

John E. Flynn a Marzano Academy



MARZANO Academies

The Need for Innovation

THE CHANGING POLICY LANDSCAPE

In May 2013 the Colorado State Board of Education adopted new high school graduation guidelines, to be fully implemented by 2021. Among many considerations, two specific guidelines stated that districts must provide a “recognition of multiple and diverse pathways to a diploma” and an “articulation through a standards-based education system” (*Grad Guidelines*, 2013, p. 2). Also specified was schools “must state the minimum academic competencies needed for students to demonstrate postsecondary and workforce readiness and the types of measurements used”, as well as “must allow students multiple, equally rigorous and valued ways to demonstrate competency of the knowledge and skills necessary for postsecondary education and meaningful careers” (*Grad Guidelines*, 2013, p. 2). These new guidelines represent a potential paradigm shift for public schools in Colorado, and present a unique opportunity for competency-based education (CBE) to be more widely adopted.

The importance of demonstrating a minimum set of academic competencies to obtain a high school diploma cannot be understated. Schools currently operate under a time-based measurement of academic progression, known as the Carnegie unit. Students attend semester- or year-long courses where the teacher determines a final percentage-based letter grade from a variety of considerations, including items such as assignment completion and class participation. Although these measures have been used for decades, they do not always reflect a student’s mastery of subject content (Silva, White, & Toch, 2015). Students can be deemed competent with a “D” letter grade, despite missing up to 40% of course material (Patrick et al., n.d.; Vander Ark, 2013). Starting in 2021, Colorado high school students must demonstrate mastery in all core subjects, even if they earned an acceptable grade point average. The old saying “D’s earn degrees” may no longer be true. Leading up to 2021, schools and districts need to know if their students will be able to demonstrate mastery across core-subjects, and if not, what gaps must be filled. One educational reform schools can consider is a competency-based education approach. In competency-based systems, schools replace the Carnegie unit, by instead focusing on student mastery. According to Competency Works, at its very core competency-based education uses student mastery of measurable learning targets as the metric to determine academic progression, not seat-time in a class (Competency Works, n.d.). Since students can no longer advance with only 60% mastery, in a competency-based system all graduates will be able to meet the new high school graduation guidelines set out by 2021. With this said, implementing such a reform is not easy.

NEW PERSPECTIVES ON OLD CHALLENGES

In a competency-based design learners must be provided a multitude of ways to demonstrate mastery, not just summative assessment tools typically used in classrooms today (Patrick & Sturgis, 2015). Competency-based teachers use assessment strategies that are individualized and promote multiple pathways for demonstrating mastery (Sturgis, C., Patrick, S., & Pittenger, L., 2011). Performance-based assessments with clear rubrics and consistent scales measure

student proficiency on cross-curricular learning objectives, a critical process for high quality competency-based learning to occur (Sturgis et al., 2011). An example of this is the use of student learning portfolios, or compilations of academic work that demonstrate mastery of specific learning objectives (Patrick & Sturgis, 2011). Unlike traditional assessments, which only provide credit for a single course, learning portfolios travel with the student as they progress through school, becoming evidence of mastery toward multiple subjects and levels (Patrick & Sturgis, 2011). Finally, since students learn at different rates, providing a single assessment, usually an end-of-unit summative exam to an entire class at the same time seems unfair. In a competency-based learning environment, assessment doesn't occur as a whole-group event, but instead only when a student is ready. Since students progress at different rates, individualized point-in-time testing is more personal and allows a student to demonstrate mastery of learning only after he or she is ready (Sturgis et al., 2011). This element of personalization is important but is not the only way competency-based education tailors instruction to each child.

Since competency-based education allows students to advance at their own pace and on their own trajectories, a high degree of personalized learning exists (Sturgis et al., 2011). Personalization occurs in many ways, but must include structures that promote student agency, specifically through the use of clear, individualized learning plans derived from data-driven decisions (Sturgis et al., 2011). Since every child is an active participant in the creation of his or her plan, higher degrees of student agency in the learning process are achieved. In addition, these learning plans highlight individual strengths and identify gaps, providing unique insights into next steps for learning (Sturgis et al., 2011). Since individual learning plans must include student data, the use of detailed student records becomes necessary. This data rich environment allows for reflection of past successes, but also easy identification of next steps (Patrick & Sturgis, 2011). Competency-based school systems' seamless integration of student information systems, learning management systems and data analytics ensures accurate recording, tracking, and monitoring of student progression toward mastery (Patrick & Sturgis, 2011). When the components of personalized learning come together in the framework of a competency-based learning environment, high levels of student agency occur (Patrick et al., n.d.). This creates a pathway whereby students assume ownership in their learning, are aware of their strengths and areas of improvement, know how success will be measured, and understand their path toward becoming a competent graduate.

When considering the departure competency-based reform requires from traditional school design, it becomes necessary to consider a new school model, one that is responsive to the changing demands CBE places on students, teachers, and administrators. Toward this end, the District has partnered with Marzano Academies to identify high-leverage research-based instructional practices, as well as school-wide systems necessary to achieve personalization of education for every student, and to promote student agency in the learning environment.

The District believes a Pk-8 structure, where the traditional transition between fifth and sixth grades is eliminated, will allow the maximum flexibility in an educational model where students advance at their own pace. At the end of the 2017-2018 school year, John E. Flynn Elementary will close its doors for good and will reopen in August 2018 as John E. Flynn a Marzano Academy.

In designing the school, the *John E. Flynn a Marzano Academy* (the Academy) is seeking Innovative School Status to provide it with the flexibility and freedoms that will motivate our staff and students to achieve at higher levels.

For the successful implementation of the Academy's plan it has become apparent current District policies, the Collective Bargaining Agreement, and various state policies and regulations limit the creativity and flexibility needed to breathe life into a robust competency based system. Currently, local policies limiting the length of the school year, the school day, and school choice are all barriers to realizing the full potential of the plan. State regulations and policies regarding teacher qualifications currently prohibit or limit the use of otherwise competent individuals in the teaching process.

Innovation status will allow us to cultivate a culture of creativity and to hold ourselves accountable for our students' success. The Academy is set to take risks and is capable of implementing a successful innovative educational plan, we just ask to be given the opportunity.

Mission and Vision

The mission of John E. Flynn a Marzano Academy (the Academy) is to ensure that all students progress through the Academy not only to become academically proficient, productive members of society, but also to become individuals who experience joy and satisfaction in life and strive to create a world where all have access to these outcomes.

The Academy is for students of all backgrounds, education, and ability levels. It is incumbent upon the Academy's teachers and staff to create an inspiring educational environment where students develop the intrinsic motivation to learn and succeed. The Academy will develop students who are not only successful academically, but also develop deep, resilient, life-long learning habits.

The mission, while lofty, is based on evidence from decades of research by Dr. Robert J. Marzano on specific instructional, curriculum and assessment strategies that have a high impact on student learning and the Marzano High Reliability Schools™ (HRS) program where educationally disadvantaged students' close achievement gaps and exhibit positive, prosocial behavior. Superior instructional methods used by motivated, high-quality teachers will increase student academic achievement. Great teaching equals great results.

GROWTH THROUGH COLLABORATION: BRING THE MISSION AND VISION TO LIFE

The Academy will be a unique school collaboration effort between Westminster Public Schools and Marzano Academies, including Dr. Robert J. Marzano, founder of Marzano Academies and Marzano Research. The proposed school-innovation model presented herein, was created between Westminster Public Schools and Marzano Academies, with direct input from Dr. Marzano.

The Academy is planned to not only be a lab school for Westminster Public Schools, but also to all schools in the United States, as to what public education can and should be and demonstrate the concrete means to manifest this vision within their local communities.

The Academy will focus on innovative methods of teaching to improve student academic success. Marzano Academy students will become intrinsically motivated students who believe in their ability to academically succeed. Positive, pro-social behavioral attributes will be a significant part of each student's proficiency scale. Developing academically successful, motivated students will have a positive impact on the Westminster Public Schools community.

The Academy will use a proven, researched-based school framework created by Dr. Marzano, in conjunction with the HRS™ framework, to ensure teachers are supported and students succeed. The Academy's teachers and leadership team will all be personally trained by Dr. Marzano and have direct access to Marzano Academies research, educational tools, rubrics, and research-library collection. Westminster Public Schools, the Academy, and Marzano Academy staff will impart a "no-excuses" approach to improving student academic performance with school staff.

The Academy's academic program, teacher training, leadership development, and student success elements will be linked to Dr. Marzano's lifetime of work and the ongoing work of researchers within Marzano Research. His research writing includes *The New Art and Science of Teaching*,¹ *Effective Supervision: Supporting the Art and Science of Teaching*,² *The Highly Engaged Classroom*,³ *Teacher Evaluation that Makes a Difference*,⁴ *Vocabulary for the Common Core*,⁵ and *Coaching Classroom Instruction*.⁶ Dr. Marzano's practical translations of the most current research and theory into classroom strategies are known internationally and are widely practiced by both teachers and school leaders. The HRS™ framework is supported by forty-years of educational research. A HRS™ is one in which all students learn the content and skills they need for success in college, careers, and beyond. The *framework* consists of five levels:

- Level 1: Safe and Collaborative Culture
- Level 2: Effective Teaching in Every Classroom
- Level 3: Guaranteed and Viable Curriculum
- Level 4: Standards-Referenced Reporting
- Level 5: Competency-Based Education

PROCLAIMING OUR DREAM: A FRAMEWORK FOR SUSTAINABLE IMPLEMENTATION

¹ Marzano, R. J. (2017). *The New Art and Science of Teaching*. Alexandria, VA: ASCD.

² Marzano, R. J., Frontier, T., & Livingston, D. (2011). *Effective supervision: Supporting the Art and Science of Teaching*. Alexandria, VA: ASCD.

³ Marzano, R. J., & Pickering, D. J. (2011). *The Highly Engaged Classroom*. Bloomington, IN: Marzano Research.

⁴ Marzano, R. J., & Toth, M. (2013). *Teacher Evaluation that Makes a Difference*. Alexandria, VA: ASCD.

⁵ Marzano, R. J., & Simms, J. A. (2013). *Vocabulary for the Common Core*. Bloomington, IN: Marzano Research.

⁶ Marzano, R. J., & Simms, J. A. (2013). *Coaching classroom instruction*. Bloomington, IN: Marzano Research.

The Marzano HRS™ framework will be the overarching organizer for the design and management of the Academy. The framework is based on the notion of continuous improvement, via the use of *leading* and *lagging* indicators. In order for educators to know what to work on and how to measure success at each level, school leaders need ways to assess their school's current status, gauge their progress through each HRS™ level and confirm achievement for each level. Leading and lagging indicators are useful tools to these ends. The distinction between leading and lagging indicators is: leading indicators show what a school should work on to achieve a high reliability level (indicators provide direction) and lagging indicators are the evidence a school provides to validate its achievement of a high reliability level (educators provide proof), particularly in areas where there is general agreement that the school is not doing well.

Leading indicators are important conditions that are known to be associated with school improvement. That is, they help school leaders decide what to work on to achieve high reliability status, at each level. For example, at HRS Level 1, one leading indicator is "faculty and staff perceive the school environment as safe and orderly." School leaders can use a survey to measure the extent to which faculty and staff perceive the school environment as safe and orderly. If perceptions of safety and orderliness are high, school leaders may not need to focus on that area. Conversely, if perceptions of safety and orderliness are low, school leaders might decide to implement initiatives or programs designed to improve the safety and orderliness of the school environment. Low average scores on leading indicators might indicate that an area is not important in the school. For example, at HRS Level 1, town hall meetings and community business luncheons may or may not be important considerations for a school. Essentially, leading indicators help school leaders identify areas that are important to the school in which the school is already doing well, areas that are important to the school and need to be addressed and areas that are not important to the school. For areas that are important to the school (both those that need to be addressed and those in which the school is already doing well), lagging indicators can be designed.

Lagging indicators provide concrete evidence that a school has achieved a specific high level of performance, particularly in an area initially identified for low performance. For example, at HRS Level 1, a school where the faculty and staff do not perceive the school environment as safe and orderly (a leading indicator) might formulate the following lagging indicator to measure their progress toward a safe and orderly environment: "Few, if any, incidents occur in which rules and procedures are not followed." To meet this lagging indicator, school leaders would have to determine how many incidents constitute a "few." This number is called a *criterion score*; it is the score a school is aiming to achieve for the lagging indicator. School leaders then track the actual number of incidents occurring in the school and compare the number of incidents to the criterion score. If the results meet the criterion score, the school considers itself to have met that lagging indicator and the evidence can be used to validate the school's achievement of a specific high reliability level. If the results do not meet the criterion score, the school continues or adjusts its efforts until it does meet the score.

To design lagging indicators and criterion scores, school leaders can use several different approaches. The first is a percentage approach whereby school leaders create a lagging indicator that states a certain percentage of responses or data collected will meet a specific criterion. For example, a percentage lagging indicator for HRS Level 1 might be, “Ninety percent of survey responses will indicate agreement that the school is safe and orderly.”

A second approach involves setting a cutoff score, below which no responses or data will fall. The following is a possible cut-off lagging indicator for HRS™ Level 2, “No teachers will improve less than two levels on the scale for each of their growth goals each year.” In cases where a school has received high initial survey responses but still wants to improve, school leaders can choose to set lagging indicators for specific amounts of growth. A growth-lagging indicator for HRS™ Level 3 might say, “Survey responses regarding all students having adequate opportunity to learn will improve 10 percent.”

Finally, lagging indicators can be designed around the creation of a concrete product as evidence of high levels of performance. A concrete product lagging indicator for HRS Level 4 might say, “Written goals are available for each student in terms of his or her performance on common assessments.” Each the five levels of focus in the HRS™ model addresses specific indicators that will be continually monitored within the Academy, and are discussed in detail in upcoming sections.

By first conducting an identification process of school needs as shown by leading indicators across all Levels of HRS™, then followed by a concerted implementation of research-based best practices and critical commitments in each Level, the Academy intends to become a Level 5 HRS™. By becoming a Level 5 HRS™, by definition all of the Academy’s students will be on-track for graduation as determined by the new graduate guidelines laid out by the Colorado State Board of Education and adopted by the Westminster Board of Education.

In addition to adopting the overarching HRS™ framework; the Academy will also use a supporting Marzano Research educational model that includes seven highly effective *key elements*; these are the elements that support a HRS™ school.

Element One: All students will receive feedback on specific educational topics within each content area (e.g., mathematics, science, English language arts) at each grade level. Traditionally academic content has been treated in a holistic manner. This manifests as students receiving feedback at the subject-matter level only. That is, students might receive an overall grade or percentage score for fifth grade mathematics, but not formative and summative feedback on the specific topics for content at each grade level.

Element Two: The curriculum will include cognitive and metacognitive skills. In addition to addressing the critical concepts in the major subject areas, the Academy will teach and reinforce cognitive and metacognitive skills. Such skills are the centerpiece for college and career readiness, as referenced in *Getting Ready for*

*College, Careers, and the Common Core,*⁷ *Handbook of Social and Emotional Learning,*⁸ and *Teaching and Assessing 21st Century Skills.*⁹

Element Three: Students will move through the content at their own pace. In a traditional school, students move on to new content in each subject area at a given grade level only when the teacher moves to the content. At the Academy students will move as quickly as they can through the content as dictated by their level of background knowledge and development in the subject area.

Element Four: High engagement instruction will be utilized. Academy teachers will regularly employ instructional strategies that produce high-levels of student engagement. These strategies will be drawn from books such as *The Highly Engaged Classroom*.¹⁰ These strategies include the frequent use of academic games that enhance vocabulary knowledge, physical movement, the presentation of unusual information, use of response rate strategies, use of humor, and use of friendly controversy. In addition, the Academy will also utilize Kagan Structures, research-based student interaction practices that increase student engagement.

Element Five: A focus on inspiration and altruism will be emphasized. To help students develop a sense of optimism and self-efficacy for the future, a steady diet of inspirational stories will be presented to students virtually and by guest speakers. Specifically, at least once per month, teachers will present students with stories and or guest speakers to provide evidence suggesting that great obstacles can be overcome through focus and hard work. Students will be asked to keep journals regarding their impressions of the information gleaned from these experiences and how that information might relate to their lives. To help develop a sense of concern for and connection to members of their local and extended communities, each year students will be asked to participate in projects or design projects of their own that help improve the lives of others and/or the environment.

Element Six: Responsibility for student success will be shared. While students will be assigned to a specific teacher for a particular subject at a particular grade level, every teacher will be responsible for the success of every student in the Academy. This will manifest as students being able to work with any teacher who is qualified in each subject area to verify a particular student's proficiency on any topic. Time during the day will be set aside for students to work with

⁷ Conley, D. T. (2014). *Getting ready for college, careers, and the Common Core*. San Francisco: Jossey Bass.

⁸ Durlak, J. A., Domitrovich, C. E., Weissberg, R. P., & Gullotta, T. P. (Eds.) (2015). *Handbook of social and emotional learning*. New York: Guilford Press.

⁹ Marzano, R. J., & Heflebower, T. (2012). *Teaching and assessing 21st century skills*. Bloomington, IN: Marzano Research.

¹⁰ Marzano, R. J., & Pickering, D. J. (2011). *The highly engaged classroom*. Bloomington, IN: Marzano Research.

peers or teachers to whom they have not been officially assigned and work on topics that are problematic for them.

Element Seven: Continuous improvement of teachers and leaders will be expected. To develop a sense of collective efficacy among teachers and leaders, all staff will set specific improvement goals for their instructional practices (if they are teachers) or for their leadership behaviors (if they are administrators). These goals will be shared in the context of collaborative teams designed to ensure continuous improvement of the educators in the building. All teachers and administrators will share their personal goals regarding instruction or leadership and seek the help of their fellow educators in the accomplishment of these goals. All teachers and leaders will be encouraged to pair with “coaching buddies.” Teachers and leaders will periodically share their successes and difficulties in progressing toward their personal improvement goals.

Culture and Climate

One of the central tenets of a HRS™ is the hierarchical dependence of the Levels. In other words, a school cannot become highly reliable on Level 2 until Level 1 HRS™ is achieved. And although a school must be working toward high reliability on all levels at all times, the necessary starting point must be Level 1: Safe and Collaborative Culture. Level 1 addresses the factors considered foundational to the well-being of a school. Namely, do faculty, staff, students, parents, and the community believe the school is safe, and do they maximize collaboration for the enhancement of student learning? Level 1 has eight leading indicators:

- 1.1 The faculty and staff perceive the school environment as safe and orderly.
- 1.2 Students, parents, and the community perceive the school environment as safe and orderly.
- 1.3 Teachers have formal roles in the decision-making process regarding school initiatives.
- 1.4 Teacher teams and collaborative groups regularly interact to address common issues regarding curriculum, assessment, instruction, and the achievement of all students.
- 1.5 Teachers and staff have formal ways to provide input regarding the optimal functioning of the school.
- 1.6 Students, parents, and the community have formal ways to provide input regarding the optimal functioning of the school.
- 1.7 The success of the whole school, as well as individuals within the school, is appropriately acknowledged.
- 1.8 The fiscal, operational, and technological resources of the school are managed in a way that directly supports teachers.

According to Marzano’s *Becoming a High Reliability School* the critical commitment, or the necessary foundation to achieve high reliability status on Level 1 is the creation of Professional Learning Communities (PLC). The PLC process can help identify ways to make the school safer, as well as obtain teacher input into school-wide decision-making. The Academy will use the PLC structure to obtain HRS™ status on Level 1 indicators.

The Academy believes the school culture and relationship with its community are essential to academic achievement. Toward this end, the Academy will partner with Rachel's Challenge, a supplemental educational program which provides speakers, workshops, assemblies and enrichment materials to K-12 schools. Founded in memory of Rachel Joy Scott, the first person killed in the Columbine School Shooting, Rachel's Challenge helps schools create a climate less susceptible to harassment, bullying and violence. Its members work in socioeconomically and demographically diverse schools across North America every day, making schools safer, more connected places where bullying and violence are replaced with kindness and respect; and where learning and teaching are awakened to their fullest. Rachel's Challenge programs provide a sustainable, evidence-based framework for positive climate and culture in our schools. When fully implemented, partner schools achieve statistically significant gains in community engagement, faculty/student relationships, leadership potential, and school climate; along with reductions in bullying, alcohol, tobacco and drug use. Each year: over 1.5 million people are involved in Rachel's Challenge programs, more than 1,200 schools and businesses are reached, school bullying and violence decrease and community service and acts of kindness increase.

Rachel's Challenge exists to inspire and equip every person to create a permanent positive change not only in themselves, but in their schools, their businesses and communities. Rachel's Challenge has a comprehensive set of age-appropriate programs for K-12. The objectives of these programs are all the same; to continue Rachel's legacy of kindness and compassion and to: (a.) help schools become safer, more connected places to live and learn, (b.) stimulate real culture change by actively involving the entire community in the process, (c.) change lives by providing culturally relevant social/emotional training and (d.) increase achievement and ensure results by engaging the participants' heart, head and hands in a continuing improvement process.

Rachel's Challenge helps create a learning environment where all students feel welcomed in their classrooms and hold a desire to contribute to their community. Furthermore, creating a self-system of learning is one of the Academy's highest aspirations. This unique learning state is achieved only when a student feels both part of, and esteem within their community; and holds a desire to give back. The culminating event to the self-system of learning is the personal project; a multifaceted, year-end, assignment that serves as a culminating and intellectual experience for students. Personal projects may take a wide-variety of forms, but most are long-term, investigative projects that culminate in a final product, presentation or performance. Students may be asked to select a topic, profession or social problem that interests them and conduct research on the subject, maintain a portfolio of results or findings, create a final product demonstrating their learning acquisition or conclusions and give an oral presentation on the project to a panel of teachers, experts and community members who collectively evaluate its quality.

In order to foster this learning environment, the Academy's staff and students will work toward the following practices.

- School-wide implementation of Rachel's Challenge *Awaken the Learner* program

- Incorporation of *Motivating and Inspiring Students* teaching strategies into daily lesson plans to encourage social/emotional learning
- Build a culture of academic excellence and a belief that all students can learn at the highest level.
- Integrate the school code of conduct as represented by the acronym SOAR, which stands for Safety, Ownership, Attitude, and Respect
- Celebrate successes through quarterly level-up assemblies for those students who moved up a level in any academic area and/or have positive attendance. Also, ensure Positive Behavioral Intervention Systems (PBIS) are in place to promote and reward SOAR behavior, as well as weekly SOAR recognitions to those students most exemplifying SOAR behaviors
- Any student violations of the code of conduct will be met with district disciplinary procedures.
- Supporting the whole child: wrap around services include mental health services both from WPS as well as from Community Reach.

The Academy will use *Rachel's Challenge* as a foundational block from which every student will complete a personal project, every year. These projects provide students the opportunity to give back while deepening content skills through project-based learning that is directly tied to the school community.

Curriculum and Instruction

The creation of a safe learning environment sets the foundation for meaningful teaching and learning, especially when using a viable and guaranteed curriculum. HRS™ status Level 2 and Level 3 as outlined in the descriptive indicators below will serve as the guideposts for all work done around curriculum and instruction in the Academy:

Level 2: Effective Teaching in Every Classroom

Level 2 addresses factors that relate to developing and maintaining effective instruction in every classroom. This is a central feature of effective schooling—the quality of teaching in classrooms. Level 2 has six leading indicators:

- 2.1 The school leader communicates a clear vision as to how instruction should be addressed in the school.
- 2.2 Support is provided to teachers to continually enhance their pedagogical skills through reflection and professional growth plans.
- 2.3 Predominant instructional practices throughout the school are known and monitored.
- 2.4 Teachers are provided with clear, ongoing evaluations of their pedagogical strengths and weaknesses that are based on multiple sources of data and are consistent with student achievement data.
- 2.5 Teachers are provided with job-embedded professional development that is directly related to their instructional growth goals.

2.6 Teachers have opportunities to observe and discuss effective teaching.

A Level 2 highly reliable school ensures little to no variability exists in instructional quality across classrooms. According to Marzano's *Becoming a High Reliability School* the critical commitment for Level 2 is an evaluation system that's primary objective is professional development. Toward this end, every teacher at the Academy will continually work toward becoming highly effective across all 43 elements of instructional design, as laid out in Marzano's *New Art and Science of Teaching*. Supporting educators in this endeavor will include extensive coaching, including videotaping of classroom practices, guided instructional rounds, and meaningful supervision as defined in Marzano's *Effective Supervision: Supporting the Art and Science of Teaching*. Finally, every teacher's evaluation will focus on three elements: 1) a specific and comprehensive system, 2) use of teacher development scales on the 43 elements of instructional design, and 3) a final evaluation metric that acknowledges and supports professional growth. When a school's evaluation system emphasizes teacher development, it communicates that the school expects and incentivizes continuous improvement with all school members.

Every teacher at the Academy will be expected to work toward becoming a High Reliability Teacher. The High Reliable Teacher certification is a certification program based on Dr. Marzano's research on High Reliability Schools. The goal of the High Reliability Certification process is to provide a structure in which an individual teacher may increase their instructional effectiveness. The process is designed to culminate in certification as a High Reliability teacher at one or more of three levels. The first level focuses on the demonstration of effective use of instructional strategies. The second level focuses on using assessment to demonstrate effective instruction as it positively impacts student learning. The third level focuses on valid and rigorous feedback. A High Reliability Teacher is a teacher who has demonstrated proficiency through the production of products and artifacts in regard to instruction and assessment as it relates to improved student learning.

Although highly reliable teachers in every classroom is crucial to the Academy's success, it is equally as important that a guaranteed and viable curriculum is present as well. Toward this end, the Academy will work toward becoming a Level 3 HRS™ as defined by the indicators listed below:

Level 3: Guaranteed and Viable Curriculum

At Level 3, school leaders ensure that a guaranteed and viable curriculum focused on enhancing student learning is in place. *Guaranteed* means that all teachers are aware of the content they are responsible for teaching and are, in fact, teaching that content (usually stated as standards). This approach ensures that every student has the opportunity to learn the grade- and subject-appropriate content on which they will be assessed. *Viable* means that the amount of content is teachable in the time available for instruction. Essentially, a guaranteed and viable curriculum is one that can be taught in the time available and is being taught in every classroom. Level 3 has six leading indicators:

- 3.1 The school curriculum and accompanying assessments adhere to state and district standards.
- 3.2 The school curriculum is focused enough that it can be adequately addressed in the time available to teachers.
- 3.3 All students have the opportunity to learn the critical content of the curriculum.
- 3.4 Clear and measurable goals are established and focused on critical needs regarding improving overall student achievement at the school level.
- 3.5 Data are analyzed, interpreted, and used to regularly monitor progress toward school achievement goals.
- 3.6 Appropriate school- and classroom-level programs and practices are in place to help students meet individual achievement goals when data indicate interventions are needed.

A Level 3 highly reliable school ensures every student has access to a meaningful curriculum that is also attainable within the time constraints of an academic calendar. According to Marzano's *Becoming a High Reliability School* there are three critical commitments a school must make to achieve this. They are: 1) continually monitoring the viability of the curriculum, 2) a comprehensive vocabulary program, and 3) direct instruction in knowledge application and metacognitive skills. Each of these commitments is discussed in more detail below, as well as how the Academy will use the competency based system (CBS) of Westminster Public Schools (WPS) as the foundation from which all instruction and learning will occur.

BUILDING CONNECTIONS: THE BRIDGE BETWEEN WESTMINSTER PUBLIC SCHOOLS AND MARZANO'S HIGH RELIABILITY SCHOOLS MODEL

The Academy will adopt the WPS approved curriculum in Literacy (Wonders), Math (PMI-Progressive Math Initiative), Science (Progressive Science Initiative and FOSS kits), and Social Studies (Wonders). Coupling the proficiency scales with the WPS approved curricular resources will help ensure that every student at the Academy is provided access to a guaranteed and viable content. (See page 16-17 for in-depth description of proficiency scale).

In addition to the core curriculum, the Academy will also implement a tiered vocabulary instructional model. The Marzano Building Basic Vocabulary program is an instructional resource which enable teachers to introduce vocabulary in a meaningful way. Building Basic Vocabulary provides focused instruction and practice, with Dr. Robert J. Marzano's 2,845 basic vocabulary terms, and exposure to 2,889 challenge (or advanced) terms. Educators might best think of basic vocabulary as tier 1 terms and the challenge words as tier 2 terms. These 5,734 terms are organized into 420 clusters and 60 superclusters of related terms. Online and downloadable resources allow educators to assess prior knowledge, determine where to begin instruction, introduce new terms, and reinforce learning through practice and self-assessment. An adaptive assessment indicates which cluster each student should work on first and printable resource packets provide images, descriptions, and activities for each cluster. Online videos provide scaffolding and support, while empowering students to investigate and learn new terms independently.

CORE SUBJECT PROGRAMS, CURRICULAR RESOURCES, AND INTERVENTION SUPPORTS

The core literacy program of the Academy will be the WPS proficiency scales in literacy. Teachers will develop progressions and unit plans based on these scales, which will be submitted to administration for data monitoring, as described in the overall CBS instructional system developed by WPS. The curricular resource for literacy will be the *Wonders* program through McGraw-Hill. The Academy will utilize a balanced literacy approach, including modeled instruction, read aloud and whole group instruction, shared and guided reading in whole and small groups, and independent reading. Instruction will include responding to literature, including engaging with two to three different text sources using evidence, comparing and contrasting literary works as well as analyzing literary devices.

The Academy will also utilize Knowledge Maps, which are a way for students to graphically organize information so that it becomes meaningful. Knowledge Maps are essentially graphic organizers; they are visual devices that help students organize information into patterns. Marzano Researchers have extensively studied the effectiveness of graphic organizers and recognize their importance in helping students understand complex information. Marzano researchers have analyzed decades of research associated with graphic organizers and developed an improved graphic organizer, known as a Marzano Knowledge Map, which is a powerful way for students to gather and analyze information.

Opportunities for expository, narrative, argumentative, and creative writing will be provided to help students learn to express themselves in a reasoned fashion, as well as artistically depending on the context of the writing assignment. To help students become better writers, sentence combining, an instructional strategy and part of Writing to Win, will be utilized. The model is used in conjunction with other Marzano instructional models as part of a complete critical thinking- instructional approach within a Personalized-Competency Based Education program. The Writing to Win model for teaching and learning challenges students to think critically and take an active role in their learning through writing. The use of “learning routines” results in higher achievement and greater engagement in school.

The core math program will, like the literacy program described above, be in line with WPS proficiency scales as described in Westminster Public Schools Learning Model. Like literacy, Math will be taught through unit plans based on progressions in the CBS system. The core curricular supports for delivering this curriculum will be *PMI (Progressive Math Initiative)*. The math instruction will mirror literacy instruction in many ways, including a balanced approach that includes modeled math in whole and small group settings, shared math in whole and small group settings, guided math in small groups and independent work. Instruction will build from concrete to pictorial in order to build students’ abstract understandings of math concepts across the varying strands.

Science will be delivered utilizing the CBS instructional system developed by WPS as well as literacy and math. The core curricular resources for Science will be *PSI (Progressive Science Initiative)* as well as *FOSS* kits for hands-on learning.

Social Studies will be taught using the CBS instructional method developed by WPS. Teachers will utilize the Social Studies content built into the *Wonders* literacy curriculum.

Students will receive instruction in the visual arts as well as performing arts. Most of the arts instruction will be embedded during the school day as part of the specials and electives rotation, however the Academy will offer after-school programming utilizing community partnership in conjunction with other WPS schools.

The Academy will employ a 1:1 student to device ratio, or will ensure every student has access to his or her own Chromebook in the classroom. These devices are an integral part of the CBS as they enable students to track their learning progress in real time utilizing the Empower learning management system, and provide the platform for other types of online learning, including individually targeted enrichment opportunities, with a specific focus on technology. The term coding and its use in the Academy, refers to “computer coding” or the symbolic arrangement of data or instructions in a computer program or the set of such instructions. Marzano Academy educators understand the importance of learning this skill-set at an early age with a continued emphasis as a life-long learning approach to problem solving. Coding instruction within a Marzano Academy (dependent on grade-levels served) may begin as early as preschool and be an integral part of each grade-level. Coding can also be used cross-curricular as an approach to learning and problem solving in each subject.

Many of our curricular supports have robust online components that are essential for direct instruction, small group work, and centers based differentiated activities, all of which can be accessed through the use of a Chromebook. In addition, every classroom will also be equipped with an interactive TV, an updated and improved version of SmartBoards, to aid learning in both whole-group and small-group instruction. The Academy will continue to maintain and replace all of its technology through the use of general building funds, as well as an annual technology fee collected from families at time of registration. Teachers will also utilize classroom document cameras for direct instruction purposes.

Student Learning Outcomes

Effective instruction and a guaranteed and viable curriculum must be in place to ensure positive student learning outcomes. Part of this includes assessment practices that are clearly aligned to proficiency scales, varied to meet student need, and accurately reported in a timely manner. At the same time, assessment data must be used to make instructional decisions, as well as to measure the efficacy of different learning environments. With these goals in mind, the Academy will work toward becoming a Level 4 HRS™ as defined by the indicators listed below:

Level 4: Standards-Referenced Reporting

Level 4 addresses how well a school’s reporting system identifies specific subject and grade-level topics as well as each student’s current status on those topics. A school that reaches level 4 high

reliability status operates at a rarefied level because it reports student achievement in more detail than is possible with overall letter grades alone. Specifically, the school reports student achievement for specific topics within each subject area. Level 4 has two leading indicators:

- 4.1 Clear and measurable goals are established and are focused on critical needs regarding improving achievement of individual students within the school.
- 4.2 Data are analyzed, interpreted, and used to regularly monitor progress toward achievement goals for individual students.

According to Marzano's *Becoming a High Reliability School* there are two critical commitments a school must make to achieve HRS™ status for Level 4. These are: 1) develop proficiency scales for the essential content, and 2) report status and growth on the report card using proficiency scales. Students must also keep track of their own academic progression through data notebooks and set personal academic goals in coordination with their teacher. Finally, parent-teacher conferences should be student-led, and focused on his or her individual academic goals.

To achieve Level 4 HRS™ the Academy will utilize academic, cognitive, and meta-cognitive proficiency scales to organize academic standards and learning outcomes. A proficiency scale is a tool that displays a collection of related learning goals from the simple to more complex. It creates a continuum that articulates levels of knowledge and skills around a specific topic. Proficiency scales ensure alignment of curriculum, instruction, assessment and feedback while serving as a framework for high-quality classroom assessment. Scales are developed with an increasing level of rigor from score 0.0 to a 4.0 with 3.0 being the required level of proficiency to progress.

In WPS, proficiency scales have been developed for Performance Levels Pre-K to 12 in Math, Literacy, Science, Social Studies, Physical Education, Health, Performing Arts, Visual Arts, World Language, Technology, Habits of Personalized Learners, STEM and Career and Technical Education. After in-depth training, teacher teams created the scales and learning progressions for each content area based on the corresponding Common Core State Standards (Math and ELA), Next Generation Science Standards (Science), Colorado Academic Standards (Social Studies, Physical Education, Health, Performing Arts, Visual Arts, World Language) and program standards (Technology, Habits of Personalized Learners, STEM and Career and Technical Education). All scales were created using Dr. Marzano's framework to strategically group learning standards, help define student proficiency on specific standards, and provide insights into the development of instructional plans that meet the cognitive complexity of the Colorado Academic Standards (see below for an example of an Academic proficiency scale).

WPS Proficiency Scale	
CDE Strand: Number Sense, Properties, and Operations	CCSS Strand: Number and Quantity
Proficiency Scale Theme: Compare Fractions	
Empower: Recording Learning Target: MA.04.NF.02.04	CCSS Domain: NF-Number & Operations-Fractions
Learning Target Breakdown	Success Criteria/Sample Tasks
<p>Score 4.0</p> <p>In addition to exhibiting Score 3.0 performance, in-depth inferences and applications that go BEYOND what was taught in class. (Score 4.0 does not equate to more work but rather a higher level of performance.)</p> <p>Score 3.5</p> <p>In addition to Score 3.0 performance, in-depth inferences and applications with partial success.</p> <p>Score 3.0</p> <p>The learner...</p> <ul style="list-style-type: none"> • compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as $\frac{1}{2}$. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual fraction model. (CAFS: 4.1.2.a.i) (CCSS: 4.NF.2) (MA.04.12.03.04) (DOK: 2) <p>The learner exhibits no major errors or omissions regarding any of the information and processes (simple or complex) that were explicitly taught.</p> <p>No major errors or omissions regarding the simpler details and processes (Score 2.0 content) and partial knowledge of the more complex ideas and processes (Score 3.0 content).</p> <p>Score 2.5</p> <p>There are no major errors or omissions regarding the simpler details and processes as the learner...</p> <ul style="list-style-type: none"> • recognizes or recalls specific terminology such as: <ul style="list-style-type: none"> ◦ compare, comparison, denominator, equivalent, fraction, generate, justify, numerator • performs basic processes, such as: <ul style="list-style-type: none"> ◦ explain why a fraction $\frac{a}{b}$ is equivalent to a fraction $(n \times a)/(n \times b)$ by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions. (CAFS: 4.1.2.a.i) (CCSS: 4.NF.2) (MA.04.12.03.04) (DOK: 1, AP) <p>However, the learner exhibits major errors or omissions regarding the more complex ideas and processes.</p> <p>Partial knowledge of the simpler details and processes (Score 2.0 content) but major errors or omissions regarding the more complex ideas and processes (Score 3.0 content).</p> <p>Score 1.5</p> <p>With help, a partial understanding of some of the simpler details and process (Score 2.0 content) and some of the more complex ideas and processes (Score 3.0 content).</p> <p>Score 0.5</p> <p>With help, a partial understanding of some of the simpler details and processes (Score 2.0 content) but not the more complex ideas and processes (Score 3.0 content).</p> <p>Score 0.0</p> <p>Even with help, no understanding or skill demonstrated.</p>	<p>Success Criteria</p> <ul style="list-style-type: none"> • Identify a common denominator when given two proper fractions with different denominators with accuracy 95% of the time. • When comparing proper fractions students accurately identifies and uses the correct symbol to show the relationship between the two fractions with 95% accuracy • Pictorial representation accurately represents the fractions being compared • Justification is provided, identifies the larger fractions, use the correct symbols and accurately references pictorial representations <p>Sample Tasks</p> <p>The student will be given a teacher-determined proper fraction on a notecard. Upon cue, the student will compare, illustrate and justify the relationship between fractions. Students will compare fractions that have the same denominator (e.g., $\frac{5}{12}$ and $\frac{9}{12}$) and fractions with the same numerator (e.g., $\frac{5}{9}$ and $\frac{5}{7}$). They also compare various fractions to $\frac{1}{2}$ (e.g., $\frac{1}{2}$ and $\frac{4}{5}$).</p> <p>Success Criteria</p> <p>Step 2</p> <ul style="list-style-type: none"> • Justify why fractions are equivalent using concrete manipulatives and pictorial representations. • Generate equivalent fraction with a pictorial representation <p>Step 3</p> <ul style="list-style-type: none"> • Use symbols $>$, $=$, and $<$ with 95% accuracy when comparing fractions. <p>Sample Tasks</p> <p>The student will be given a teacher-determined fraction. The student will then proceed to generate two equivalent fractions.</p> <p>Primary Resources</p> <p>PMI - 4th Grade - Fractions/Decimal Concepts</p> <p>Scenatron Assessment - (Reference CCSS: 4.NF.1)</p> <p>PM.4.NF Assessment 5: Understand and Compare Fractions</p>

Cognitive System

One of the central tenets of the Academy is for students to move beyond learning content, and to work toward deliberate cognitive instruction. To achieve this the Academy will build into the curriculum Cognitive and Metacognitive proficiency scales. Cognitive and metacognitive scales are types of *Marzano Proficiency Scales* used within a Personalized-Competency Based Education program. Cognitive instruction helps students set goals and objectives and helps students make connections between units; building and deepening their understanding of content. The Cognitive system helps students develop hierarchical levels of retrieval, comprehension, analysis, and knowledge utilization. *Cognitive Proficiency Scales* allow teachers and students to measure progress toward carefully crafted “goal-setting” targets.

Cognitive Skill	Description
Generating conclusions	Involves combining pieces of known information to form new ideas.
Identifying common logical errors	Involves analyzing information to determine how true it is.
Presenting and supporting claims	Involves expressing a new idea and presenting information to support it.
Navigating digital sources	Involves using electronic resources to find credible and relevant information.
Problem solving	Involves accomplishing a goal in spite of obstacles or limiting conditions.
Decision making	Involves using criteria to select among alternatives that initially appear to be equal.

Experimenting	Involves generating and testing explanations of observed phenomena.
Investigating	Involves identifying confusions or contradictions about ideas or events and suggesting ways to resolve those confusions or contradictions.
Identifying basic relationships between ideas	Involves consciously analyzing relationships between ideas to better understand complex tests.
Generating and manipulating mental images	Involves creating images in one's mind to facilitate deep processing and memory of information.

Metacognitive System

The Metacognitive system is responsible for monitoring, evaluating, and regulating goals and plans. It includes specifying goals, process monitoring, monitoring clarity, and monitoring accuracy. Metacognitive Proficiency Scales allow teachers and students to measure their progress toward “process-monitoring” targets. In addition to helping students design cognitive and metacognitive goals, teachers can also focus their efforts by developing appropriate Cognitive and Metacognitive Scales. For example, a teacher may want students to increase their efforts towards monitoring their goals. The student can use a Metacognitive Proficiency Scale to measure his or her progress.

(Example Learning goal): Students will be able to monitor their progress towards learning to write computer codes:

Metacognitive Skills
<ul style="list-style-type: none"> • Setting personal goals, making and executing plans, and monitoring progress. • Fostering a growth mindset. • Staying focused when answers and solutions are not immediately apparent. • Resisting impulsivity. • Pushing the limits of your knowledge and skills. • Generating and trusting your own standards of excellence. • Seeking accuracy. • Seeking clarity. • Seeking cohesion and coherence. • Recognizing incremental steps.
Example of Metacognitive Proficiency Scale
4.0 Students use formative assessments to check their progress every day. 3.0 Students use formative assessments to check their progress every other day. 2.0 Students use formative assessments to check their progress once a week. 1.0 Students wait for the teacher to monitor their progress.

Self-System

Teachers within the Marzano Academy will create classroom learning environments which foster individual, student academic and cognitive growth. Teachers who help students develop these structures provide students with guidelines in cognitive strategies, even with metacognitive skills. Teachers are often pleasantly surprised to discover that a learner has accomplished a task that they considered to be far too difficult. These situations occur because at the root of all learning is the self-system. This system is comprised of the attitudes, beliefs and feelings that determine an individual's motivation to complete a task. The factors that contribute to motivation are: *importance, efficacy, and emotions*.

Knowledge Domain

The knowledge domain contains all the information and skills that we learn from formal education and from our participation in a community. Traditionally, the focus of most teaching and learning has been in the knowledge domain. Learners were assumed to need a significant amount of knowledge before they could think seriously about a subject. Unfortunately, in conventional classrooms, teaching rarely moved beyond the accumulation of knowledge, leaving learners with a mental file cabinet full of facts, most of which were quickly forgotten after a final test. Knowledge is a critical factor in thinking. Without sufficient information about the subject being learned, the other systems have very little to work with and are unable to engineer the learning process successfully. This research defines three categories of knowledge: *information, mental procedures, and physical procedures*. Simply put, information is the “what” of knowledge and procedure are the “how-to”.

The Three Systems and Knowledge Domain

Self-System			
Beliefs About the Importance of Knowledge	Beliefs About Efficacy		Emotions Associated with Knowledge
Metacognitive System			
Specifying Learning Goals	Monitoring the Execution of Knowledge	Monitoring Clarity	Monitoring Accuracy
Cognitive System			
Knowledge Retrieval	Comprehension	Analysis	Knowledge Utilization
Recall Execution	Synthesis Representation	Matching Classifying Error Analysis Generalizing Specifying	Decision Making Problem Solving Experimental Inquiry Investigation
Knowledge Domain			
Information	Mental Procedures		Physical Procedures

Goals, scales, and tracking progress are strategies that can be used to provide feedback and improve performance towards any target.

The use of proficiency scales creates the foundation necessary for a competency-based report card. The Academy will use *Empower Learning* system as the student recording and reporting tool, as well as the school's learning management system (LMS). Empower is a competency based reporting system specifically designed for personalized competency-based education. Each proficiency scale is embedded into the platform, making for easy tracking of student academic progression, including identifying gaps of knowledge and projecting learning trajectories for student goal-setting.

The ultimate goal of a school achieving HRS™ status on Levels 1-4 is to create an environment conducive to becoming a competency-based system; one that ensures student mastery of all content. The end goal of the Academy is to guarantee academic success for all students, regardless of background or previous experience through a competency-based system. With this in mind, the Academy will work toward becoming a Level 5 HRS™ as defined by the indicators listed below:

Level 5: Standards-Based Education

Level 5 addresses the extent to which a school matriculates students based on their demonstrated competence rather than on the amount of time they have spent learning. In other words, students only move to the next level when they have demonstrated competency at the previous level. HRS™ Level 5 status represents the most rarefied level of high reliability designation; once a school has achieved this level, it will have implemented competency-based education (also called standards-based education). Level 5 has three leading indicators:

- 5.1 Students move on to the next level of the curriculum for any subject area only after they have demonstrated competence at the previous level.
- 5.2 The school schedule is designed to accommodate students' moving at a pace appropriate to their situation and needs.
- 5.3 Students who have demonstrated competency levels greater than those articulated in the system are afforded immediate opportunities to begin work on advanced content and/or career paths of interest.

According to Marzano's *Becoming a High Reliability School* the single critical commitment a school must make to achieve HRS™ status for Level 5 is the removal of time requirements (seat time and traditional terms) to move through academic levels of knowledge. The Westminster Public Schools' Competency Based System allows students to learn at a customized pace. CBS presents knowledge and skills as a series of blocks that build upon each other. Students show that they have mastered one block—a proficiency scale—before moving onto the next. Within each content area, there is a collection of scales that make up a performance level, and that students must systematically progress through. Learning is individual to the student and happens

at a customized pace. To support the student, progress is monitored through Empower, where individual competencies are tracked on a 4-point scale, with 3.0 score being the required level of proficiency to progress. The model allows for:

- Learners to progress purposefully at their own pace with teacher guidance based on demonstrating proficiency or better on the proficiency scales.
- Learning to be personalized through goal setting, choice and voice with appropriate instruction.
- Multiple opportunities over time are provided to demonstrate and verify competency of proficiency scales (standards).
- Support and scaffolding for any struggling learner is provided through the Blended Services Model to meet the area of need. There is no retention.

The cornerstone of the Academy will be the WPS Competency Based System. CBS provides a framework for personalized learning by instructing students' at their performance level, and by allowing flexibility for individualized pacing. Also, by using student ability in specific subjects to academically group students, instead of the traditional age-based practices, CBS decreases the need for differentiated instruction and accelerates students through proficiency scales and to deeper levels of understanding.

ASSESSMENT DESIGN

Personalized Learning

The Westminster Public Schools, Competency Based System, allows student to learn at a customized pace. The model presents knowledge and skills as a series of blocks that build upon each other. Students show that they have mastered one block, called a proficiency scale or learning target, before moving onto the next. Within each content area, there is a collection of proficiency scales that make up a performance level. Students must complete all of the proficiency scales within a performance level before moving to the next level. Learning is individual to the student and happens at a customized pace. To support the student, progress is monitored through the Empower Learning Management System that tracks individual competencies on a scale of 0.0-4.0, with 3.0 being the required level of proficiency to progress. The model allows for:

- Learners to progress purposefully at their own pace with teacher guidance based on demonstrating proficiency or better of proficiency scales.
- Learning to be personalized through goal setting, choice and voice with appropriate instruction.
- Multiple opportunities over time are provided to demonstrate and verify competency of proficiency scales.
- Support and scaffolding for any struggling learner is provided through the Blended Services Model to meet the area of need. There is no retention.

Learning is measured through a detailed Competency Based reporting tool. Student assessment will reflect three criteria; all reflective of course and level specific learning:

- Product Criteria: What students need to know and be able to do at each level (i.e., standards-based content knowledge).
- Process Criteria: How students are doing related to their efforts and behavior (i.e., how students are developing their 21st century skills and as global citizens).
- Progress Criteria: How students will measure their own progress (i.e., goal setting and rubrics monitored in data notebooks).

Students are required to use rubrics to measure their own progress toward meeting assignment goals. Benchmarks for adequate achievement are established and communicated regularly to the Academy's families. School improvement goals are directly linked to measurable data from school wide rubrics and assessment results which will be analyzed by Marzano Academies to determine teacher effectiveness as well as the effectiveness of the instructional practices. Student progress is measured by:

- Student achievement on state assessments
- Performance assessments in all areas
- Curriculum embedded performance tasks
- Team collaboration/leadership/social emotional skills
- Participation in extra-curricular activities/competitions
- Scantron assessments
- Community engagement
- Student presentation

In addition, the Academy will use six-week data cycles that measure student proficiency and growth on units of study. The Academy will also utilize tri-annual local assessments to help drive instruction.

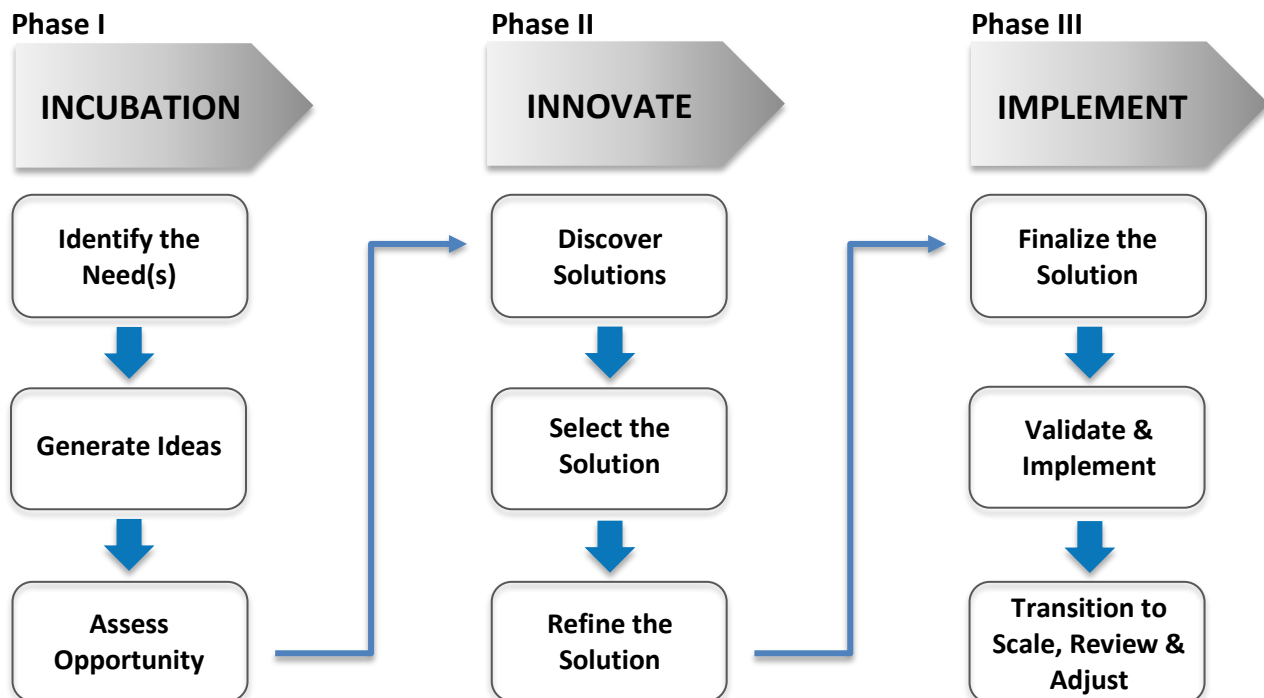
The following assessment calendar will serve as a guide for the 2018-2019 school year and subsequent years following a similar pattern:

2018-2019 Calendar of Required Westminster Public Schools Assessments

Assessment	Calendar	Results Available	Federal, State, District Requirements	Test Duration	Used For...	Notes/Comments
TS Gold – kindergarten (Gr K)	Completed no later than Oct. 19 th	Immediately	State: C.R.S. 22-7-1004(2)(a) and C.R.S. 22-7-1014(2)(a)	Varies	School Readiness Plan	This is for all students who are kindergarten age per Infinite Campus.
CogAT Cognitive Abilities Test (Gr 2)	Fall: Sept. 10 – 28, 2018 (New 2 nd & 6 th can be tested outside the window)	Web-based reporting within 24-48 hours	State: C.R.S. 22-20-204.3 and 22-20-204.5	Three online sessions of 60 minutes each; 180 min total	GT Universal Screening per state amendments passed in March 2015 under ECEA rules for gifted education	Used to identify students with exceptional ability or potential, especially students from traditionally underrepresented populations.
DIBELS NEXT (Early Literacy) (Gr K-3 – all students) (Gr 4-5 – READ Act Cohort)	Fall: Aug. 22 – Sept. 5, 2018 Winter: Dec. 3 – 14, 2018 Spring: April 29 – May 10, 2019	Immediately	State: C.R.S. 22-7-1205(1)(a) and C.R.S. 22-7-1209(1)(b)	K – 9 minutes 1 st – 7 minutes 2 nd – 4 minutes 3 rd – 5 th – 6 minutes	READ Act reporting Determination of Significant Reading Deficiency Evidence for Instructional Level placement Teacher evaluation – Senate Bill 191	Testing is based on traditional grade level. The “Composite” score must be reported on the READ Act report to the CDE. Pathway 2 & 3 students will use the same test window with appropriate alternate approved assessment.
DIBELS Deep Diagnostic (Gr K-3 – Significant Reading Deficiency students)	Immediately upon designation of student having a Significant Reading Deficiency	Immediately	State: C.R.S. 22-7-1205(1)(a) and C.R.S. 22-7-1209(1)(b)	Varies	Determination of student’s specific reading skill deficiencies	
Scantron Performance Series Math (Gr K-5), Reading (Gr 3-5)	Fall: Aug. 15 – Sept. 7, 2018 Winter: Dec. 3 – 18, 2018 Spring: April 29 – May 24, 2019	Immediately	District	3 hours	Evidence for Instructional Level placement Comparison to external measure Teacher evaluation – Senate Bill 191	Students who test outside the official Scantron norm window will not have NPR or GLE scores. The Scantron norm window is July 16 – Nov. 30, Dec. 1 – Feb. 29, March 1 – July 15.
W-APT CO English Language Screener (Gr K-5)	Within 30 days of start of the school year or two weeks from the date of enrollment.	Immediately	Federal: ESEA 1111(b)(3)(C)(x)	1 hour	Determining initial ELL designation	All new students must be tested within 30 days of enrollment. All new enrollments during the year must be tested within 2 weeks.
WIDA ACCESS/ACCESS Alternate CO English Language Proficiency (Gr K-5 NEP and LEP students)	January 7 – February 8, 2019 (There will be no December testing.)	April 2018	Federal: ESEA 1111(b)(3)(C)(x) State: C.R.S. 22-24-105	K – 45 minutes 1 st – 12 th – 2.5 hours Alternate – 1.2 hours	Determining ELL status School Performance Framework	All NEP & LEP Students. ACCESS 2.0 is administered online. Kindergarten and Alternate ACCESS for ELLs will continue to be paper-based for the near future. Alternate ACCESS is for students who are eligible to take DLM.
DLM Alternate for CMAS ELA & Math (Gr 3-5)	April 2 – April 26, 2019	July 2018	Federal: ESEA 1111(b)(3)(C)(x) State: C.R.S. 22-7-1006.3(3)(c)	Varies	SpEd services	Testing is based on traditional grade level. Testing is completely online.
CMAS ELA/Literacy & Math (Gr 3-5)	April 2 – April 26, 2019	July 2018	Federal: ESEA 1111(b)(3)(C)(vii) State: C.R.S. 22-7-1006.3(1)(a)	3 rd – 5 th 7.75 hours 6 th – 8 th – 8.75 hours	Achievement of state standards School Performance Frameworks Evidence for Instructional Level placement	Testing is based on traditional grade level. Testing is completely online. If the expanded window is approved by CDE, a school choosing to test the week prior to spring break should administer only ELA.
CMAS & CoAlt: Science (Gr 5) Social Studies (Gr 4)	April 8 – April 26, 2019	July 2018	Federal: ESEA 1111 (b)(3)(C)(v) State: C.R.S. 22-7-1006.3(1)(a) CoAlt: Federal: ESEA 1111(b)(3)(C)(x) State: C.R.S. 22-7-1006.3(3)(c) State: C.R.S. 22-7-1006.3(1)(a) State: C.R.S. 22-7-1006.3(3)(c)	Science: 5 th –8 th –4 hours and 11 th –2.5 hours	Achievement of state standards School Performance Frameworks Evidence for Instructional Level placement	Testing is based on traditional grade level. Testing is completely online. Over the next three years, about 1/3 of schools will be selected to administer the Social Studies test each year.

Implementation Timeline

Successful new-school development is a complex endeavor. The Academy anticipates opening in the fall of 2018 (technically, August 2018). Phase I development focused and will continue to focus on school need, proposed educational program, school viability, location, and projected costs.



Phase I: Incubation: Bridging the Gap Between Idea and Implementation

The following start-up plan and specific organizational goals are for the planning year (SY 2018-2019). Development to begin in fall 2017 and will continue through spring 2018, to ensure that the Academy is ready for a successful launch in fall 2018.

2017-2018 Milestones	Activity	Key Personnel	Milestone Date(s)
Building the Prototype: Strategic Thinking	Development team members for the Marzano Academies meet with Dr. Robert Marzano and core school team learn about Phase I. Members will learn all about the school's proposed framework, mission and vision of proposed school. Initial plans for design and testing of the model will be developed.	<ul style="list-style-type: none"> Principal Executive Director of Teaching and Learning Marzano Academies 	Spring 2017
Developing Talent	<ol style="list-style-type: none"> 1. Interviewing interested, potential school leadership. 2. Plan development for leadership and teacher introduction and training. 3. One-on-one coaching sessions with teachers. 	<ul style="list-style-type: none"> Superintendent Chief Academic Officer Principal Marzano Academies 	Spring 2018
Advocacy	Building a "business case" for the innovation plan. Introducing staff to the plan, and management metrics. Through the identification of strengths, weaknesses, opportunities, and threats the team will balance the inherent risks of innovation with targeted rewards of success.	<ul style="list-style-type: none"> Principal Core Team Marzano Academies 	Spring 2018
Resources	Identify existing and needed resources. Budget development and securing funding streams.	<ul style="list-style-type: none"> Marzano Academies Principal Chief Financial Officer Director of Federal, State and Special Grants 	Spring 2018

2017-2018 Milestones	Activity	Key Personnel	Milestone Date(s)
Parent & Community Engagement	Development of marketing plan and materials.	<ul style="list-style-type: none"> Marzano Academies Chief Communications Officer G&D and Associates 	Spring 2018
School Systems & Culture	Dr. Robert Marzano provides overview of Academy mission, goals, concepts to whole staff.	<ul style="list-style-type: none"> Marzano Academies 	Summer 2018

Phase II: From Theory to Action

Phase II, which is anticipated for the spring of 2018 (technically, January 2018 – May 2019), will mark the completion of school development and include final instructional staff hiring, building completion, and the initiation of school enrollment.

2018-2019 Milestones	Activity	Key Personnel	Milestone Date(s)
Instruction	Dr. Robert Marzano will work with staff on: <ul style="list-style-type: none"> The New Art and Science of Teaching Metacognitive and Cognitive Scales Tiered Vocabulary 	<ul style="list-style-type: none"> Marzano Academies Principal Assistant Principal 	August 2018
Talent	Implementation of the High Reliability Teacher Certification. Hiring of principal and staff.	<ul style="list-style-type: none"> Marzano Academies Principal Assistant Principal 	March 2018
Advocacy	Innovation plan completed and submitted to WPS school board. Innovation plan submitted to Colorado Department of Education.	<ul style="list-style-type: none"> Principal Executive Director of Teaching and Learning Chief Operating Officer 	March 2018
Resources	School budget included in District adopted budget.	<ul style="list-style-type: none"> Principal Chief Financial Officer 	June 2018
Parent & Community Engagement	Creation of PTA/PTO, distribution of marketing materials, parent open house.	<ul style="list-style-type: none"> Principal Marzano Academies 	April 2018

Phase III: Implementation

Academy innovation plan contained herein will be implemented starting August 2018.

School Calendar and Schedule

LENGTH OF SCHOOL DAY

- The school day will begin at 8:00AM for all students and will run until 3:30 PM. Pre-school will run from 8:30AM to 3:00PM.
- Extended day opportunities will run from 3:30 PM to 5:00 PM based on availability, student interest and possible collaborations with outside groups.
- The school day will contain a 45-minute Focused Instructional Time (FIT) block, where instruction will stop and all students are able to engage in personalized, targeted learning opportunities. The addition of the FIT Block will extend the school day from 420 minutes to 450 minutes.
- This will provide the Academy a total of approximately 77,850 contact minutes with students. This compares to Colorado STEM Academy and WAIS, two local innovation schools with an extended school day. Likewise, exceeding the school day in traditional elementary schools typically who have approximately 73,500 instructional minutes.
- The Academy will be adding 10 school days based on the additional 30 minutes of instruction, or 2 school weeks, above the traditional elementary school, also in-line with Colorado STEM Academy and WAIS.
- During the first year of implementation, we will survey our parents and community to determine the level of support for an early release model (weekly, bi-weekly, and monthly).

LENGTH OF CALENDAR YEAR

- Students will have the same length of calendar as WPS schools, approximately 173 school contact days. No changes will be made to breaks or holidays.

In the first year of the Academy, the teacher year will consist of a 195-day school calendar, or hourly equivalent, which will extend ten days longer than the WPS teacher year of 185 days. In the second year and beyond, the Academy will have a 190-day school calendar. A waiver has been submitted to allow the school the flexibility needed to increase the school year. These additional days will consist of a variety of structures, including full-day professional development in-service days, summer data camps, and early release school days.

SCHOOL CONTRACT

The Academy will have a student parent contract that will ask for commitments around behavior, attendance, parent involvement and academic excellence. This contract is provided at

the end of this document (Appendix B) and should be referenced for further detail on parent, student and school commitments. Students will be required to wear approved school uniforms.

APPLICATION PROCESS

The Academy will utilize a comprehensive application that scores students across a distribution of attendance, behavioral and academic data points. This process is designed to ensure that students with great potential are not overlooked because they may be behind, have special needs or are learning English as a second language. For the full process and application process see (Appendix B).

Special Populations

CULTURALLY AND LINGUISTICALLY DIVERSE LEARNERS

The Academy is committed to working with all students, irrespective of labels. Culturally and Linguistically Diverse Learners are supported through the implementation of the Sheltered Instruction approach using *On Our Way to English* curriculum. Students are guided to construct meaning by scaffolding the instruction starting at the instructional level of each student. The students will have the opportunity to demonstrate understanding of concepts and skills through different assessments such as:

- Hands on activities
- Group tasks or projects
- Performance-based assessments
- Instruction by a highly-qualified language teacher

The Academy shall ensure that ELL students and their parents or guardians are aware of school activities and other opportunities at the school in a language they understand.

SPECIAL EDUCATION

- Special Education teachers use a co-teaching and push-in blended service model. Lessons are differentiated to ensure the success of all students in the class. Data is disaggregated and monitored to ensure that all students are successful. Special education teachers participate in personalized job-embedded professional learning to support the development of all skills across content areas.

SUPPORT SERVICES MODEL

- There is a school-wide system of support for students' social-emotional and behavioral development. The use of the Positive Behavior Intervention Support (PBIS) and the District's classroom management code of conduct will provide materials and curriculum to sustain this school-wide design.

- Students who continue to experience academic difficulty or miss assignments will be required to meet with parents and administration to develop a plan for academic success using our student contract.

In addition to direct program instruction required by law, the Academy will have a team of interventionists comprising special education (SPED) specialists, culturally and linguistically diverse (CLD) specialists, and Title 1 teachers. Using the WPS Blended Services instructional model, students will be grouped by academic need not by any particular label a student might have. Through the use of this flexible grouping model all interventionist staff work in concert in order to provide targeted services to any student who is in need. This approach is an integrated response to remove the isolated intervention strategies that is typical in most elementary settings.

Recruitment and Hiring

Colorado is facing a teacher shortage. Recent reports estimate Colorado has approximately 5,000 educator openings a year, with supply not keeping up with demand. The effect of decreasing enrollments in teacher preparation programs compounded by attrition, Colorado loses about 16 percent of new teacher within their first five years, means schools must look at alternatives to the traditional methods of recruitment and hiring¹¹. We can no longer rely on the traditional system of higher education to provide us with teachers. Non-traditional candidates, school-based teacher preparation programs where teacher candidates can learn from veteran teachers, and hiring for potential or talent rather than experience will ensure we place the best individual(s) in front of our students. In the new order, schools will need creativity and flexibility in addressing the talent shortage.

In our recruiting and hiring process the Academy will be seeking waivers from teacher licensure requirements and some flexibility in removing new hires that are not the right fit for the school. Academy leadership, teachers, and support staff will be hired on an at-will basis. This will allow us to:

- Recruit non-traditional candidates,
- Pursue alternative certifications,
- Create alternative pay structures—performance pay plans, bonuses, and/or other incentives and rewards.
- Enhance the workplace environment by ensuring that teachers who want to work in our model are surrounded by like-minded individuals and those who do not support the model are afforded the opportunity to look for alternative employment.

iNACOL has identified teacher competencies for an effective teacher in a “blended learning” model, an approach that aligns closely with our Competency Based System.¹² Organized around

¹¹ Colorado’s Teacher Shortages: Attracting and Retaining Excellent Educators, *Colorado Department of Higher Education*

¹² Inacol Blended Learning Teacher Competency Framework

four broad domains, the Framework will provide guidance to the Academy in designing selection criteria for potential candidates. The four domains are:

- **Mindsets:** Core beliefs that guide an individual's thinking, behaviors, and actions, and that align with the goals of education change and mission. Practitioners need to understand, adopt, and commit to mindsets that help them shift towards new forms of teaching and learning.
- **Qualities:** Those personal characteristics and patterns of behavior that help academic staff make the transition to new ways of teaching and learning: qualities like grit, flexibility, and transparency.
- **Adaptive Skills:** Skills such as collaboration and problem-solving that help practitioners tackle new tasks or develop solutions in situations that require organizational learning and innovation.
- **Technical Skills:** Domain specific "know how" and expertise.

Professional Development

Teachers will be supported through a robust system of highly trained leadership and robust professional development services. The Academy will work with Marzano Research to create a specific, teacher professional development plan. In order to ensure a successful program, teachers must participate in the following professional development:

- Staff retreat over summer break in order to:
 - Analyze data and participate in master planning for the school year, including the drafting of the school's Unified Improvement Plan as well as any updates to the Innovation Plan.
 - Participate in Marzano professional development workshops.
- Ongoing professional development in *New Art and Science of Teaching*, tiered vocabulary instruction, Knowledge Maps™, Sentence Stems, Coding, Kagan Structures, Problem-Based Learning (PBL), CLD, CBS, any other Academy topics and instructional delivery.
- New Teacher Institute (NTI) for new teachers as designed by the WPS Learning Services team and implemented before the school year.
- Ongoing trainings necessary for the completion of New Teacher Institute during the school year.

ENCOURAGED PROFESSIONAL DEVELOPMENT

Although not mandatory, teachers are encouraged to engage in staff development in the following areas:

- Teaching in poverty
- Classroom management

- Differentiated instruction
- Specific contents (PE, Art, Music, et al)

Sample Teacher Training Program

Type of Training	Attendance	Description
Beginning of the year staff retreat.	Mandatory	Whole team instructional planning for the school. This will range from data driven analysis and action plan building to instructional needs and culture and climate. The direction for the building will be set during this critical time.
Ongoing CLD training	Mandatory	In monthly meetings after school the staff will explore and learn to use CLD instructional techniques for English language learners.
Ongoing personalized training	Encouraged	As needed, teachers will continue to grow professionally by investigating best practices in all content areas and sharing their learning's with staff.

Evaluation and Retention

Coaching is critical to helping teachers advance in their pedagogical skills. For example, once a teacher has identified his or her skill level on the developmental scale, it is fairly straight forward to coach teachers to the next level. All academy teachers will be assigned a coach to help teachers develop a general understanding of the pedagogy and identify his or her errors or omissions in the use of the strategy.

4 Innovating	The coach helps the teacher adapt strategies or create new strategies that meet the needs of students for whom the typical use of the strategy does not work.
3 Applying	The coach helps the teacher understand the desired effect on students for the strategy and helps the teacher develop strategies to monitor whether the strategy is having the desired effect in the classroom.
2 Developing	The coach helps the teacher eliminate errors in the use of the strategy.
1 Beginning	The coach helps the teacher understand or develop the steps in the strategy. The coach facilitates the teacher's initial trials of the strategy.
0 Not Using	The coach explains why the strategy is important and provides a general sense of the strategy.

Input from the coach, observation by the principal, and input from Marzano Academies on teacher professional growth will all be elements in the teacher evaluation process.

In the 2018-2019 school year, we will develop and pilot a competency-based teacher evaluation tool that uses a development scale and acknowledges and supports teacher growth to replace the current evaluation model used by the District. See Appendix G.

Due to the high cost, in terms of time, talent and treasure, and providing professional development to staff in this innovation model, the Academy will strive to minimize staff turnover. Access to individualized coaching and direct support from Dr. Robert Marzano will identify struggling teachers early and allow for additional support and intervention to support professional growth and lead to individual success.

Compensation

Teachers will be provided with additional compensation for additional time. In addition, if a teacher attains highly reliable teacher status, s/he will have the opportunity to receive compensation from Marzano Research for mentoring future highly reliable teacher candidates.

Stakeholder Engagement

Building on the history and success of the Parent Teacher Association (PTA) of John E. Flynn Elementary, the Academy we will continue to support and grow this partnership. The PTA conducts several fundraisers each year, as well as organizes several school social events including: Moms and Muffins, Dads and Doughnuts, a holiday bake sale, and a Spring Dance.

The Academy will also continue its close relationship with the WPS Board of Education (BOE) through our Board Liaison. This rotating position will help the Academy share information about our building with the BOE and will be a conduit for support, if necessary.

PARENT LEADERSHIP DEVELOPMENT

The Academy believes great schools work beyond just the classroom walls. This is most exemplified by a robust parent community. However, parent participation needs to move beyond simply helping students with homework at night. Successful schools find ways to bring parents into the school, include them in decision-making processes (when appropriate), and help build their capacity to support their child's education. The Academy will achieve these goals through the following programs:

- Parent Academy for Student Success (PASS)
- Rachel's Challenge
- Building Accountability Advisory Committee (BAAC)
- Parents have opportunities for involvement through participation in after school events and activities such as Family Literacy Nights, Fitness Nights, and PTA events.
- Parents serve on school committees and organizations.

- The Academy provides regular communication with parents about student progress and performance.
- As homework assignments become increasingly more difficult, parents are expected to monitor assignment completion using the rubric provided.
- Parents have online access to classrooms assignments, resources, and are able to track student progress through online access to grades and projects through Empower.

STUDENT LEADERSHIP TEAM

Students will participate in the Academy student council governance team. Each class will have one or two representatives who will make recommendations to the governance team on behalf of the student body, for curriculum-related activities, projects (including the personal project), field trips and events that support their learning.

PARTNERS

- Marzano Research Laboratories (MRL)
- Rachel's Challenge
- Lomie G. Heard Elementary School a Marzano Academy
- SpringBoard After School Care
- AdvancEd
- Denver Museum of Nature and Science

School Leadership and Governance Structure

The Academy will have a shared leadership and governance model. Some decision making will fall within the responsibility of the principal and school administration and some will be under the direction of Marzano Academies. The following table outlines the general responsibilities of each party:

Westminster Public Schools: District and School	Marzano Academies
<ul style="list-style-type: none"> • Hiring, retention, and dismissal of staff • Hiring, retention, and dismissal of administration • Management and Maintenance of physical plant • Budget • Core content (ELA, math, science, social studies) materials and activities that can be tagged to the proficiency scales. 	<ul style="list-style-type: none"> • School instructional and leadership evaluation • Student and teacher instructional resources • Curriculum, assessment, Marzano Tier 1 Vocabulary Program • Professional development services • Whole school on-site and virtual professional development workshops • Individual professional development plans for each staff member

<ul style="list-style-type: none"> • Student safety and discipline 	<ul style="list-style-type: none"> • School leadership development services • Monitoring of continuous improvement
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Decisions are divided into three major areas, command, consultative and collaborative decisions, each decided by the appropriate person(s) or committees.

Command decisions: The principal makes these decisions, which involve student safety, staffing, personnel, evaluation, hiring, dismissing and budgetary decisions.

Consultative decisions: Student discipline is a consultative decision made by the principal, assistant principal, and mental health interventionists on a case-by-case basis.

Instructional action plans, such as those found in the Unified Improvement Plan, are decided upon through a consultative process involving the Building Leadership Team and Marzano Academies. The BLT is composed of the Principal, AP, and teachers from primary, intermediate, specials, and interventions and meet bi-monthly.

Collaborative decisions: Decisions that impact culture and climate in the building such as revamping the code of conduct, hosting an after school event, facilitating a club, or instituting a new positive behavioral support system are decisions made collaboratively by all stakeholders affected by the initiative. In these settings the principal, assistant principal, BLT member, teacher, student, parents etc. are all *equal* stakeholders in the process and decisions are made collaboratively.

Community input: Specifically parents but any interested members, will be solicited through the BAAC for items such as discretionary budgetary items, school accountability, and discussion of shared goals as they relate to culture, climate, and student achievement.

Monitoring and Implementing the Innovation Plan: The innovation plan is implemented and monitored by the BLT and staff from Marzano Academies. Both the UIP and Innovation plan will be integrated so that there is one document that drives the philosophical and operational direction of the building.

SCHOOL LEADERSHIP ACCOUNTABILITY SUPERVISION

As the execution of the mission and vision is the most essential function of building leadership, a supervisory and support structure for the school principal must be in place.

The Academy's principal will receive support through bi-monthly visits and walkthroughs by his or her direct district level supervisor and staff from the Academy. The district level supervisor will assist with issues as they arise and also ensure that the principal is keeping up with district level expectations, deadlines and mandates.

Budget

The Academy's principal will ensure that the necessary resources, including time, money, personnel, and materials, are allocated to accomplish the school's goals. This will require flexibility and site-based latitude to cut back on or dropping initiatives not aligned to the academic goals. It is also clear from Dr. Marzano's forty years of research analysis that meaningful financial commitments must be dedicated to professional development. Therefore, a new funding model is needed by the Academy.

In the traditional budget environment, WPS provides schools with staffing based on a student to teacher ratio and a per pupil amount for supplies and materials. To maximize the autonomy allowed under innovation, a site-based funding model will be applied to the Academy. The funding model for the Academy outlined below provides the school direct access to, and oversight of, funding:

Allocations

Revenues	Per Pupil Allocation	Number of Students	Total
Student Base Amount	\$7,706	207	\$1,595,142
Kindergarten Base Amount	\$4,585	51	\$233,859
READ ACT	\$274	104	\$28,496
At-Risk	\$200	170	\$34,000
Sub-Total Revenues			\$1,891,497
Additional Allocation: Hold Harmless			\$198,815
Total Revenues			\$2,090,312
Expenses*			
Utilities			(\$39,735)
Districtwide Services			(\$239,271)
Sub-Total Expenses			(\$279,006)
Grand Total School Allocation			\$1,811,306

**The District will continue to pay the full-cost of utilities, general maintenance to the building, food service, and provide general human resource functions such as payroll, business functions, and benefits administration. The figures represented here are the "pay-back" the school will be charged for these services.*

Using the total school allocation, the Academy will annually review its needs—both instructionally and non-instructionally—and develop the budget accordingly. The proposed 2018-2019 budget reflects the Academy's needs. Waivers requested through the Innovation Plan will allow the school flexibility and fluidity in increasing/decreasing the number of staff needed

in any given year, allow for site-based collaboration on extended calendar day/extended school day compensation, and ultimately leads to greater autonomy in the budgeting process.

Budget Detail

Licensed/Administrative Staffing		
Position	FTE	Salary/Benefits
Administration*	2.0	\$242,458
Teachers*	12.0	\$983,040
Total Licensed/Administrative Staffing		\$1,225,498

ESP (Non-Certified) Staffing		
Position	FTE	Salary/Benefits
Non-Instructional (i.e., Secretary/Custodians)*	3	\$186,953
Instructional (i.e., librarian, building aides)*	3	\$135,319
Total ESP Staffing		\$322,272

Supplies and Services		
Description	Program	Budget
Reserve (5%) <i>to be distributed if school reaches projected enrollment</i>	Contingency	\$104,509
Supplies/Materials	Instructional/Non-Instructional	\$35,662
Total Supplies and Services		\$140,171

Additional Pay		
Program Description	Program	Budget
Benefit Payout	Instructional/Non-Instructional	\$34,960
Substitutes	Instructional	\$27,084
Additional Calendar Days/Extended School Days (as described in Plan)	Instructional/Staff Development	\$61,321
Total Additional Days		\$123,365

Budget Check Figure	
Total Budget Expenditures	\$1,811,306
Total School Allocations	\$1,811,306

*All salaries and benefits are calculated off the average for each professional group.

Additional Resources Provided by the District Outside of School Allocation

The District will continue to provide the Academy with special instructional service personnel: special education, Culturally Linguistically Different (ESL), E-Care (early learning staff above the

kindergarten funding provide in school allocation), and Title I support. These allocations will be based on student needs and will fluctuate year-to-year.

Implementation Costs Outside of School Funding Allocation

Professional Services and materials support provided by Marzano Academies will be funded over a two-year implementation period by non-general fund revenue. Title II-A funds will be the primary support for the professional development, monitoring and mentoring of highly effective teachers, implementation of individual professional development plans for teachers, and related support materials to be provided by Marzano Academies. The anticipated support to be provided by the Title II-A grant funding is \$207,000.

In-Kind Contribution and Support

Dr. Robert Marzano, cofounder and Chief Academic Officer of Marzano Research, is donating his time to the success of this project.

Facilities and General Operations

In the 2015-2016 school year, the school went through extensive renovations and upgrades. Work included the addition of air-conditioning, new lighting, a new office and secured entry to enhance safety, updated technology infrastructure (wiring, cabling, internet access points), and new flooring and paint. These upgrades provide the school flexibility in:

- Designing an extended day/extended year calendar (with air-conditioning summer heat is no longer an issue).
- Enhancing teaching and learning through the expansion of technology (the school now has a strong technology backbone infrastructure).
- Use of space for program expansion (the redesign anticipated future growth and incorporated flexible learning spaces throughout the building).

Accountability and Supervision

Accountability is more than a promise of change. The district, in committing significant financial and human resources into the Academy expects high-yielding results. Just like our teachers have three-week data cycles, principals too meet regularly with supervisors. The focus of these meetings is continuous improvement, and to address any challenges faced by the principal, staff, and/or students.

In meeting with the principal, the evaluator:

- Discusses balancing achievement with improvement
 - How do we balance the need for achievement with incremental improvement?
 - How much growth is expected and achievable?
- Communicates specific demands
 - What are the principal's goals and how is s/he achieving them?

- How is the principal holding staff accountable?
- Focuses on student learning
 - How does the principal communicate to staff, students, and families the value s/he places on student achievement?
 - How often, and in what ways, does the principal monitor learning?
- Ensures frequency of observation, evaluation, and feedback
 - The evaluator meets with the principal on the two to three week cycle.

District Systems

The purpose of Colorado's Innovation Schools Act is to improve educational performance through greater school autonomy in staffing, scheduling, programming and resource allocation. As we reflected on State Statutes, WPS Board of Education Policies, and articles in the WPS/WEA Master Agreement that may present challenges to our success. Listed below are the proposed innovations, waivers requested, and a rationale for why the waivers are requested.

WAIVERS REQUESTED

See Appendix A for a detailed description of Replacement Policies/Practices

STATE POLICIES – COLORADO REVISED STATUTES

TIME AND TEACHING/WORKING CONDITIONS

C.R.S. 22-32-109(1)(n)(I) – Local Board Duties Concerning School Calendar

Waiver from this statute allows the Academy to use its own method for determining a school calendar.

C.R.S. 22-32-109(1)(n)(II)(A) – Determine Teacher-Pupil Contact Hours

Waiver from this statute allows the Academy to use its own method for setting teacher-pupil contact hours.

C.R.S. 22-32-109(1)(n)(II)(B) – Adopt District Calendar

Waiver from this statute allows the Academy to use its own method for determining a school calendar.

C.R.S. 22-32-109(1)(t) – Educational Program and Selection of Textbooks

Waiver from this statute allows the Academy to determine its own educational programs and have direct oversight and decision-making on textbook selection.

C.R.S. 22-32-110(1)(k) – In Service Training

Waiver from this statute allows the Academy to determine its own needs for in-service training and professional growth.

C.R.S. 22-32-118 – Summer Schools, Continuation, Evening and Community Education Programs

Waiver from this statute allows the Academy to use its own method for determining a summer school schedule/school calendar.

COMPENSATION

C.R.S. 22-32-109(1)(f) – Local Board Duties Concerning Selection of Personnel and Pay

Waiver from this statute allows the Academy to use its own method for selecting and paying teachers.

C.R.S. 22-63-401 – Teachers Subject to Adopted Salary Schedule

Waiver from this statute allows the Academy to develop its own compensation system.

C.R.S. 22-63-402 – License and Letter of Authorization Required in Order to Pay Teachers

Waiver from this statute allows the Academy to adopt its own policy for fair compensation of instructional staff.

C.R.S. 22-63-403 – Payment of Salaries

Waiver from this statute allows the Academy to adopt its own policy for fair compensation of instructional staff upon dismissal.

EMPLOYMENT AND EVALUATION

C.R.S. 22-63-201 – Employment – License Required – Exception.

Waiver from this statute allows the Academy to verify to the District the qualifications of teachers for the purpose of complying with federal law.

C.R.S. 22-63-202 Contracts in Writing, Duration, and Damage Provision

Waiver from this statute allows the Academy to issue its own employment offer letters.

C.R.S. 22-63-203 Renewal and Nonrenewal of Employment Contract

Waiver from this statute allows the Academy to use its own method for determining the conditions for continued employment or termination of licensed staff.

C.R.S. 22-63-206 – Transfer of Teachers

Waiver from this statute allows the Academy not to have the District transfer teachers into the school.

C.R.S. 22-63-301 – Grounds for Dismissal

Waiver from this statute allows the Academy to set its own policy for dismissal.

C.R.S. 22-63-302 – Procedure for Dismissal

Waiver from this statute allows the Academy to develop its own procedure for dismissal.

C.R.S. 22-9-106 – Local Board Duties Concerning Performance Evaluations for Licensed Personnel

Waiver from this statute allows the Academy to use its own method for evaluating licensed personnel.

C.R.S. 22-32-110(1)(h) – Local Board Powers Concerning Employment Termination of School Personnel

Waiver from this statute allows the Academy to use its own method for terminating school personnel.

C.R.S. 22-63-202: Contracts in Writing, Duration, Damage, Provision, Human Resource Management

Waiver from this statute allows the Academy to use its own contracts, hiring procedures, termination procedures, and withdraw from mutual consent procedures. All contracts will be in writing and with the school not the district. Academy teachers hired following the adoption of the school's innovation plan shall be on annual contracts which expire at the end of each

contract year. All Academy employees, including teachers, will be at-will employees. The Academy has the right to refuse transfers of teachers from the district.

WESTMINSTER PUBLIC SCHOOLS BOARD POLICIES

TIME AND TEACHING/WORKING CONDITIONS

Policy GCHC – Professional Staff Induction

Waiver from this policy allows the Academy to opt out of District-mandated induction procedures. The Academy will not opt out of Culturally Linguistically Diverse (CLD) mandated training.

Policy GCI – Professional Staff Development Opportunities

Waiver from this policy allows the Academy to opt out of District-mandated professional development.

Policy IC/ICA – School Year/School Calendar/School Day

Waiver from this policy allows the Academy to opt out of the District calendar and District recommendations for length of school day.

Policy GDJ – ESP Payment Schedule, Work Week, and Work Day

Waiver from this policy allows the Academy to set payment schedule, work week, and work day for Educational Support Professionals.

Policy IHA-R – Educational Program

Waiver from this policy allows the Academy to incorporate individual and career academic plans into our problem-based learning model.

Policy IHBB – Gifted and Talented Education

Waiver from this policy allows the Academy to follow state procedures to determine placement of gifted students, advanced learning plans, and professional development.

Policy III-A and III-B – Textbook selection/ Adoption Form and Procedure

Waiver from this policy allows the Academy to select appropriate educational materials to enhance our focus on Marzano Academies curriculum, instructional resources, and personal project learning model.

EMPLOYMENT AND EVALUATION

Policies GCE/GCF – Professional Staff Recruiting/Hiring

Waiver from this policy allows the Academy to develop its own procedures for recruiting, hiring, and appointing candidates to open positions.

Policy GCF - Professional Staff Assignments and Transfers

Waiver from this policy allows the Academy to opt out of voluntary and involuntary transfers.

Policy GCJ – Staffing New Schools

Waiver from this policy allows the Academy to select teaching staff directly.

Policy GDE/GDF – ESP Recruiting, Posting, and Hiring

Waiver from this policy allows the Academy to select non-teaching staff directly and meet or exceed the requirements for the selection process utilized by the District.

MISCELLANEOUS

Policy DFG – Income from Vocational/ Technical School Shop Sales and Services

Waiver from this policy allows the Academy to raise finances through an entrepreneurial program with students.

Policy JQ – Student Fees, Fines, and Charges

Waiver from this policy allows the Academy to adopt our own procedures for student fees, fines, and charges.

Policy GCJ – Staffing New Schools

Waiver from this policy allows the Academy the flexibility in creating and implementing a hiring process that meetings building specific needs.

WESTMINSTER PUBLIC SCHOOLS COLLECTIVE BARGAINING AGREEMENT

LICENSED AGREEMENT WAIVERS

Article	Summary of Article(s)	Replacement Policy or Practice
Recognition and Representation		
L3 – Recognition L4 – General Provisions L5 – Conducting Negotiations L6 – Grievance Procedure L9 – Right to Representation L32 – Association Rights L33 – Dues Deduction L36 – Instructional Advisory Committee L37 – Term of Agreement/ Interim Negotiations	Westminster Education Association (WEA) is exclusive representative of and negotiating agent for licensed staff, to include: Master Agreement and Salary Negotiations, Grievances, Representation.	The Westminster Public Schools Human Resources Department will assume the role and duties currently provided by WEA.
Teaching Conditions		
L7 – Transfers L8 – Teaching Conditions L10 – Teacher Exchange L11 – Job Sharing L12 – Teacher Evaluation L13 – Reduction in Force L14 – Teaching Assignments L25 – Professional Relationships L26 – Professional Responsibilities L31 – Academic Freedom	These articles outline the length of school year, planning and professional development days, planning periods, transfer rights, evaluation, seniority, job assignment, participation on building committees, teacher input in planning in-service, and protection from censorship.	The principal, in consultation with Marzano Academies and the school leadership team will mutually agree upon the length of school year/day, the amount of planning time allocated to staff, the design and content of professional development. The District will not make direct placement of teachers to the Academy, or direct

Article	Summary of Article(s)	Replacement Policy or Practice
		placement within the Academy. The principal will have flexibility in placing employees in teaching positions, including the consideration of a teacher's endorsement area when making decisions.
Administrative Vacancies		
L15 – Administrative Vacancies	This article requires all administrative and supervisory vacancies be posted in all district buildings. All interested teachers may submit an application for said positions.	Given the significant investments in time, treasure, and talent at the Academy, administrative vacancies will first be opened to qualified internal candidates. If the position is not able to be filled by internal candidates, the position will then be opened to a wider audience.
Personnel Files		
L16 – Personnel Files	This article outlines what will and will not be placed in a teachers personnel file.	Teachers will continue to have access their file for review, be provided an opportunity to contest any document placed in the file, and provide written replies to such material as they challenge. This process will be handled by the Department of Human Resources.
Teacher Facilities		
L17 – Teacher Facilities	Recognizes the importance of the facility and the building's environment to the teaching and learning process.	Staff will have input into building use and environment.
Class Size		
L20 – Class Size	Teachers have the right to contest class size to principal and/or his/her supervisor.	Teachers will be able to bring class size concerns to the principal.

Article	Summary of Article(s)	Replacement Policy or Practice
Curriculum & Instruction		
L18 – Curriculum L19 – Instructional Materials	These articles speak to teacher participation in planning, reviewing, and adopting curricular and instructional materials.	Marzano Academies provides all instructional materials. Marzano Academies, the principal, and building leadership team will continually monitor the viability of the curriculum and make needed adjustments as determined at the building level.
Medical Examination		
L21 – Medical Examination	Requires new teachers to obtain pre-employment health checks. District retains right, at its expense, to require additional health checks during employment.	Teachers will still be required to obtain pre-employment health checks. Additionally, if the Academy deems additional health checks necessary, it can require the teacher obtain the examination at the school/District's expense.
Leave		
L22 – Cumulative Leave L23 – Sick Bank Leave L24 – Other Leaves L29 – Personal Injury Leave	These articles outline the type, and amount of, leave provided to employees.	The District will continue to offer these benefits to the staff at the Academy to at least commensurate with other district employees.
Insurance		
L27 – Liability Insurance Coverage L28 – Personal Property L35 – Insurance	These articles outline the liability, health and medical benefits, and supplemental insurance available to employees.	The District will continue to offer these benefits to the staff at the Academy to at least commensurate with other district employees.
Protection From Assaults		
L30 – Protection From Assaults	This article outlines steps taken in the event a teacher is accused of an assault, is a victim of an assault, or has property damaged during an assault.	Teachers accused of an assault will still be required to immediately report the circumstances thereof to the principal and follow the District's procedures in these cases. Teachers who are

Article	Summary of Article(s)	Replacement Policy or Practice
		victims of assault will file a complaint with the principal for investigation—teachers maintain the expectation of a violence free workplace.
Compensation		
L34 – Compensation	This article, in concert with Appendices A, B-1, B-2, and C to the Agreement, outlines the compensation and compensation formulas.	Teachers will be compensated, at a minimum, in accordance with the salary schedule annually adopted by the District and as modified by the Academy or the District to account for performance of the Academy.

ESP AGREEMENT WAIVERS

Article	Summary of Article(s)	Replacement Policy or Practice
Recognition and Representation		
E2 - Retained Rights E3 – Recognition E4 – General Provisions E5 – Conducting Negotiations E6 – Conflict Resolution E15 – Association Rights E16 – Dues Deduction E20 – Classified Advisory Committee E21 – Term of Agreement/ Interim Negotiations	Westminster Education Association (WEA) is exclusive representative of and negotiating agent for ESP staff, to include: Master Agreement and Salary Negotiations, Grievances, Representation	The Westminster Public Schools Human Resources Department will assume the role and duties currently provided by WEA.
Working Conditions		
E7 – Transfers E8 – Disciplinary Actions E9 – Reduction in Force E19 – Working Conditions	These articles outline the workday/work week, assignment, supervision, transfer rights, evaluation, seniority, job assignment, reduction in force, participation on building committees, ESP input in	The principal, in consultation with Marzano Academies and the school leadership team will mutually agree upon the length of school day/week, the design and content of professional development, job assignments. The

Article	Summary of Article(s)	Replacement Policy or Practice
	planning in-service, and discipline.	Academy in consultation with the Westminster Public Schools Human Resources Department will define rules for transfers, discipline, and reduction in force. The Academy will reserve the right to opt out of transfer of ESP between schools, on a case-by-case basis.
Personnel Files		
E10 – Personnel Files	This article outlines what will and will not be placed in an ESP's personnel file.	ESP staff will continue to have access their file for review, be provided an opportunity to contest any document placed in the file, and provide written replies to such material as they challenge. This process will be handled by the Department of Human Resources.
Leave		
E12 – Personal Injury Leave E13 – Bereavement Leave	These articles outline the type, and amount of, leave provided to employees.	The District will continue to offer these benefits to the staff at the Academy to at least commensurate with other district employees.
Insurance		
E11 – Liability Insurance Coverage E14 – Personal Property E18 – Insurance	These articles outline the liability, health and medical benefits, and supplemental insurance available to employees.	The District will continue to offer these benefits to the staff at the Academy to at least commensurate with other district employees.
Compensation		
E17 – Compensation	This article, in concert with Appendices A and B to the Agreement, outlines the compensation and compensation formulas.	ESP staff will be compensated, at a minimum, in accordance with the salary schedule annually adopted by the District and as modified by the Academy or

Article	Summary of Article(s)	Replacement Policy or Practice
		the District to account for performance of the Academy.

SUMMARY OF RATIONALE FOR WAIVERS REQUESTED—STATE, LOCAL, & NEGOTIATED

Rationale for Innovation	
Employment and Evaluation	To strategically exit low performing staff and retain effective staff with qualities and credentials in alignment with the innovation plan, the Academy requires the authority to establish its own termination and dismissal policies and procedures.
Compensation	To strategically recruit, hire, and retain staff with qualities and credentials in alignment with the innovation plan, the Academy requires the authority to select staff and set rates of pay. In order to do this, the Academy requires the authority and flexibility to determine compensation schedules and set rates of pay at or above existing schedules.
Time and Teaching	<p>To effectively implement the innovation plan the Academy requires increased flexibility around scheduling, the use of time, including but not limited to student learning time and teacher planning time thus the school requires waivers to determine its own school year and school day calendar.</p> <p>To implement the program as outlined in the innovation plan, one that is sufficiently rigorous and engaging to meet the needs of students, the Academy requires the authority and flexibility to determine its own educational program and curricular materials.</p>

Appendix A

STATE POLICIES – COLORADO REVISED STATUTES

To enhance the ability of John E. Flynn a Marzano Academy (the Academy) to innovate, the school is requesting the following Colorado Revised Statutes be waived.

Description	Action	Statute to be Waived	Replacement Policy or Practice
Teacher Employment, Compensation and Dismissal Act of 1990 Employment required-exception.	The Academy will make hiring decisions for non-core content teachers based on its own criteria.	C.R.S. 22-63-201	The Academy will verify to the District the qualifications of teachers for the purpose of complying with federal and state law. In order to comply with ESSA Title II A requirements, all core content instructional staff employed at the Academy will have a valid teaching license and meet subject matter competency requirements for the teaching subject.
Local Boards of Education—Duties Local Board duties concerning selection of personnel and pay.	Delegate authority to the Academy to select staff and set rates of pay.	C.R.S. 22-32-209(1)(f)	The Academy will select teaching staff directly and set rates of pay based on school policy for any additional hours.
Schedule and Calendar	Delegate authority to the Academy to establish its own calendar.	C.R.S. 22-32-109(1)(N)(L)	The Academy will exceed statutory minimums for calendar, hours of teacher pupil contact and schedule, subject to District oversight.
Actual hours of teacher-pupil		C.R.S. 22-32-109(n)(II)(A)	The Academy will

instruction and contact			have authority to establish its own calendar, including professional development days, or days off that may differ from the district.
School Calendar		C.R.S. 22-32-109(n)(II)(B)	

DISTRICT POLICIES – BOARD OF EDUCATION POLICIES

To enhance the ability of John E. Flynn a Marzano Academy (the Academy) to innovate, the school requests the following WPS Board of Education Policies be waived.

Description	Action	Board of Education Policy to be Waived	Replacement Policy or Practice
Professional Staff Assignments and Transfers Administrative staff recommends licensed personnel for transfer to Superintendent.	Exempts the Academy from involuntary or voluntary transfer of licensed personnel.	GCF	The Academy will not participate in transfer of licensed personnel, but reserves the right to hire licensed personnel that, in the principal's discretion, fits the needs of the students and vision of the school.
Professional and ESP Staff Recruiting/Hiring The District handles hiring, recruiting, background checks and appointment of position to be filled at schools and other District facilities.	Delegates to the Academy the ability to recruit for, hire and appoint candidates for positions; the Academy will be responsible for complying with statutory due process expectations when applicable.	GCE/GCF	The Academy has authority to pursue recruiting, hiring, and appointment of suitable candidates on its own; will seek the support of Human Resources when handling recruiting, hiring, and appointment of candidates.
Professional Staff Induction Induction program is conducted jointly by	Waives the provision that teachers new to the District and employed at the	GCHC	The Academy will largely utilize District induction procedures, which

the central administration and individual schools.	Academy will have to participate in District mandated induction activities.		comply with state law, but adopt additional standards so they are aligned with instructional programs at the Academy, as well as the teacher profile.
Professional Staff Development Opportunities The District shall mandate and provide for professional growth opportunities.	Delegates to the Academy the ability to supplement or replace District required professional development activities.	GCI	The Academy will utilize District professional development opportunities where it aligns with the adopted standards and the instructional programs at the Academy, as well as the teacher profile. Additional professional development will be offered in conjunction with the Academy goals.
ESP Recruiting, Posting, and Hiring The District is responsible for recruiting, posting, and hiring of ESP.	Waives the provision that the District recruits, posts positions, and hires ESP.	GDE/GDF	The Academy will select non-teaching staff directly and meet or exceed the requirements for the selection process utilized by the District.
School Year/School Calendar/School Day The Superintendent supervises the development and implementation of the District calendar.	Waives the provision to follow the District calendar and District recommendations for staff development.	IC/ICA	The Academy will develop its own annual calendar and set length of school day, and thus meet or exceed the minimum standards of the District and state.



Student Enrollment Application

Parent's Name: _____

Phone Number: _____

Address: _____

Student's Name: _____

Prior School Name: _____

Prior School Address: _____

Prior School Phone Number: _____

Current Grade Level: _____



Thank you for your interest in our school programming and for your patience during our application process. At the Academy, we strongly believe in a robust screening process in order to ensure that all of our new students are successful members of our learning community. Our program is fun and engaging but very rigorous. In order to ensure that students succeed in this program, we feel it's necessary for both parents and students to understand the commitments required in order to be successful.

The following is a checklist of the materials we will need from parents in order to process the application. Please note the descriptors in *italics*, as not all items will be necessary depending on if the student is a current Westminster Public Schools (WPS) student or an external transfer.

Once the application is completed you will be contacted if further testing is needed, such as a Scantron assessment, as well as with instructions for how to register your student online and the payment of fees.

- ____ 1. Most recent Scantron Scores *only necessary for current WPS students*
 - a. Literacy____
 - b. Math____
- ____ 2. Empower proficiency rates or non-CBS equivalent *only necessary for current WPS students.*
 - a. Literacy____
 - b. Math____
- ____ 3. DIBELS Composite Score
Blue____ Green____ Yellow____ Red____
- ____ 4. Attendance/Behavioral records
- ____ 5. Writing Sample
- ____ 6. Parent Contract
- ____ 7. Teacher Recommendation Form
- ____ 8. Interest Survey

Parent Involvement Contract

As educators, we realize that it is vitally important to involve our community in the education of our children. In order for students to succeed, all parties involved in the student's upbringing need to work together—indeed, it “takes a village” to raise a child.

As part of your student's application process to The Academy, we would like to make sure you are in full understanding of the supports we are able to provide you and your student as well as the support we will require from you.

Our commitment to you and your student:

1. Your student will receive a high quality education and upon matriculating the 5th grade, will be prepared for middle school.
2. The school will make **every effort** to make sure your student is safe at all times in the building. The principal's (and all adults in the building) most important job is to make sure students are safe.
3. You and your student will be treated with dignity and respect.
4. Your student will have access to before and after school programming
5. The school will make every effort to maintain clear, consistent and timely communications with you regarding your student and your student's progress.

Your commitment to the school:

1. Parent Participation in the Building: I will commit to **8 hours** of service to the school including, but not limited to: attending PTA meetings, attending BAAC meetings, volunteering on the playground, assisting in the building, supervising field trips, participating in building planning meetings, and participating in after-school and evening student events (Literacy Night, School Dances, Music Performances, etc).
2. Attendance: I will commit to having positive attendance. My student will not miss school more than **8 times** in the school year, as I realize the State of Colorado considers a student habitually truant after 10 absences in a school year (or 4 consecutive absences in a month). Additionally, I will commit to making sure my student is on time to school and is not unduly pulled from school early. I commit to ensuring my student has no more than **8 tardies** or **8** early removals from school.
3. Behavior: I realize that in order for *all* students to succeed in the school, students must follow the school's code of conduct while in the building and while traveling to and from the building. I realize that students that are habitually disruptive may be asked to leave the school. I realize that a student that commits an offense that results in a suspension may result in his or her removal from the school.
4. Homework and home support: I commit to ensuring that my student has a quiet place and allotted time every day to complete homework and course work as needed. I also understand that students may take advantage of before and after school opportunities to get assistance on work.
5. Communication: I commit to providing the school with communication regarding my family and student's situation as it pertains to behavior, attendance and academic performance. I commit to reading weekly newsletters that are posted on

the website **and** sent home in hard copy. I commit to attending *at least* two parent teacher conferences during the year. I understand that I may make additional conference dates with the teacher and/or principal.

6. Parent presence in the building: I understand and commit to maintaining the learning environment while in the building. While I am volunteering in the school, I understand that I am not to interrupt teaching and learning. I understand that I am welcome to make an appointment with teachers, staff or the principal for meetings. I understand that parents must check into the office when working in the building or attending appointments outside of established parent teacher conference times for safety reasons. I will consent to wearing identifying badges while in the building.
7. Extended Day: In order to better address student needs, The Academy has gone to great lengths in order to provide robust after-school and before-school programming. I understand that my student is expected to attend at least one extended day program. I understand it is my responsibility to make sure my student gets to and from these events in a timely manner.

Student Contract

In order to be successful at The Academy, our students need to follow certain guidelines and expectations around behavior, attendance and academics. Read the following and discuss it with your parents/guardian.

1. I understand that I am to follow the student code of conduct.
2. I understand that every adult in this building is here to ensure that I learn and that I am safe, therefore, when an adult tells me to do something I am to follow his/her directions without argument.
3. I understand that I may be asked to leave The Academy if I commit an offense or offenses that will result in a suspension.
4. I understand that I am to keep up on homework and classwork and use the before and after school programming as I need to stay on top of my studies.
5. I understand that I must attend school in an approved uniform every day.
6. I understand that I am to have no more than 8 absences in a school year. I understand that I need to be here on time. I understand I may be asked to leave if I am habitually late or absent.

By signing below, I am indicating that I read and understand both contracts.

Parent name_____

Parent Signature_____

Student Name_____

Student Signature_____

Student Interest Survey

Name: _____

Date: _____

1. If I could do one thing all day it would be:

2. If I had one wish it would be:

3. One thing I am really good at is:

4. School would be better if:

5. I do my best thinking when:

6. This is what one of my teachers did last year that I liked the most:

7. This is what one of my teachers did last year that I liked the least:

8. I have a special talent for:

9. I would be interested in an after-school club or activity in the area of:

10. My favorite thing to do outside is:

Writing Sample

What is a problem facing your community, and what are two possible solutions you can do to help solve the problem?

This image shows a single sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Student Signature: _____ Date: _____

Teacher Recommendation Form



Please complete this survey regarding the applicant.

Scale: 1.0: significantly below peers 2.0: slightly below peers 3.0: same as peers 4.0: significantly above peers.

Critical Thinking Skills: (creativity, problem solving, analysis)

1.0 2.0 3.0 4.0

Work Habits: (focus, motivation, independence, task completion, persistence, organization)

1.0 2.0 3.0 4.0

Behavior in class: (does the student remain on task without undue prompting, following the code of conduct, is respectful when redirected, etc.)

1.0 2.0 3.0 4.0

Any additional comments about this student?

Appendix C

John E. Flynn a Marzano Academy Master Schedule (modified for readability)

(Insert daily schedule)

Appendix D

2018-2019 Calendar Once Published

2018-2019 Calendar of Required Westminster Public Schools Assessments

Assessment	Calendar	Results Available	Federal, State, District Requirements	Test Duration	Used For...	Notes/Comments
TS Gold – kindergarten (Gr K)	Completed no later than Oct. 19 th	Immediately	State: C.R.S. 22-7-1004(2)(a) and C.R.S. 22-7-1014(2)(a)	Varies	School Readiness Plan	This is for all students who are kindergarten age per Infinite Campus.
CogAT Cognitive Abilities Test (Gr 2)	Fall: Sept. 10 – 28, 2018 (New 2 nd & 6 th can be tested outside the window)	Web-based reporting within 24-48 hours	State: C.R.S. 22-20-204.3 and 22-20-204.5	Three online sessions of 60 minutes each; 180 min total	GT Universal Screening per state amendments passed in March 2015 under ECEA rules for gifted education	Used to identify students with exceptional ability or potential, especially students from traditionally underrepresented populations.
DIBELS NEXT (Early Literacy) (Gr K-3 – all students) (Gr 4-5 – READ Act Cohort)	Fall: Aug. 22 – Sept. 5, 2018 Winter: Dec. 3 – 14, 2018 Spring: April 29 – May 10, 2019	Immediately	State: C.R.S. 22-7-1205(1)(a) and C.R.S. 22-7-1209(1)(b)	K – 9 minutes 1 st – 7 minutes 2 nd – 4 minutes 3 rd -5 th – 6 minutes	READ Act reporting Determination of Significant Reading Deficiency Evidence for Instructional Level placement Teacher evaluation – Senate Bill 191	Testing is based on traditional grade level. The “Composite” score must be reported on the READ Act Report to the CDE. Pathway 2 & 3 students will use the same test window with appropriate alternate approved assessment.
DIBELS Deep Diagnostic (Gr K-3 - Significant Reading Deficiency students)	Immediately upon designation of student having a Significant Reading Deficiency	Immediately	State: C.R.S. 22-7-1205(1)(a) and C.R.S. 22-7-1209(1)(b)	Varies	Determination of student's specific reading skill deficiencies	
Scantron Performance Series Math (Gr K-5), Reading (Gr 3-5)	Fall: Aug. 15 – Sept. 7, 2018 Winter: Dec. 3 – 18, 2018 Spring: April 29 – May 24, 2019	Immediately	District	3 hours	Evidence for Instructional Level placement Comparison to external measure Teacher evaluation – Senate Bill 191	Students who test outside the official Scantron norm window will not have NPR or GLE scores. The Scantron norm window is July 16 – Nov. 30, Dec. 1 – Feb. 29, March 1 – July 15.
W-APT CO English Language Screener (Gr K-5)	Within 30 days of start of the school year or two weeks from the date of enrollment.	Immediately	Federal: ESEA 1111(b)(3)(C)(x)	1 hour	Determining initial ELL designation	All new students must be tested within 30 days of enrollment. All new enrollments during the year must be tested within 2 weeks.
WIDA ACCESS/ACCESS Alternate CO English Language Proficiency (Gr K-5 NEP and LEP students)	January 7 – February 8, 2019 (There will be no December testing.)	April 2018	Federal: ESEA 1111(b)(3)(C)(x) State: C.R.S. 22-24-105	K – 45 minutes 1 st – 12 th – 2.5 hours Alternate – 1.2 hours	Determining ELL status School Performance Framework	All NEP & LEP Students. ACCESS 2.0 is administered online. Kindergarten and Alternate ACCESS for ELLs will continue to be paper-based for the near future. Alternate ACCESS is for students who are eligible to take DLM.
DLM Alternate for CMAS ELA & Math (Gr 3-5)	April 2 – April 26, 2019	July 2018	Federal: ESEA 1111(b)(3)(C)(ix) State: C.R.S. 22-7-1006.3(3)(c)	Varies	SpEd services	Testing is based on traditional grade level. Testing is completely online.
CMAS ELA/Literacy & Math (Gr 3-5)	April 2 – April 26, 2019	July 2018	Federal: ESEA 1111(b)(3)(C)(vii) State: C.R.S. 22-7-1006.3(1)(a)	3 rd – 5 th 7.75 hours 6 th – 8 th – 8.75 hours	Achievement of state standards School Performance Frameworks Evidence for Instructional Level placement	Testing is based on traditional grade level. Testing is completely online. If the expanded window is approved by CDE, a school choosing to test the week prior to spring break should administer only ELA.
CMAS & CoAlt: Science (Gr 5) Social Studies (Gr 4)	April 8 – April 26, 2019	July 2018	Federal: ESEA 1111 (b)(3)(C)(v) State: C.R.S. 22-7-1006.3(1)(a) CoAlt: Federal: ESEA 1111(b)(3)(C)(ix) State: C.R.S. 22-7-1006.3(3)(c) State: C.R.S. 22-7-1006.3(1)(a) State: C.R.S. 22-7-1006.3(3)(c)	Science: 5 th /8 th – 4 hours and 11 th – 2.5 hours	Achievement of state standards School Performance Frameworks Evidence for Instructional Level placement	Testing is based on traditional grade level. Testing is completely online. Over the next three years, about 1/3 of schools will be selected to administer the Social Studies test each year.

Appendix F

GLOSSARY OF TERMS

Abstract Representation: In math, abstract representation is when mathematics is represented by equation or algorithm.

Assessment: In education, this term refers to the measurement, usually by test or task, of a student's ability in a particular content or learning target.

Assessment, Diagnostic: A diagnostic assessment usually given at the beginning of a unit of study or school year, designed to ascertain what a student can already know and do as pertaining to a unit of study.

Assessment, Formative: Formative assessments are measurements of students' mastery of learning targets, usually administered midway in a unit of study or a school year.

Assessment, Summative: A summative assessment is an assessment taken at the end of a unit of study or school year to measure student achievement and/or growth.

Achievement: A student's ability level in a given subject as compared with his or her peers across the state and/or nation.

Appreciation Financial: An investment and retirement group partnered with Westminster Public Schools.

BAAC: Building Accountability Advisory Committee: A group consisting of parents and staff members of a school, tasked with holding the school accountable for its financial management and student performance.

Balanced Literacy: An instructional model that breaks up literacy instruction into whole group, small group and individual tasks and assignments.

Balanced Math: An instructional model that breaks up math instruction into whole group, small group and individual tasks and assignments.

Blended Services: Unique to Westminster Public Schools, "Blended Services" is an approach to instructing SPED, CLD and Title I students in a collaborative fashion based on their skill set in academic subjects.

BLT: Building Leadership Team: The team at John E. Flynn a Marzano Academy that acts as a consultative governing body. This body is composed of teachers, administrators and ESP staff.

CBS: Competency Based System: As defined by Westminster Public Schools, a Competency Based System is a systemic and systematic approach to education that emphasizes grouping students by ability levels; expecting that students show competency in any particular area prior to them moving to the next level; encouraging student ownership over their work, and ending the practices of social promotion.

CDE: Colorado Department of Education.

CLD: Culturally and Linguistically Diverse is a label given to students whose first language is one other than English.

CMAS: The Colorado Measures of Academic Success are the tests given by the PARCC consortium as part of the state wide accreditation process.

Community Reach: A local mental health group that partners with Westminster Public Schools.

Concrete Representation: In math, concrete representation is math in the three dimensional physical world, or “real world” math. Examples of concrete representations might be coins or other objects.

Curriculum: Curriculum is a resource that helps teachers guide students to mastery of academic standards.

Curricular Resource: Usually a purchased program that helps a teacher deliver curriculum and gives instructional methods or best practices in doing so.

Data Driven Dialogue/Analysis: A collaborative effort that examines data for major trends and helps inform future actions by an organization or team. In education, this generally refers to looking at multiple points of student assessment data (sometimes referred to as triangulating) in order to help shape goals and action steps for educators.

DIBELS: DIBELS, or Dynamic Indicators of Basic Early Literacy Skills, is an assessment given by both in Colorado and nationally to measure reading fluency in students grades K-5 in the beginning, middle and end of year.

Differentiated Instruction: An instructional term that refers to designing instruction and curriculum to meet the needs of students across varying ability levels, learning styles, and student preferences of learning.

Electives: In middle and secondary education, this term refers to specialized contents that may or may not be mandatory for matriculation or graduation. Examples might be visual arts, band, gym or secondary language.

EngageNY: A curricular resource in mathematics.

ESSA: Every Student Succeeds Act, is legislation signed under President Barack Obama that is a continuation of NCLB. ESSA maintains student accountability measures but helps reduce burdens caused by some of the prescriptive requirements of NCLB.

Extracurricular: Usually referring to activities or events that occur outside the normal teaching hours or calendar year.

FRL: Free and Reduced Lunch refers to culinary services given to students impacted by poverty. By citing “Free and Reduced Lunch” numbers, a school can give a depiction of how its community is impacted by poverty.

FOSS Kits: A science curricular resource utilized by Westminster Public Schools.

FTE: Full Time Employee. This refers to a position being added to a school and represents a financial consideration to the district and tax payers.

Gap Filling: In education, this refers to the action of taking any deficiencies a student may have in any subject area in any previous years and re-teaching those skills. Thus a level 3 student may have certain skills in math from level 2 that he/she has not completed, or “gaps.” The level 3 teacher would then re-teach the student those skills to assure mastery, or “gap fill.”

GPA: In education this term means “grade point average” or the average grade a student has across multiple subjects. In a competency based system this term means the traditional system equivalent to a student’s performance levels across all subject areas.

Grandfather: In this context, grandfathering means to allow students that have already been attending the old John E. Flynn Elementary to remain in the school and overtime, phase in new students on an application only basis.

Growth: A student’s progress from year to year in a given subject as compared with his or her peers across a state and/or nation.

Guided Instruction: As opposed to whole group instruction, guided instruction is instruction in a small group setting where the teacher guides students to master a very narrow skill.

Highly Qualified: A term used for teaching credentials that indicate that a teacher has had what the state deems as adequate study in the content area they plan to teach in.

Improvement: An accreditation rating by the Colorado Department of Education. A rating of Improvement means that a school is making adequate progress in their achievement and growth data.

Instruction: Instruction is the method in which teachers guide students, using curriculum, to achieve academic standards.

Integrated: This term refers to interventions in education. As opposed to “siloed,” “integrated” suggests that different departments are working collaboratively in order to educate students.

Intervention: In an educational setting this refers to specialized instruction for students that may not be achieving at the appropriate level. Intervention is usually described as having three tiers: Tier I generally refers to regular classroom instruction all students receive. Tier II generally refers to more small group instruction either in or outside of the classroom. Tier III usually refers to very small group or one on one instruction outside of the classroom.

Kinesthetic Instruction: Instruction that utilizes physical movement in order to help the learner master targets.

Learning target: A specific skill and/or knowledge in a specific level and content area.

Literacy: This term refers to a content area that encapsulates reading and writing. At earlier ages, student learn to read, form letters and eventually sentences. At later levels student read to learn ideas in texts and writing in paragraph form.

Master Schedule: In education this refers to a total building schedule of all classes and activities for a given school year.

Magnet School: A term usually used to describe public schools with specialized programs designed to attract students from outside its traditional boundaries.

Modules: In an educational context, this term usually refers to units of study for teachers participating in Professional Development.

No Child Left Behind: A national piece of educational legislation signed under President George W Bush in 2002 that greatly increased school accountability and close the achievement gap between poor and minority students and their more advantaged peers.

Numeracy: This term refers to early mathematics such as counting and simple addition.

PARCC: PARCC, or The Partnership for Assessments of Readiness for College and Careers, are the makers of standardized tests that the State of Colorado administer on a yearly basis to measure students’ abilities in math, literacy, science and social studies. Although there are multiple tests, they are colloquially called ‘PARCC’ by educators.

Performance: An accreditation rating by the Colorado Department of Education. A rating of “Performance” means that schools possess strong academic achievement and growth.

Performance, Performance Framework: Like School Performance Frameworks, this term refers to a mathematical calculation the Colorado Department of Education administers to decide the accreditation rating of a district.

Performance Framework, School: Like District Performance Frameworks, this term refers to a mathematical calculation the Colorado Department of Education administers to decide the accreditation rating of a school.

Pictorial Representation: In math, pictorial representation is the representation of math in picture form. An example of this may be a student drawing a pie in order to show work in fractions.

PMI: Progressive Math Initiative is a math curricular resource utilized by Westminster Public Schools.

PPOR: Per Pupil Operating Revenue: the amount of money that a school receives for each student to run their program. The pupil count is conducted in October.

Priority Improvement: An accreditation rating by the Colorado Department of Education. A rating of “Priority Improvement” means that school have not made adequate progress on standardized assessments and have five years to make significant gains on their performance data on the PARCC assessment or they may face sanctions.

Professional Development: Ongoing training for teachers, usually occurring outside normal teaching hours or calendar year.

Proficiency Scales: A series of learning targets, or skills and knowledge, that build on each other to create mastery.

Progressions: In education, this refers to the logical sequence in which a compilation of learning targets, called scales, are taught to students.

PSI: Progressive Science Initiative is a science curricular resource utilized by Westminster Public Schools.

PTA: Parent Teacher Association

Push-in: This refers to a Tier II intervention technique. It means that a specialist teacher will teach in a classroom alongside a regular education teacher with a small group.

Pull-out: This refers to a Tier II or III intervention technique. It means that a specialist teacher will remove a small group or single student from a classroom to give them specialized instruction.

Race to the Top: A competitive grant created to spur and reward innovation and reforms in state and local district K-12 education. The grant incentivizes districts to implement performance-based evaluations of teachers and principals, adopting common standards and adopting policies that do not prohibit the expansion of high-quality charter schools. This was announced by the Obama administration in 2009.

Rubric: A document used to outline criteria necessary for the completion of a task.

SB-191: Colorado legislation that seeks to rate teachers' efficacy and places new rules over teacher employment status (see Standard 6 below). This Colorado legislation is in compliance with Race to the Top grant requirements.

Scantron: A multiple choice test in math and literacy that Westminster Public Schools use a way to assess k-10 student's abilities at the beginning, middle and end of year.

Standards: Academic Standards are a set of specific knowledge and skills that students must have in each grade level. Standards are how curriculum is developed and delivered.

Siloed: Referring to interventions in education, the term "siloed" usually has a negative connotation, suggesting that departments are working in isolation of one another and either duplicating instruction or in some cases, working in opposition to one another.

Standard 6: Referring to SB-191, teacher efficacy is measured by five standards. The first five standards refer to observable and artifact driven observations by the teacher evaluator. Standard 6 refers to school and individual data.

Systematic: This term refers to a step-by-step procedure and is usually a gradually unfolding process.

Systemic: Refers to processes engrained across an entire system.

Specials: In elementary education this term generally refers to specialized content outside the core contents of math, science, social studies and literacy. These contents are usually physical education, gym and music, but may include such subjects as secondary language, health, or other subject areas.

Teaching Gold: A preschool and primary level curriculum in literacy and numeracy.

Turnaround: An accreditation rating from the Colorado Department of Education. A rating of "Turnaround" means that the school is far below expectations in growth and achievement. A school with this rating has five years to improve their rating or face sanctions.

Walkthroughs: In education a Walkthrough generally refers to an administrator(s) or teacher(s) tasked with touring multiple classrooms in order to observe specific behaviors, evidences, and/or

criterion. This data is then tabulated to look for trends. 'Walkthrough' and 'Learning walk' are often used synonymously.

aWEA: Westminster Education Association. The teacher's union in Westminster Public Schools.

Wixie: A digital curricular resource that allows teachers and students to create e-books with sound and graphics.

Wonders: A Literacy Curricular resource utilized by Westminster Public Schools.

WPS: Westminster Public Schools. Once called Adams County School District 50, WPS is the largest district in the state of Colorado to implement a competency based design of instruction. WPS is located just north of Denver, in the city of Westminster.

Write...From the Beginning: Abbreviated as WFTB, this is a curricular resource for writing utilized in WPS.

UIP: Unified Improvement Plan: The Unified Improvement Plan is a document that all public schools complete in as part of their accreditation process with the Colorado Department of Education. Within this plan are specific instructional and student achievement goals and action plans.



The High Reliability Teacher

The goal of the High Reliability Teacher certification process is to provide a structure in which individual teachers can increase their instructional effectiveness to the highest possible levels. The process is designed to culminate in certification as a High Reliability Teacher at one or more of three levels, though there is no guarantee of certification for any teacher who engages in the process. Teachers have one full year to become certified in one or more levels.

HRT Level 1: Demonstration of Effective Use of Instructional Strategies

1. Provide evidence of an explicit model of instruction (for example, *The New Art and Science of Teaching*) and its use in the classroom.

The teacher submits a document that articulates a specific model of instruction that he or she is using as the basis of self-improvement. If *The New Art and Science of Teaching* is being used, the teacher need only reference the title and the source the teacher is using to study the model (i.e., the *Marzano Online Compendium of Instructional Strategies* or the book *The New Art and Science of Teaching*). The teacher also provides a description of how the model is used to guide unit planning, lesson planning, feedback to students, and reporting students' status and growth.

2. Submit a self-assessment and growth goals regarding the explicit model of instruction.

For each element in the model of instruction being used, the teacher submits a self-rating using the scale in Appendix A. From this self-assessment, the teacher selects at least three strategies for which growth goals are identified. The teacher then keeps anecdotal records of progress on those three or more growth goals using the formats depicted in Appendix B.

3. Submit video evidence for each of the ten major areas of student outcomes described in *The New Art and Science of Teaching*. This will require at least three video segments with narration explaining the types of strategies and student outcomes that are being demonstrated.

The ten major areas of student outcomes are described in Appendix C. The teacher submits video evidence of each of these outcomes in class. The videos must be accompanied by a narration by the teacher explaining how specific actions of students depicted in the video exemplify one or more of the ten major areas of student outcomes. Videos may also include interviews with specific students that exemplify the desired mental states.

4. Administer student surveys that gauge students' mental states and processes relative to specific strategies (see Marzano Compendium).

For each of the three or more strategies for which a teacher has set growth goals, pretest and posttest surveys are submitted regarding students' perceptions of teacher of the effects of the strategy prior to the teacher focusing on improving the strategy (i.e. the pretest) and after the teacher believes he or she has improved in the strategy (i.e., the posttest). Student perception scores on the posttest must be substantially higher on the posttest.

5. Develop and implement at least one project in the classroom that is designed to enhance students' self-actualization and/or connection to something greater than self (see *Motivating and Inspiring Students*, Marzano, Scott, Boogren, & Newcomb, 2017).

The teacher submits a written description of a project that was designed to enhance students' sense of self-actualization or connection to some altruistic purpose. Student testimonial evidence in written and/or video form must be included to document the effects of the project.

HRT Level 2: Demonstration of Student Learning

6. Provide evidence that measurement topics and proficiency scales are in place and being used.

The teacher submits a listing of the measurement topics that are addressed throughout the year, along with the proficiency scales for each measurement topic.

7. Provide evidence that assessments are aligned to those proficiency scales.

For a minimum of three proficiency scales, the teacher submits at least one assessment that addresses levels 2.0, 3.0, and 4.0 of the proficiency scale. The teacher also provides examples of other specific assessments or measurement techniques that are aligned to the proficiency scale as a whole or specific levels of the proficiency scale.

8. For at least one measurement topic, trade and score pretests and post-tests.

For a specific unit of instruction or related set of lessons, the teacher submits: the proficiency scale for the specific measurement topic being addressed, the pretest and posttest based on the proficiency scale, and documentation that the pretest and posttest were scored by someone other than the teacher seeking certification.

9. Demonstrate the overall growth of the class (with the expectation that the vast majority of student have grown).

The teacher submits an analysis of the pretest and posttest data that computes average growth for the class and provides an analysis and discussion of the results for the class in light of generally held expectations for that class or past performance for the class.

10. Report the growth of each student and explain why learning did or did not occur.

The teacher submits an analysis of the pretest and posttest data at the individual student level (keeping the identity of each student anonymous). For those students who have not demonstrated adequate growth, the teacher provides an analysis of possible root causes.

11. Report intervention plans for students who did not demonstrate adequate growth.

For those students who did not demonstrate adequate growth the teacher describes an intervention plan and the results of the implementation of that plan.

HRT Level 3: Demonstration of Valid and Rigorous Feedback

12. For at least one measurement topic, keep track of assessment reliability using the online assessment reliability tool.

For at least one measurement topic the teacher keeps track of student scores using the free Excel growth calculator. The teacher submits the input spreadsheet reporting individual student's score and the output spreadsheet reporting predicted scores and reliabilities.

13. Describe and explain the level of reliability exhibited by assessments.

For the data reported in 12 (above) the teacher submits an analysis of the reliability of the various growth measures provided in the Excel calculator.

14. Demonstrate that student results based on proficiency scale scores correlate to those on a state test or some other external test.

The teacher provides scores on some type of assessment other than his or her classroom assessments that students in the class have demonstrated adequate growth and/or performance on specific topics addressed in class.

Marzano Research will review all of the products and artifacts described here to make a decision on high reliability status for each level. Levels of high reliability status will be awarded in sequential order, but teachers can submit evidence for more than one level simultaneously and may become certified at multiple levels based on that evidence.

Appendix A: Rubric for Self-Analysis Regarding Specific Instructional Strategies

4 Innovating	I adapt strategies and behaviors associated with this element for unique student needs and situations.
3 Applying	I use the strategies and behaviors associated with this element correctly and with fluency, and I monitor the extent to which the techniques keep students engaged.
2 Developing	I use the strategies and behaviors associated with this element correctly and with fluency, but I do not monitor the effect on students.
1 Beginning	I use the strategies and behaviors associated with this element incorrectly or with parts missing.
0 Not Using	I am unaware of strategies and behaviors associated with this element.

Appendix B: Anecdotal Evidence for Growth in Instructional Strategies.

9/12	I used a free-flowing web to introduce the writing process. It was not very effective at first because I explained how the web works instead of showing students how to use it. The class seemed to like the exercise, though, so I would like to keep trying to use the webs.
9/21	Today we used free-flowing webs to brainstorm ideas for an essay. Once my students had selected a topic for their essay, they mapped out main ideas and details using another web. It worked well, but the circles tended to get disorganized.
10/5	Today I tried asking students to use free-flowing webs to compare two things, and it worked really well. They drew the two things they were comparing in two big circles on the left and right of a page and wrote descriptors and facts in smaller circles around them. Then they connected the big circles to all the descriptors and facts that applied to them. There were some really interesting webs that helped the kids see connections they hadn't realized before.
10/14	Today the counselor came in to do a career lesson, and I asked her to use a free-flowing web as a part of her lesson, because the kids were already familiar with it. They really caught on to the idea of putting themselves in the center circle and then filling in their life goals in the surrounding circles. Some of them even made circles to show what they would have to do to achieve their goals.
10/20	Now that my students are comfortable with free-flowing webs, we've started using them to show relationships, and a few of my students even adapted the web for use with pictures. Almost like a storyboard, they planned out narrative pieces by drawing different events from their stories, and then found connections between the events and characters by drawing lines.

Teacher Progress Chart

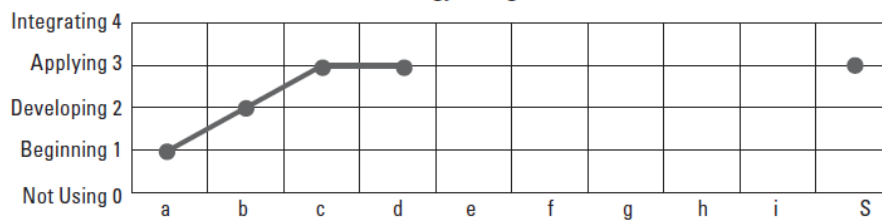
Name: Marty Bloomberg

Instructional strategy: Using a class vote

My initial score: 1 My goal is to be at 3 by April 15.

Specific things I am going to do to improve: Use the class vote strategy three times, videotape each use of the strategy, and analyze the video. Use a class survey to collect data about student perceptions of the class vote.

Instructional Strategy: Using a Class Vote



a. Jan. 16

b. Feb. 3

c. Mar. 12

d. Apr. 9

e. _____

f. _____

g. _____

h. _____

i. _____

Summative Score: 3

Appendix C: Ten Major Categories of Mental States and Processes

	Teacher Actions	Student Mental States and Processes
FEEDBACK	Providing and Communicating Clear Learning Goals	1. Students understand the progression of knowledge they are expected to master and where they are along that progression.
	Assessment	2. Students understand how test scores and grades relate to their status on the progression of knowledge they are expected to master.
CONTENT	Direct Instruction Lessons	3. When new content is being presented, students understand which parts are important and how the parts fit together.
	Practicing and Deepening Lessons	4. After new content has been presented, students deepen their understanding and develop fluency in skills and processes.
	Knowledge Application Lessons	5. After new content has been presented, students generate and defend claims through knowledge application tasks.
	Strategies That Appear in All Types of Lessons	6. Students continually integrate new knowledge with old knowledge and revise their understanding accordingly.
CONTEXT	Engagement	7. Students are paying attention, energized, intrigued, and inspired.
	Rules and Procedures	8. Students understand and follow rules and procedures.
	Relationships	9. Students feel welcome, accepted, and valued.
	Communicating High Expectations	10. Typically reluctant students feel valued and do not hesitate to interact with the teacher or their peers.