THE Innovation Framework

2.15.17

Academic Systems

Academic Systems

Strategy Statement: In order to maximize student growth and achievement, THE will continually build instructional and leadership capacity as well as increase learning time by:

Engaging the Boettcher teacher residency program

Implementing Mentor Model Teacher Leader (MMTL) practices

Expanding the school day

Expanding the school year

Collaboratively planning for data-driven instruction

4 Tiers

Serve in Building	Job Embedded Masters Programs	Mentors	Teacher Leader/ Mentor/Model
Committees Leadership teams	Salary Steps Loan Forgiveness Partnerships: Boettcher-adaptive leadership Grand Canyon University University of Phoenix	Boettcher Residents Induction/Newly hired teachers	Modeled classroom & coaching format Lead implementation of Data-Driven Instruction Lead observation/feedback cycles

Boettcher Program: What?

Big Idea: THE will partner with the Boettcher Teacher Residency to place residents with a mentor teacher in the classroom. Mentor teachers will provide year-long co-teaching to build instructional and classroom management skills and cultivate best teaching practices. Prepare teachers to take over their own classroom and succeed in the teaching profession.

Objectives:

Collaborate with Boettcher to match residents and pair with qualified mentors

Vet mentors via intensive selection process, including interview and classroom observation

Engage ongoing observation and feedback cycles

Gradually release teaching responsibilities from mentor to resident during school year

Provide extensive, ongoing professional learning

Boettcher Program: Why?

Why have you decided to include this innovation in your plan? What data and research support your case?

Research shows that when a new teacher integrates his/her university experiences and affiliations with that of the school, it increases the likelihood of remaining in both the school and the profession. Likewise, when new teachers perceive their school as "well-functioning", the likelihood of them staying at that school increases. Collegial relationships with faculty combined with a more experienced teaching force are instrumental in a new teacher's decision to remain, because the professional culture fosters opportunities for further growth and development (Thompson et al., 2013; Jackson & Elias, 2009)

Boettcher Program: When?

When will implementation take place? What is the year by year roll-out timeline to reach the 3-year vision?

Year 1: 1-4 residents and mentor teachers co-teach. Mentors receive monthly targeted professional development. Establish teacher leadership pipeline for mentors via the Adaptive Leader Program.

Year 2: 7+ residents and mentors co-teach. Continue building hiring pool of Boettcher residents. Partner with institute of higher education to serve as a satellite teaching and classroom visit site.

Year 3: Maintain partnerships and programming at Year 2 levels. Continue building hiring pool of Boettcher residents. Evaluate talent pipeline implementation and make program adjustments as necessary.

Boettcher Program: How?

For the innovation to be successful, how will conditions need to change?

Establish a clear pathway to teacher leadership and model for distributed leadership

Differentiate onboarding and professional development and create/modify teacher support structures

Maintain partnership with Boettcher Teacher Residency

Communicate with parents to foster support for program

Boettcher Program: Who?

How do students benefit in the short-term and long-term?

Decreased student:teacher ratios enable more individualized attention

Receive more targeted instruction

Form stronger, lasting relationships with teachers

Increased student growth and achievement

How do adults benefit in the short-term and long-term?

Enhanced instructional capacity of resident and mentor teachers

More collaboration among colleagues

Mentor Model Teacher Leader (MMTL): What?

Big Idea: THE will create opportunities for teachers to take on leadership positions without leaving the classroom or sacrificing contact time with students. THE will also implement a distributed leadership model, in which the principal becomes a leader of leaders, or small groups of teachers headed by teacher leaders.

Objectives:

Provide job-embedded professional development to lead teachers

Cultivate 2 lead teachers that support 2 grade levels through a modeled classroom and coaching format.

Empower lead teachers to facilitate implementation of data-driven instruction and observation/feedback cycles

Participate in the evaluation process for teachers

Provide stipends to lead teachers

MMTL: Why?

Why have you decided to include this innovation in your plan? What data and research support your case?

In MMTL roles, great teachers choose to extend their reach to more students, without increasing instructional group sizes. These teachers and their teams can gain time for planning, collaboration, and on-the-job development, take accountability for more students, and earn more, within budget. Extending the reach of excellent teachers creates a virtuous cycle in which all teachers and students excel, within a financially sustainable model (Public Impact, 2016).

MMTL: When?

When will implementation take place? What is the year by year roll-out timeline to reach the 3-year vision?

Year 1: Formalize action plan for MMTL and distributed leadership, including vision, goals, defined roles, and recruitment and selection processes. Select first cohort of MMTLs. Provide professional development on instructional excellence and leadership.

Year 2: Implement MMTL in 1-2 partner grade bands. Provide continuous professional development and coaching for MMTLs. Conduct ongoing monitoring and program adjustments, as necessary, of MMTL model.

Year 3: Continued monitoring, evaluation and refinement of MMTL model. Broaden implementation of models across grade levels, ELD and SPED.

MMTL: How?

For the innovation to be successful, how will conditions need to change?

Establish structures for selecting and training mentor teachers

Adjust contract requirements and compensation structures to accommodate mentors

Develop a cadre of highly qualified mentor teachers

Gain autonomy to:

Define school day and year

Modify teacher evaluation system to allow teacher-led evaluations

Perform reductions in force, as necessary, to hire aspiring leaders

MMTL: Who?

How do students benefit in the short-term and long-term?

Decreased student:teacher ratios enable more individualized attention

Receive more targeted instruction

Form stronger, lasting relationships with teachers

Increased student growth and achievement

How do adults benefit in the short-term and long-term?

Enhanced instructional capacity of resident and mentor teachers

More collaboration among colleagues

Expanded day: What?

Big Idea: THE expanded its school day in SY16-17 and restructured its schedule in order to devote more time to its school-wide instructional focus of literacy.

Objectives:

Expand the school day by 45 minutes

Engage students in a minimum of 180 minutes of daily literacy instruction

Ensure that all students have uninterrupted, daily access to explicit, targeted instructional strategies

Based on this year's schedule, Thornton students will receive an additional 116 session hours in comparison to district required session hours

Maximizes 90 minute collaborative plan for grade levels

Expanded day: Why?

Why have you decided to include this innovation in your plan? What data and research support your case?

In a parent survey conducted in October of the 2016 school year:

91% of parents stated that the start time of 8:20 a.m. positively impacted student learning.

95% indicated that their students benefited from the increased focus on Literacy.

Research shows that:

Increased learning time promoted student achievement in mathematics and literacy when instruction was led by a certified teacher and when teachers used a traditional instructional style

Increased learning time improved literacy outcomes for students performing below standards.

Expanded day: When?

When will implementation take place? What is the year by year roll-out timeline to reach the 3-year vision?

Year 1: Continue to gather teacher and community input on current expanded calendar. Consider expanding learning time through alternative calendars.

Year 2: Continue to evaluate current calendar, consider alternative calendars that provide expanded learning time, and engaging teachers and community.

Year 3: Continue to evaluate current calendar, consider alternative calendars that provide expanded learning time, and engaging teachers and community.

Expanded day: How?

For the innovation to be successful, how will conditions need to change?

Waivers around scheduling and student contact time

Effective, targeted literacy instruction during extended learning time

Maintain parent and staff support

Ensure adequate planning time and support for teachers

Expanded day: Who?

How do students benefit in the short-term and long-term?

Receive targeted instruction to meet individual needs

      Multi-aged bands based on language proficiency levels

Increased growth and achievement, especially in literacy

More students perform at grade level, increasing their confidence and motivation in school

How do adults benefit in the short-term and long-term?

Additional opportunities to accelerate and catch up students

Improved support for literacy instruction

Expanded year: What?

Big Idea: Develop a more responsive, efficient and stable calendar that minimizes the trade-offs between professional development and instructional time.

Objectives:

More time for new teacher orientation and onboarding at beginning of the school year

More time for teacher professional development during the school year

More time to analyze data and plan for upcoming year at end of the school year

More instructional time with students during the school year

Expanded year: Why?

Why have you decided to include this innovation in your plan? What data and research support your case?

Students will have more consistent learning time

Teachers will have more time for professional development and collaborative, data-driven instructional planning

Students will spend less time with substitute teachers

Expanded year: When?

When will implementation take place? What is the year by year roll-out timeline to reach the 3-year vision?

Year 1: Continue with additional professional development days prior to the school year. Explore adding professional development days to the end of the school year. Consider alternative calendars for students to increase learning time. Engage teachers and community regarding calendar options.

Year 2: Continue with additional professional development days prior to and at the end of the school year. Evaluate an alternative calendar for students learning time. Engage teachers and community regarding calendar options.

Year 3: Review and adjust, based on feedback and evidence.

Expanded year: How?

For the innovation to be successful, how will conditions need to change?

Waiver from district calendar and collective bargaining agreement

Cultivate and maintain staff and family support

Expanded year: Who?

How do students benefit in the short-term and long-term?

Stronger relationships with teachers

Increased engagement in the classroom

Higher quality instruction that is differentiated based on student need

Increased growth and achievement

How do adults benefit in the short-term and long-term?

Increased collaboration among colleagues

More time to learn and practice new instructional strategies

Collaborative Planning: What?

Big Idea: Efficient and effective collaboration meetings resulting in clearly defined deliverables that support the growth and achievement of students.

Objectives:

Engage all teachers in constant teaching and learning cycles

Implement data-driven instruction protocol

Leverage observation and feedback cycles to improve capacity for effective instructional planning

Provide job embedded professional development

Collaborative Planning: Why?

Why have you decided to include this innovation in your plan? What data and research support your case?

Research suggests the use of collaborative planning time to be a high leverage action for increasing student achievement. Collaboration builds a culture where all teachers take responsibility for the learning of all students.

Collaborative Planning: When?

When will implementation take place? What is the year by year roll-out timeline to reach the 3-year vision?

Year 1: Continue to provide collaborative planning time 225 minutes per wk. Increase frequency and efficiency of DDI protocol of reading, writing, and math.

Year 2: Weekly Data meetings to analyze data across all content areas.

Year 3: Continue to analyze and adjust effectiveness and efficiency of collaborative planning time and need for more time.

Collaborative Planning: How?

For the innovation to be successful, how will conditions need to change?

Teachers will commit to planning as a team with coaching 225 minutes per week. Collaborative planning norms and protocols will be used to establish consistent, effective, and efficient working standards. The DDI protocol will be used to analyze student work, identify gaps in learning and develop plans for reteaching standards. Adjustment of the master schedule to provide 90 minute planning blocks for classroom teachers.

Collaborative Planning: Who?

How do students benefit in the short-term and long-term?

The students benefit through more targeted and differentiated instruction. Student growth and achievement will continue to rise. All students receive rigorous instruction consistent among all grade level classrooms.

How do adults benefit in the short-term and long-term?

Through the use of collaborative planning, teachers are able to identify students areas of strength and need in order to target instruction more effectively. Planning time is used more efficiently, teachers improve their pedagogy and instructional practices which can decrease teacher attrition.

Culture of Performance

Culture of Performance

Strategy Statement: In order to create a safe, positive, rigorous and responsive learning environment , THE will continue to build structures and systems to meet the academic and social-emotional needs of its diverse student population.

Objectives:

Establish a positive school culture that supports all students' growth and achievement

Provide multiple enrichment options to students

Continually and meaningfully engage stakeholders

Positive culture & MTSS: What?

Big Idea: Foster a school culture that is culturally-responsive and addresses the cognitive, affective and behavioral needs of each student.

Objectives:

Maintain high expectations and consistent routines for student behavior and achievement

Provide a layered continuum of evidence-based student supports

Engage students through prevention and intervention strategies based social-emotional learning

Create a community where all students and staff are valued

Positive culture & MTSS: Why?

Why have you decided to include this innovation in your plan? What data and research support your case?

"A Multi-Tiered System of Supports (MTSS) is a prevention-based framework of team-driven, data-based problem solving for improving the outcomes of every student through family, school, and community partnering and a layered continuum of evidence-based practices applied at the classroom, school, district, region, and state level (Colorado Department of Education, 2016)." Thornton Elementary has been working to implement MTSS the ensure all students receive behavioral and academic supports that are "culturally responsive, matched to need, and developmentally appropriate through layers of increased intensity. " (CDE, 2016)

Positive culture & MTSS: When?

When will implementation take place? What is the year by year roll-out timeline to reach the 3-year vision?

Year 1: Continue implementation of MTSS. Analyze school culture rubric. Adjust schoolwide routines annually on the basis of student data. Continue to analyze and adjust the Response to Intervention process and procedures to improve outcomes for students not meeting grade level expectations.

Year 2: Analyze school culture rubric. Adjust schoolwide routines annually on the basis of student data. Continue to evaluate the effectiveness of teacher data analysis and systems of supports.

Year 3: Analyze school culture rubric. Adjust schoolwide routines annually on the basis of student data. Continue to evaluate the effectiveness of teacher data analysis and systems of supports.

Positive culture & MTSS: How?

For the innovation to be successful, how will conditions need to change?

Effective onboarding of teachers to produce strong consistent, core instruction

Professional learning opportunities around behavior, social-emotional learning, data analysis and targeted instruction

Create systems that monitoring students' response to intervention and is responsive to student needs.

School wide belief system in strong first best instruction and meeting the needs of all students. Teachers take responsibility for the learning of all students.

School wide community meetings to recognize and celebrate student and staff achievements

Positive culture & MTSS: Who?

How do students benefit in the short-term and long-term?

Increased engagement in the classroom

Fewer disruptions to learning time due to behavioral issues

Differentiated instruction and intervention based on individual need

Sense of belonging to the school community and as a result feel safe and secure in the environment

How do adults benefit in the short-term and long-term?

Improved classroom management

Increased self-efficacy

Enrichment: What?

Big Idea: THE piloted a weekly enrichment period in SY 16-17 to accelerate student learning and expose students to a variety of subjects, interests and activities.

Objectives:

Form community partnerships to expand and sustain enrichment offerings

Empower students to choose subjects and activities according to their interests

Utilize volunteers to teach enrichment periods

Improve daily attendance through high student and family engagement

Enrichment: Why?

Why have you decided to include this innovation in your plan? What data and research support your case?

Varied learning experiences enable students to develop Multiple intelligences (Gardner)

In a parent survey conducted at the end of the 2015-16 school year, 95% of parents stated that their students have enjoyed the addition of "Enrichment" learning opportunities this year.

Enrichment: When?

When will implementation take place? What is the year by year roll-out timeline to reach the 3-year vision?

Year 1: Continue implementation of weekly enrichment period. Allow student choice of enrichment options based on interests. Expand enrichment time. Use enrichment opportunities to motivate and increase student attendance.

Year 2: Continue implementation of expanded enrichment period. Utilize parent and community volunteers to provide enrichment opportunities. Ongoing monitoring and program adjustments, as necessary.

Year 3: Continue implementation and monitoring.

Enrichment: How?

For the innovation to be successful, how will conditions need to change?

Cultivate a consistent pool of qualified volunteers

Relieve teachers of enrichment duties

Increase amount of time available for activities (e.g. longer school day, longer sessions than 6 weeks)

Build sustainable community partnerships

Repurpose existing funds and seek new funds

Enrichment: Who?

How do students benefit in the short-term and long-term?

Stronger relationships with teachers

Build background knowledge for and connections to academic content

Increased motivation for learning

Exposure to different content

Develop and pursue personal interests through a variety subjects/activities

How do adults benefit in the short-term and long-term?

Stronger relationships with students

Stakeholder engagement: What?

Big Idea: Facilitate the active participation of parents and the community in improving student learning outcomes.

Objectives:

Increase parents' and families' capacity to support their children academically

Continuously solicit parent input and feedback regarding school improvement efforts

Collaborate with the district to develop partnerships with area universities and local businesses

Stakeholder engagement: Why?

Why have you decided to include this innovation in your plan? What data and research support your case?

Strong partnerships between schools and families foster positive attitudes toward school and activities that support academics at home

Developing partnerships with universities allows us priority access to prospective candidates, teacher residents and access to professional development

Stakeholder engagement: When?

When will implementation take place? What is the year by year roll-out timeline to reach the 3-year vision?

Year 1: Parents and teachers collaborate to set literacy goals and provide academic support at home. Develop a parent mentoring program. Continue building THE community through parent input, feedback, and enrichment support.

Year 2: Parents and teachers collaborate to set all academic goals for students. Parent liaisons support teachers. Evaluate and adjust engagement strategies based on parent feedback.

Year 3: Review and adjust, based on evidence and feedback.

Stakeholder engagement: How?

For the innovation to be successful, how will conditions need to change?

Maintain and expand opportunities for parents to become involved in school activities and their child's academics

Develop a plan for cultivating parent mentors

Build strong partnerships with community-based organizations

Stakeholder engagement: Who?

How do students benefit in the short-term and long-term?

Positive reinforcement for academic and behavioral standards at home

Increased growth and achievement

How do adults benefit in the short-term and long-term?

Parents participate in improving student learning outcomes

Strong connections and relationships between families, school and community

Teachers are supported in the classroom

Talent Management

Talent Management

Strategy Statement: In order to provide a high quality educational experience to every student , THE will recruit, retain and develop an exceptional staff.

Objectives:

Conduct rigorous recruitment and hiring processes

Provide ongoing, targeted professional development

Improve staff retention

Engage constant observation and feedback cycles

Align compensation structures with school needs and innovations

Recruitment and hiring: What?

Big Idea: Recruit and hire only staff who are called to serve culturally and economically diverse populations. Staff that understand and fit the unique culture at Thornton Elementary. Create responsive staffing policies that enable THE to do what's best for kids. Ensure salary portability for candidates new to THE.

Objectives:

Establish strong, stable hiring pool of Boettcher teacher residents

Conduct strategic and targeted recruiting of high-quality teaching candidates

Implement a more rigorous and selective hiring process

Recruitment and hiring: Why?

Why have you decided to include this innovation in your plan? What data and research support your case?

Half of novice teachers nationwide leave their schools or the profession within their first five years of teaching. This high turnover has serious consequences for schools. High turnover reduces student achievement and thus overall school performance. Turnover also undercuts the instructional capacity of the school, due to overreliance on inexperienced teachers to meet students' academic and social-emotional needs (Smith & Ingersol, 2004; Raue & Gray, 2015; Papay, West, Fullerton, & Kane, 2012)

Recruitment and hiring: When?

When will implementation take place? What is the year by year roll-out timeline to reach the 3-year vision?

Year 1: Send school representatives to local job fairs. Formalize a school marketing plan. Conduct classroom observations of potential recruits. Interview only those candidates with positive pre-references.

Year 2: Utilize in-house hiring pool via Boettcher Teacher Residency program. Collaborate with local institutes of higher education to create local talent pipelines. Send representatives to in- and out-of-state job fairs. Provide incentives to existing staff to recruit new, highly-qualified teachers. Develop hiring rubric for desired competencies and indicators.

Year 3: Review and adjust, based on evidence and feedback.

Recruitment and hiring: How?

For the innovation to be successful, how will conditions need to change?

Flexibility to ensure salary portability for experienced teaching candidates

Flexibility to depart from district-guided hiring policies and to reject placements that are not good fits for THE

Consistent, effective onboarding for new hires to ensure growth and retention of new teachers

Sustain positive, attractive professional culture

Recruitment and hiring: Who?

How do students benefit in the short-term and long-term?

Students taught by high-quality staff that remains at the school long-term.

Build, sustain and deepen relationships with teachers

Increase growth and achievement

How do adults benefit in the short-term and long-term?

Strong professional culture that is attractive to new candidates and encourage existing teachers to stay at school

Increased teacher retention

More collaboration and mutual professional support

Professional development: What?

Big Idea: to support and build capacity in all teachers by providing ongoing, relevant, high quality professional development in order to continue to improve and strengthen their teaching practice.

Objectives:

Deploy an Orientation Team to onboard new teachers

Facilitate professional collaboration among teachers

Deliver professional development that is differentiated (and based on needs)

Provide professional development before school starts in order to increase instructional time and quality at the start of the year

Professional development: Why?

Why have you decided to include this innovation in your plan? What data and research support your case?

We strive to provide high quality, relevant professional development in order to support growth and development of all teachers. Our professional development will be focused on the skills educators need in order to ensure student achievement. According to Mizell, "Even experienced teachers confront great challenges each year, including changes in subject content, new instructional methods, advances in technology, changed laws and procedures, and student learning needs. Educators who do not experience effective professional development do not improve their skills, and student learning suffers" (Mizell, 2010).

Professional development: When?

When will implementation take place? What is the year by year roll-out timeline to reach the 3-year vision?

Year 1: Additional teacher work days dedicated to professional development on the calendar

Year 2: Implementation of orientation teams to support new teachers. Continuation of professional collaboration to support all teachers.

Year 3: Teacher leaders providing grade level professional development throughout collaboration meetings

Professional development: How?

For the innovation to be successful, how will conditions need to change?

- Additional teacher work days prior to school starting and at the end of the year in order to provide professional development.

- Implementation of teacher leader program

- Develop orientation team to meet the identified needs of new teachers.

- Create structures and routines for the orientation team

- Create professional collaboration opportunities to establish structures and routines

- bb embedded professional development opportunities

Professional development: Who?

How do students benefit in the short-term and long-term?

Increased student achievement

High quality instruction

How do adults benefit in the short-term and long-term?

Consistent access to opportunities for professional growth

Increase opportunities for professional learning that is relevant to the individual, team or school need

Teachers gain a deeper understanding of how students learn and improve their own knowledge of curriculum and instruction

Observation and feedback: What?

Big Idea: Conduct ongoing, structured observation and feedback cycles to support classroom instruction and create a more holistic teacher evaluation system.

Objectives:

Establish expectations for observation/feedback process and outcomes

Leverage MMTL/distributed leadership model to increase the reach and efficiency of observation and feedback

Increase frequency of observation and feedback cycles

Frequently and publicly recognize excellent instruction

Observation and feedback: Why?

Why have you decided to include this innovation in your plan? What data and research support your case?

During early implementation, 83% of THE teachers reported that observation/feedback cycles improved their instructional practice

Observation and feedback: When?

When will implementation take place? What is the year by year roll-out timeline to reach the 3-year vision?

Year 1: Expand observation and feedback cycles to math instruction. Differentiate feedback based on performance levels.

Year 2: MMTLs conduct observation and feedback.

Year 3: Review and adjust, based on evidence and feedback.

Observation and feedback: How?

For the innovation to be successful, how will conditions need to change?

Flexibility to videotape observations and use as examples of excellent instruction

More frequent observation opportunities with bite-size feedback to staff

Observation and feedback: Who?

How do students benefit in the short-term and long-term?

Instruction is responsive to individual and classroom-wide needs

High-quality instruction in every classroom

How do adults benefit in the short-term and long-term?

Teachers make timely, responsive adjustments to instructional practice

Cultivate teacher leadership

Improve collaboration among teachers and between administration and staff

Compensation: What?

Big Idea: Develop a compensation structure that aligns with school needs and innovations. Use this structure to recruit and incentivize staff members and retain those who are called to serve culturally and economically diverse populations.

Objectives:

Decrease turnover of staff in order to reduce the cost of hiring and training new staff

Encourage and support professional growth

Leverage the district's Strategic Compensation system to provide incentives to teachers who fill hard-to-staff positions

Provide incentives/stipends to teachers who take on teacher leadership, mentorship roles and responsibilities

Ensure portability for candidates new to THE

Compensation: Why?

Why have you decided to include this innovation in your plan? What data and research support your case?

Some school staff positions are deemed "hard to fill" by the school district because of the historic difficulty of hiring qualified persons for those positions. Providing incentives, e.g., in the form of hiring bonuses helps to attract more candidates who are highly qualified for the position. Similarly, stipends will help to incentivize teachers to become teacher leaders and mentors, enabling the school to implement its MMTL and distributed leadership model.

Compensation: When?

When will implementation take place? What is the year by year roll-out timeline to reach the 3-year vision?

Year 0: Review research around best practices around Strategic Compensation.

Year 1: in conjunction with the Human Resources Department and the Strategic Compensation committee develop and implement a specific compensation package for Thornton Elementary.

Compensation: How?

For the innovation to be successful, how will conditions need to change?

Waiver from Article 12 of the collective bargaining agreement, governing the use of co-curricular funds

Working partnership with district administration to leverage the Strategic Compensation system

Compensation: Who?

How do students benefit in the short-term and long-term?

Stronger, longer lasting relationships with teachers

High-quality instruction in every classroom

Increase achievement and growth

Narrower achievement gaps

How do adults benefit in the short-term and long-term?

Stronger, longer lasting relationships with colleagues

More collaboration among staff

Budget and Operations

Budget and Operations

Strategy Statement:

In order to facilitate the school mission and vision, THE will identify systems and structures to access and align all available school budgets to maximize resources.

Support the academic and social emotional needs of students through hiring of staff

Utilize funds to expand learning time and opportunities for staff and students

Coordinate the development of partnerships between the school and district as well as external stakeholders

Analyze the impact of differentiated budget decisions related to student outcomes

Strategic Compensation

Big Idea: Develop a compensation structure that aligns with school needs and innovations. Use this structure to recruit and incentivize staff members and retain those who are called to serve culturally and economically diverse populations.

Objectives:

Decrease turnover of staff in order to reduce the cost of hiring and training new staff

Encourage and support professional growth

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Thornton Elementary School

Staff and Operating Needs in Addition to SBB Allocation

	Projected Number Students	Projected FTE Allocations	Estimated Costs	Notes
Class and Program Staffing				
Total Certified Staff		16.5	$ 1,326,567	
Admin/Office Staff				
Total Admin/Office Staff		4.0	357,493	
Classified Staff				
Total Classified Staff		1.41	49,709	Media Clerk, Paras, Health Aide
Required Operating Expenses				
Materials & Supplies-Classrooms	328 x $48.00		$ 15,744	Classroom/Specials/Media materials and supplies
Materials & Supplies-School Wide	328 x $67.00		$ 21,976	PD, Curriculum resources, printing, Systems/Structures support, Tech. resources, Book room
Total Required Operating Expenses			$ 37,720	
Total			$ 1,771,489	
Title I / District Grant Funding				
Total Title I/District Grand Funding		6.8	$ 509,617	Support staff (Interventionist, Coaches, Language Teachers, Counselor, Kinder Teachers, Family Liason
SPED Funding				
Total SPED Funding		5.6	$ 448,519	SPED Staffing (Teachers, SW, Para, Health Aide
Other Funding				
CDE Turnaround Grant Allocation (Final Year)			$50,000	Professional Development, materials, substitutes connected to UIP and Innovation Plan goals

District Partnership

District Partnership

Strategy Statement:

In order to ensure a successful implementation of the Innovation Plan and a continued upward trajectory at THE, it is essential for the district to remain engaged as an active partner.

- Provide THE with differentiated resources to support continued growth and increased **academic achievement**

- Engage in continual creative thinking and problem-solving to maximize the use of people, time and money

- Provide alternative opportunities outside of the school day for required teacher trainings to maximize teacher time in the classroom