading Deficiencies (on READ plans) by 25% from fall to spring.

D. Programs, Policies, Operational Documents that will be Affected by Innovations

- **Calendar**: The WSD3 calendar may be modified to support the additional PLC time needed. TSIS will have the authority to establish its own calendar, including professional development days, days off or 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.
- **Daily Schedule**: Start and end times for students may be modified to support instruction. Transportation would have to support these changes to render them possible.
- **Evaluation**: The principal and assistant principal will evaluate teachers at TSIS using the district's evaluation tool and the Teaching Learning Cycle 2.0 (TLC). The TLC 2.0 focuses on
 - learning environment- establishing a Positive Behavior Intervention Support (PBIS) plan and peer support
 - collaboration to plan- targets and success criteria, research-based practices, and adjusting instruction based on student needs
 - performance measures- aligned to standards
 - setting the stage for learning- learners will know the target and be able to explain what success looks like
 - learner characteristics- promoting reflection, wondering, perseverance, collaboration, feedback and connections
 - core instruction- direct instruction with gradual release, formative checks, adjusting instruction, intervening and extending, descriptive/actionable feedback, and engagement
 - assessments- informing instruction and confirming level of mastery
- **Educational Program**: TSIS 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.
 - TSIS will be able to adapt its instructional program and resources in alignment with state standards.
 - TSIS will adopt the Project Lead The Way Launch K-5 STEM curriculum to be utilized for science instruction.
 - TSIS will complete a minimum of one whole-school Project Based Learning experience each school year.
 - TSIS staff will focus on community outreach (guest speakers and presenters, authentic audiences, in-school field trips, and community field trips).
 - TSIS will select supplementary resources to support current curricular components utilizing a district approval process.
 - TSIS 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.

- Assessment Plan: TSIS will follow all state and district assessment requirements with the exception of TS Gold in kindergarten. The school will formatively and summatively assess kindergarten students during specials (physical education, music, art and STEM), classroom centers and instructional programs. TSIS will assess Kindergarten students as follows:
 - Physical well-being and motor development - physical education classes twice a week, art once a week, and music twice a week. Students will participate in recess on a daily basis. Centers will encourage gross motor development as well as social skills and emotional development.
 - Social-emotional development - Students are instructed in the positive behavior intervention support system designed by the school. This includes classroom, hallway, lunchroom, recess, and bathroom expectations. Students are rewarded for the positive behavior they demonstrate. Students will be introduced to age-appropriate strategies to help remember rules and procedures.
 - Language and comprehension development - Students receive at least 120 minutes of literacy instruction daily. Dibels Next benchmark assessment is administered three times a year and progress monitoring is administered every other week. Students not making benchmark are assessed with the DIBELS DEEP assessment to determine the literacy area most in need of improvement. The Sounds and Letters program is used daily to increase language development. Kindergarten students receive targeted small group instruction on a daily basis.
 - Cognition and general knowledge:
 - Math - Students receive 60 minutes of math instruction using the Envision 2.0 curriculum. Assessments are given to monitor progress and small group instruction is used to fill gaps.
 - Science - Students receive STEM instruction weekly on various topics covering life, physical and earth science.
 - History and Geography - Students receive social studies through explorations with Felix the rabbit. As Felix travels around the globe, students learn about geographical, historical and national landmarks. Students also acquire map reading skills and spatial sense.
- School Choice: State law regarding school choice will still be met. This is a shift of power from the district to school personnel.
- Graduation Requirements: Not applicable, kindergarten - fifth grade configuration.
- Promotion and Retention Policies: TSIS will use the district policies for promotion and retention. Parents will be informed of these policies in writing, during open house, during conferences, and at various school events.
- Target Population and Students Served: TSIS is a kindergarten - fifth grade Title 1 school serving a diverse population of students. TSIS serves approximately 380 students: 57% White, 25% Hispanic, 11% Multiracial, 6% Black, and 1% Pacific Islander. The school capacity is 525 students and we intend to increase enrollment to obtain at least 90% capacity, 472 students. TSIS will be Widefield School District's only STEAM elementary school. We are excited to provide this innovative choice for our community of learners.

- Budget: A budget for technology will have to be included in the school budget to increase student access to necessary tools. We are currently working with the Department of Technology and Information Services to see how these necessary tools can be made available to our students.

TSIS receives an annual budget based on the number of students projected for the upcoming year. That amount can be adjusted positively if more students enroll beyond the projected number. The entire school operating budget for the 2014-2015 school year was \$59,344.00.

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 - \$2400.00 to train of three teachers in Project Lead the Way Launch. An additional \$100.00 will be needed to train two intermediate teachers in the robotic modules within PLTW.

Curricular resources - Project Lead the Way Equipment and Supplies. Initial start-up costs for partial sets for Kindergarten-2nd grade and full sets for 3rd-5th grades totals. Costs are as follows:

Classroom Kits - \$9090.00

Kindergarten	modules K.1	\$260.00/class x 3 classes = \$780.00
	module K.3	\$380.00/class x 3 classes = \$1,140.00
1st Grade	module 1.1	\$275.00/class x 3 classes = \$825.00
	module 1.4	\$120.00/class x 3 classes = \$360.00
2nd Grade	module 2.2	\$265.00/class x 3 classes = \$795.00
	module 2.3	\$295.00/class x 3 classes = \$885.00
3rd Grade	module 3.1	\$220.00/class x 3 classes = \$660.00
	module 3.2	\$125.00/class x 3 classes = \$375.00
	module 3.3	\$295.00/class x 3 classes = \$885.00
4th Grade	module 3.4	\$160.00/class x 3 classes = \$480.00
	module 4.1	\$150.00/class x 3 classes = \$450.00
	module 4.2	\$110.00/class x 3 classes = \$330.00
5th Grade	module 4.4	\$245.00/class x 3 classes = \$735.00
	module 5.3	\$130.00/class x 3 classes = \$390.00

PLTW Launch Logs 5-Packs - \$1290.00

Kindergarten	module K.1	\$10.00 pack x 14 = \$140.00
	module K.3	\$10.00 pack x 14 = \$140.00
1st Grade	module 1.1	\$10.00 pack x 14 = \$140.00
	module 1.4	\$10.00 pack x 14 = \$140.00
2nd Grade	module 2.2	\$10.00 pack x 14 = \$140.00
	module 2.3	\$10.00 pack x 14 = \$140.00
3rd-5th Grade	module 3.1-5.4	\$10.00 pack x 45 = \$450.00

VEX IQ Kits and Equipment - \$11,753.00

PLTW VEX IQ Construction Kit	\$120.00 x 38 (4:1 ratio grades 3/4) = \$4560.00
PLTW VEX IQ Robot Design Kit	\$365.00 x 19 (4:1 ratio grade 5) = \$6935.00
VEX IQ 3 in Cube Kit	\$39.00
VEX IQ Full Competition Field	\$219.00

Total Cost for PLTW Curriculum Adoption - \$22,133.00

Yearly costs to maintain PLTW will be approximately \$6500.00 and will be supported through building budget.

Technology - 40 iPads to support PLTW Input/Output module.

iPad Air 2 Wi-Fi 64GB (10-pack) sells for \$6730.00.

iPad Air 2 Case, SUPCASE [Heavy Duty] Apple iPad Air 2 Case \$19.99 x 40 = \$799.60

Ergotron Tablet Management Cart \$1168.00 x 2 = \$2,336.00

Total cost would be \$26,920.00 + \$799.60 + \$2,336.00 = \$30,056.60.

E. Estimate of the Cost Savings and Increased Efficiency

TSIS does not anticipate any cost savings resulting from the Innovation Plan, but we do expect that the proposed measures, such as increased involvement of parents, the emphasis on partnerships, and extending time will increase efficiency in the area of instruction and student achievement.

F. Evidence of Majority of Consent to Designate as an Innovation School

a. Administrators

Tracy Vsetecka, Principal

Michelle Gloyer, Assistant Principal

Both administrators consent to TSIS's designation as an innovation school.

b. Teachers

On October 28, 2015, 30 licensed teachers voted in favor of the TSIS Innovation Plan. 100% of the certified staff was in support. Lindsay Jimenez, instructional coach for TSIS, certified our vote.

c. Building Accountability and Advisory Committee (BAAC)

On November 4, 2015, 100% of the BAAC voted in support of the TSIS Innovation Plan.

(a letter of support from the BAAC is attached)

G. Statement of Level of Support for Designation as an Innovation School

a. Other Persons Employed at the School

100% of support personnel voted to support the innovation.

b. General Parental Support

Meetings have been held for input and suggestions regarding innovation. On November 10, 2015 a vote was taken. 63 families voted in favor of the TSIS Innovation Plan, 100%.


c. Community Surrounding the School

Meetings have been held for input and suggestions and our community and parent representatives have voiced support for the innovations we are putting forward.

H. Waivers

Colorado Revised Statutes

To enhance the ability of TSIS to innovate, we request the following Colorado Revised Statutes be waived:

C.R.S.	Title/Subject	Substantive/ Delegation	Rationale/ Replacement Plan
22-32-109(n)	Schedule and Calendar	Delegate authority to school to establish its own calendar within the district-wide calendar, TSIS will have the autonomy to determine the specific use of district assigned days that are not student contact days.	TSIS will meet or exceed statutory minimums for calendar, hours of teacher/pupil contact and schedule. TSIS will use weekly early release time for professional development and planning to collaborate. Subject to district oversight.
22-32-109 (t)	Determine educational program and prescribe textbooks	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	TSIS's educational program is described in the Innovation Plan. TSIS will be able to adapt its instructional program in alignment with state standards.
22-36-101 (5)	Choice of programs and schools within school districts	Delegates authority to the school instead of the district when appropriate school of choice contract needs to be revoked.	District and school policy is described in the Innovation Plan.
22-7-1014 (2) (a)	Requires each district to administer the school readiness assessment to each student	Delegates authority to the school to assess Kindergarten students through daily classroom and specials activities.	 <p>TSIS will assess Kindergarten students as follows:</p> <ol style="list-style-type: none"> 1. Physical well-being and motor development - physical education classes twice a week, art once a week, and music twice a week. Students will participate in recess on a daily basis. Centers will encourage gross motor development as well as social skills and emotional development. 2. Social-emotional development - Students are instructed in the positive behavior intervention support system designed by the school. This includes classroom, hallway, lunchroom, recess, and bathroom expectations. Students are rewarded for the positive behavior they demonstrate. Students will be introduced to age-appropriate

			<p>strategies to help remember rules and procedures.</p> <p>3. Language and comprehension development - Students receive at least 120 minutes of literacy instruction daily. Dibels Next benchmark assessment is administered three times a year and progress monitoring is administered every other week. Students not making benchmark are assessed with the DIBELS DEEP assessment to determine the literacy area most in need of improvement. The Sounds and Letters program is used daily to increase language development. Kindergarten students receive targeted small group instruction on a daily basis.</p> <p>4. Cognition and general knowledge: Math - Students receive 60 minutes of math instruction using the Envision 2.0 curriculum. Assessments are given to monitor progress and small group instruction is used to fill gaps. Science - Students receive STEM instruction weekly on various topics covering life, physical and earth science. History and Geography - Students receive social studies through explorations with Felix the rabbit. As Felix travels around the globe, students learn about geographical, historical and national landmarks. Students also acquire map reading skills and spatial sense.</p>
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District Policies

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

District Policy Code	Title/Subject	Substantive/Delegation	Rationale/Replacement Plan
IC/ICA	School Year/School Calendar/ Instructional Time	Delegates authority to TSIS to determine the length of the school day, professional development release days,	TSIS will increase the instructional day of students by 30 minutes 4 days/week. TSIS will have an early release schedule every 1st and 3rd

		and calendar cycle.	Wednesday of each month with dismissal at 1:50. On a yearly basis the calendar will be reviewed to ensure student needs are being met and the community continues to support the early release schedule.
IJ-RA	Procedure for the Selection of Instructional Materials	Delegates authority to TSIS to determine education programs best suited to the needs of its students.	TSIS 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 that demonstrate proficiency with the state standards. The administration and leadership team shall facilitate the selection of instructional resources and materials that support the standards and TSIS's innovation.
IKA	Grading/Assessment Systems	Delegates authority to TSIS to determine the report card.	The administration 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.
ADF	Student Wellness	Delegates authority to TSIS to determine appropriate uses of food for learning and instructional purposes.	TSIS will have the right to use food in science-based activities and project-based learning activities. TSIS will continue to follow the no transfat rule as defined by Federal and State law. All food related activities will be brought to the attention of the school nurse to alert school personnel of allergies or intolerances. Parents will be notified in a timely manner to allow for adjustments.
FF	Formally Naming of Schools, Buildings, and Facilities	Delegates authority to TSIS to determine the name of the school.	TSIS staff will have the right to rename the school. The staff intends to draw interest from the community by renaming the school. We would like to rename the school from J.A. Talbott Elementary School to Talbott STEAM Innovation School (TSIS).
GBCID-R	Professional Staff Development -	Delegates authority to TSIS to determine professional	The school administration will have the right to determine the

GBCID-RA	Licensed Personnel Procedures/Non-licensed Personnel Procedures	development, in-service, and training for all staff.	professional development and in-service training for staff. The administration will reserve the right to determine when the staff will participate in district professional development and in-service training and when it will be provided through the school. Staff development will support teacher improvement in alignment with state/district/school initiatives. TSIS will continue to follow and implement the TLC 2.0.
JFBA JFBA-R	Intra-District Choice/Open Enrollment	Delegates authority to TSIS's administrative staff to determine eligibility of continuing enrollment criteria.	In addition to the existing criteria for continuing enrollment, TSIS will require students who are enrolled pursuant to this policy shall be allowed to remain enrolled in the school through the end of the year unless: h. the student's attendance rate is unacceptable. Missing more than 4 days/quarter results in an attendance rate below 90%, i. the student has excessive tardies, more than four tardies/quarter is unacceptable, and j. the student fails to meet the PBIS behavioral expectations. Parents of students on a School of Choice Boundary Waiver who are in jeopardy of having their privileges revoked will receive notices of concern. Communication will consist of phone calls, letters home, and conferences.

Waivers Requested:

TSIS is also requesting a waiver for the WSD3 food procedure. Instead of providing whole-school event dates by August 20th for the fall semester and December 15th for the spring semester, TSIS would like to determine our whole-school food events as they fit into the curriculum. TSIS will notify the school nurse a minimum of two weeks in advance to identify concerns with allergies/intolerances.

I. Description of collective bargaining provisions that need to be waived

N/A Widefield School District 3 does not have a collective bargaining agreement.

J. Any additional information required by Widefield Board of Education

- School Improvement Planning will adhere to state standards.
- Entrance Age requirements will follow the district guidelines.

- Section 504 of the Rehabilitation and the Individuals with Disabilities in Education Act (IDEA) requirements will be upheld, as always.
- TSIS will continue to comply with NCLB Title II A requirements.

K. Written resolution from the Widefield Board of Education approving plan

**Widefield School District no. 3
Resolution**

WHEREAS, the Board of Education believes it is time to reinvigorate the focus and development of our school to increase student achievement and provide our community with a choice for our learners; and

WHEREAS, following this decision, the Talbott principal, in collaboration with the Talbott staff, parents, and community partners, prepared a proposed school design and innovation plan; and

WHEREAS, the Board of Education is committed to Talbott becoming a top achieving school in Colorado Springs; and

WHEREAS, on October 28, 2015 100% of the Talbott teachers demonstrated support for the school through a fair and transparent voting process; and

WHEREAS, on November 10, 2015 100% of the parental community demonstrated support for the school through a fair and transparent voting process; and

WHEREAS, the Board of Education has considered the innovation plan proposed by Talbott and found that it has met all of the expectations of the Innovations Schools Act, including that it is financially feasible and is in the best interest of the students; and

NOW, THEREFORE, BE IT RESOLVED THAT:

1. The innovation plan for Talbott Elementary School be approved by the board of education. This approval is based on the best interest of the students, the staff and, the community.
2. The District shall hold the Talbott STEAM Innovation School accountable on a tri-annual basis for progress toward its goals in its Innovation plan and their Unified Improvement plan using the Widefield School District School Performance Framework and report the progress to the Board of Education.
3. The District 3 Board of Education requests to be designated as a “District of Innovation” by the Colorado Board of Education under the Innovation Schools Act.

Charron Schoenberger, President

Susan Graham, Vice President



J.A. Talbott Elementary School

401 Dean Drive, Colorado Springs, CO 80911
Phone (719) 391-3475 or (719)391-3479
Fax (719)391-9414

Tracy Vsetecka, Principal
Michelle Gloyer, Assistant Principal
Rian McGhee, Counselor

November 19, 2015

To Superintendent Campbell and Board of Education Members,

As a new administrative team at Talbott, we have thoroughly enjoyed working with the Strategic School Design (SSD) Team to research and develop this Innovation Plan. We believe that Innovation status will empower our teachers, students, and community. Innovation allows us to focus on the needs of our learners with flexibility of scheduling, curriculum, and instructional practices. A longer student school day provides additional time for STEAM: Science, Technology, Engineering, Arts, and Mathematics.

STEAM will enhance learning within and beyond the classroom. Our learners will participate in extra weekly specials for STEM and the Arts. Project Lead The Way STEM curriculum will be used in all K-5 classrooms. As a school, we will engage in a minimum of one Project-Based Learning (PBL) activity each year. Additionally, our staff will focus on community outreach to support learning by inviting guest speakers and presenters, inviting authentic audiences for PBL and other presentations, and facilitating in-school and community field trips.

We are very proud of the work that our SSD Team has put into the research, planning, and development of this Innovation Plan. Our staff and community have been highly supportive and unanimously approved the plan. We are hopeful that we will have your support as well.

Respectfully,

Tracy Vsetecka, Principal

Michelle Gloyer, Assistant Principal

Rian McGhee, Counselor



J.A. Talbott Elementary School

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Tracy Vsetecka, Principal
Michelle Gloyer, Assistant Principal
Rian McGhee, Counselor

November 19, 2015

To Superintendent Campbell and Board of Education Members,

The Talbott Strategic School Design (SSD) Team has spent a significant amount of time working collaboratively to develop this Innovation Plan to meet the needs of our school community. We have researched innovation designs, visited several schools, and discussed ideas with our staff and community. Ultimately, the SSD Team determined that our innovation would be STEAM: Science, Technology, Engineering, Arts, and Mathematics. With this innovation, we will provide valuable learning opportunities including: Project Lead The Way Launch curriculum, school-wide Project-Based Learning activities, weekly STEM lab activities, weekly Art lessons, and community outreach opportunities that will enhance learning within and beyond the classroom.

The SSD Team presented the Innovation Plan to the Talbott staff on October 28th. We are pleased to report that 100% of the staff approved the plan. Additionally, we presented the final plan to the community on November 10th with 100% approval. Therefore, it is with great pride that the SSD Team presents this Innovation Plan for your approval.

Respectfully,

The Talbott Strategic School Design Team

Sybil Hood
Laura Pentland

Andy Hamill
Rian McGhee

Kristen Burgess
Heidi Wheeler

Michelle Gloyer
Tracy Vsetecka

Arannah Zionina
Dale Walker

November 7, 2015

Widefield School District 3 Board of Education
1820 Main Street
Colorado Springs, CO 80911

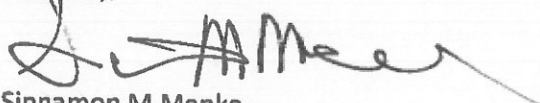
To Whom It May Concern,

I have reviewed the Innovation Plan for Talbott Elementary School and gained further information by attending a Building Accountability Advisory Committee (BAAC) meeting. My child has attended Talbott for four years, and will be continuing through the fifth grade.

I support and recommend the Innovation Plan that you will be presented on November 19, 2015. The plan renews the efforts from years past to have the focus be Math and Science. I believe it is in the best interest of the Board to support the Innovation Plan for Talbott STEAM Enrichment School. The plan meets the standard of educational integrity and excellence of WSD3 and assists us all to provide every child will have sustained learning and achievement, teachers to be highly effective, implements 21st Century learning each classroom, and enables our young students come to school prepared, ready, excited to partner with their teachers to be successful.

Thank you for your consideration.

Sincerely,

A handwritten signature in black ink, appearing to read 'Sinnamon M Menke', with a long, sweeping underline.

Sinnamon M Menke
Parent/PTO Volunteer

Jackie Brown

9108 Chieftan Dr
Colorado Springs CO 80925
719-393-2805
jacquelinebrown1@gmail.com

November 12, 2015

District 3 Board of Education
1820 Main St
Colorado Springs CO 80911

To Whom it may concern and the D3 School Board,

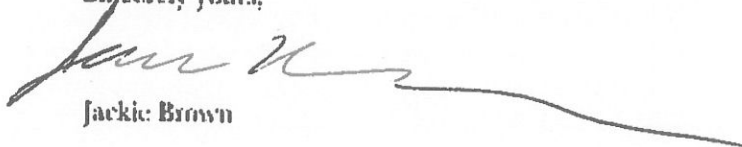
I am a parent of 3 children that attend Talbot Elementary School, I am also an active member of the PTO. I am writing this letter to show my support for the innovative plan that is being presented to you.

The world we live in is advancing very quickly in science, technology, engineering and math. It is vital that our children have the opportunity to start at a young age to be able to learn and explore the STEAM world. Almost every single career out there requires a decent knowledge in at least one of these areas. We have the opportunity to implement programs into our school that will not only benefit our children's minds but also open their minds up to new ideas and worlds.

My 4th grade daughter, Gina, was in the Project Lead The Way program. She learned so much from this program. She went from wanting to be a veterinarian that did the fun stuff with only the cute animals, to talking about engineering and telling me how to build a bridge. She is also in Mr. Hamill's AIMS program. If you ask her how her school day went she will tell you it is too short. She loves learning with that program.

The programs that are being looked at to be implemented into our school will excite the children, they will want to learn and more importantly they will learn. I could go on and on about the few changes made just this year that have had a positive impact on my children. My contact information is above please feel free to contact me with any questions.

Sincerely yours,



Jackie Brown