



**2022-2023**

# **Creativity Challenge Community**

## **Innovation Plan Application**

**August-October 2022**

Lead writers:

2021-2022 parent representatives: Paula Adamo, Rebecca Grant Zarret, Paige Wigginton

2022-2023 parent representatives: Jamie Gulick, Adriane Koch, Sarah McLaughlin

C3 teachers and leaders: Lisa Iverson (upper grades rep), Susan Chamberlain (literacy intervention/STL), JH Sava (TACT rep), Sara Fornberg (lower grades rep), Laura Datz (DCTA rep), Ashley Bromstrup (TAC rep), Jenn Rix (GT/creativity specialist).

AJ Keglovits (assistant principal), Brent Applebaum (principal)

With engagement and approval from C3 community members, full staff and families

Revised July 2022

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## Letter to your School Community

(to be sent after receiving final edits for final draft)

Dear C3 Community,

Typically, every three years, an innovation school must go through a review to continue as an innovation school. This process was delayed, due to COVID. This year, we have been working on our Innovation review, shared progress and sought feedback from our staff and community. In our continued effort to ensure that our whole community is engaged in the process and has access to the plan before we conduct our staff vote mid-February. Below we highlight how we use innovation to better serve students, families and staff.

### **Why Innovation?**

As an Innovation School, Creativity Challenge Community (C3) exercises additional and appropriate freedom to control our educational program, budget, staff, time and incentives to ensure that we remain one of the highest achieving schools in DPS. Innovation Status has empowered us as a school community and enabled us to consistently have high growth scores in all subjects for all subgroups of students over the past several years as well as supported C3 in being a green school on the DPS School Performance Framework (SPF). We are proud of our work and our achievements for all students, and we believe that being an Innovation School is critical to our continued success.

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Innovation Status allows us to have flexibility over our instructional program and assessment decisions. This enables us to fine tune our practices to meet the diverse needs of our students. We have the ability to implement professional development that is targeted and specific to what our teachers need. Through this flexibility, we are better able to serve our students while keeping teachers and leaders sustained in the profession of education.

Outside of instructional practices, we also change our schedule and school calendar to better align with our instructional cycles and community partnership programming, honoring and supporting teacher's time. We have the flexibility to provide stipends and extra pay for additional work should we deem necessary. The flexibility granted to C3 in this important area as an Innovation School has made our success possible.

Thank you for your continued support. Should you have any questions regarding Innovation or C3 specifically please don't hesitate to reach out.

Brent Applebaum and AJ Keglovits

[C3 Innovation Plan to be linked here.](#)

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Community Letter 1 (Sent September 4, 2022)

Innovation Accountability Team (IAT) Information From Rebecca Grant Zarret

C3 Community,

The purpose and scope of the Innovation Accountability Team is to provide strategic direction and ensure fidelity of implementation of C3's Innovation Plan. This year, both our school and our Innovation Zone, the Luminary Learning Network (LLN), are going through the renewal process. Renewal is a periodic process in which schools have the opportunity to work as a community to revise their plans. It provides a strategic roadmap with SMART goals that holds C3's staff and leaders accountable to reach our goals. It also allows for a collaborative effort to determine what flexibilities are needed to ensure our staff and students can achieve these goals to help provide the best learning environment possible and help both C3 and DPS be incredible organizations. In mid-January, all DCTA covered staff members will have the vote in a secret ballot on both the school and zone innovation plans.

Additionally, our IAT and the administration will hold consent votes.

This year, there are 3 ways to get involved with the Innovation Accountability Team (IAT):

1. Be on the IAT (nominate yourself or someone else if you are interested and can make the commitment – see ballot). Please see the nomination form in this week's Chatter or get one from the front office. Nominations are due at 12:00pm on Friday, September 9th. Bios and candidates will go out September 11th and voting occurs through 4:00pm on October 15th. Announcements of the new members will be shared on the October 18th Chatter. Our new IAT members will be participating on our Innovation writing day on September 20th and the following dates outlined below.

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1. Nomination Form linked [here](#).
  2. Participate in the community engagement activities listed in the timeline below.
  3. Be part of the C3 Innovation Plan Renewal Writing Team, meeting the following requirements:

We will form a writing team, which will be composed of the Innovation Accountability Team, C3 Teacher Advisory Council members, C3's DCTA Representative and any additional staff and/or community members that are able to meet the participation requirements as follows:

- Available to attend **all** meetings
  - To keep integrity around the writing process, attendance at all working meetings.
  - Innovation Renewal Working Meeting Dates:
    - **September 6th** Innovation Renewal Work Meeting 8:30-10:30am
    - **September 20th** Innovation Renewal Work Meeting 12:00-3:45pm
    - **October 3rd** Innovation Renewal Work Meeting 8:30-3:45pm
    - **October 10th** Innovation Renewal Work Meeting 8:30-10:30am
    - **October 17th** Innovation Renewal Work Meeting 8:30-10:30am (formatting meeting)\*attendance not required

The writing team will follow a process of drafting the plan and then determining necessary flexibilities. All staff members should expect regular email and meeting updates from the team, along with an all-staff engagement and update meeting (9/27) and a meeting to share the final review of the draft on October 20th. The final draft should be ready by the end of October.

Of course, it is important that all stakeholders, not just those on the writing team, have the opportunity to provide input on the plan. In order to facilitate this, the IAT has planned the following:

See schedule and timeline [here](#).

\*Luminary Learning Network staff hold office hours at each school and attend IAT/staff/writing team meetings as requested by the school.

Additional community letters linked [here](#).

School leaders and TAC members engage with staff on zone renewal as requested.

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## Innovation Plan Narrative

School Mission, Vision, and Values

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### Mission - why we exist

Creativity Challenge Community (C3) fosters a learning environment that empowers students to think creatively, to solve problems, to learn in collaboration with local artistic, scientific and cultural partners, and to challenge and care for each other to our highest potential as leaders and learners. We emphasize independent learning in a collaborative setting to develop kind, courageous thinkers.

### Vision - what we want to be

Students, families, caregivers, educators, and all community partners work together to create a strong culture of kind, courageous thinkers. At Creativity Challenge Community (C3), every member of the community takes responsibility for their learning and contributes to the learning of others. We embody compassion to ourselves, to others, and advocate for our community. We think creatively, achieve at high levels, and embrace challenges. Our collaborative community is committed to culturally responsive practices and restorative approaches, ensuring all students are seen, heard and celebrated.

### Values - what's important to us

When we completed the values activity, we found values named by community members that continue to uphold the values outspoken in our school's name. This is a work in progress. Our community is changing. As our community is changing, our values evolve.

#### Creativity

Nature  
Health  
Humor  
Hope  
The Arts  
Open-mindedness  
Individuality

#### Challenge

Achievement  
Accountability  
Commitment  
Flexibility  
Freedom  
Fun  
Humility  
Knowledge

#### Community

Gratitude  
Integrity  
Engagement  
Equity  
Diversity  
Inclusivity  
Helping others  
Kindness  
Collaboration  
Connection

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Model/who are we serving:

Creativity Challenge Community (C3) opened in August 2012 as a new Innovation elementary school for Denver Public Schools. Over the last 10 years, we have grown from 90 students in first and second grade to 299 students in Kindergarten through 5th grade. Since we opened in August 2012, our Innovation status has supported our mission and vision which drives all aspects of our work from our students to our staff to our community. At C3, each member of the learning community strives to think creatively, achieves at high levels, embraces challenges, and works with our community of families and over 12 city-wide community partners.

C3 was created in 2012 as an additional school option to alleviate overcrowding in southeast Denver schools. C3 also continues to provide a less traditional option for students in the surrounding neighborhoods who have historically opted out of DPS for private schools. All students are enrolled through the DPS SchoolChoice lottery system with specific priorities. Our school priority list is as follows: staff children, siblings of current students, students in the neighborhood boundaries of Ellis, Cory, and Steele Elementary Schools, students in Denver who qualify for FRL, all other Denver residents, and then non-Denver residents. Our 2022-2023 student population is made up of over 13% FRL, 24% students of color, 5% Multilingual Learners, and 13% of our student population have IEPs (totaling 5000 minutes per week). C3's population is approximately 52% from the neighborhood priority zones, which include Cory, Ellis and Steele Elementary. C3 has 23 students (8%) enrolled from outside of Denver Public Schools.

Since inception, the goal has been to create a pipeline of students from C3 to Merrill Middle School and on to South High School. In 2022-2023, 58% of C3 fifth grade students continued on to Merrill Middle School for 6th grade.

C3 is and seeks to remain a proud member of the Luminary Learning Network, Denver's first innovation zone. The LLN is a diverse-by-design organization that was founded by educators, in service of educators. We remain committed to one critical common interest: achieving tangible academic and social-emotional success for all students as described in the LLN's Zone Renewal Plan and modeled through our [LLN Collective School Values](#). As an LLN school, we benefit from the continuity of working with consistent and like-minded peer groups which allows for deep relationship development and genuine support in alignment with our school's unique innovation plan.

## Classroom Models

C3's program follows two different classroom models. In grades 1 through 5, teachers utilize a "platooning" model. Instruction is divided by content where one grade-level teacher instructs literacy for and the other grade-level teacher instructs math and science. Social studies is taught at each grade level and grade level teams determine together how they will share that instructional content area. In Kindergarten, C3 uses the "stand-alone" model with one grade-level teacher in the classroom teaching all subjects. All students participate in art, music, physical education, curiosity crews, and community partnerships in order to address the development of the whole child. Knowledge, standards, and skills are brought in through thematic units as well as integrated into community partner work as much as possible. Factual knowledge is stressed but there is also a focus on accessing information with creative applications and developing critical thinking skills along with collaborative work structures. C3 is committed to the process of learning as well as the product.

We recognize there are diverse student needs, both above and below grade-level, so our teachers utilize learning theory models (visual, auditory, tactile, and kinesthetic), Integrated Content and Language Development (SERVE) strategies, and they consider learning differences when providing instruction. Various structures used include: direct whole-group, ability grouping, enrichment, individualization, and cooperative learning techniques. In addition, classroom instruction engages student learning through the emphasis on

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higher order thinking skills, student choice, investigations, creative/critical thinking, creativity development, compacting tiered instruction, and adjusted pacing. We have a full commitment to use multiple resources to enhance and serve student needs.

## Classroom Structure and Community

Our teachers provide a high degree of structure for overall classroom management. In addition, students use self-directed instruction with the teacher as a facilitator to complement the learning process.

C3 strives to build flexible classroom environments. In addition to traditional seating, we also utilize non-traditional and flexible seating options and furniture such as rocking chairs, standing desks, and collaborative workspaces, while maintaining the structure necessary to maximize student learning and enhance individual performance.

Student's social-emotional development and self-esteem are integral and are an interrelated function of the school. It is important to our teachers to build a sense of classroom community. The classroom is the primary community at C3. Our programming focuses on the whole child with support from our social-emotional curriculum and school psychologist, providing daily lessons on respect, kindness, navigating emotions, and compassion.

Our Innovation Plan relies on the waivers we are submitting to run our programming with fidelity and in alignment to our school's Mission and Vision, while also achieving at high levels to support Denver Public Schools Strategic Roadmap. Having the flexibility that we are requesting in this plan provides us the opportunity to work closely with our Community Partners, providing a school model that differs from a traditional school model. We believe that learning occurs best when it is authentic and connects the classroom experience with the world around us.

C3 has worked hard to create a shared Mission and Vision within our school community including our teachers, staff, students and families. Through this collaborative process emerged the profile of a school that pursues innovative educational ideas and opportunities, ensuring that a whole child approach is at the center of that work. An example of this innovative approach can be seen in our work to establish our Community Partners program. During partnerships, students spend one day a week at different organizations in the greater Denver Metro area. Each grade-level will have three to four partnerships a year that spans four to six weeks. Student experiences are then integrated into the classroom, providing project-based learning and interdisciplinary opportunities that bring learning to life. Our students are receiving a unique education that is challenging the status quo of traditional education. The real-world applicability gained through this experience has helped motivate our students and ignited their curiosity, which has led to C3 becoming one of the highest performing schools in Denver Public Schools (DPS). We are proud to have spearheaded this and other innovative efforts that have led to direct student gains and without our Innovation status would not have been possible.

Please see attached planning documents.

[UIP Link](#)

[Community Partner Handbook](#)

### Innovation Plan Goals

It is essential we have the flexibilities outlined in this renewal plan to allow us to execute on our Mission and Vision. As a result, our students will be able to achieve at high levels and reach their full potential while C3 maintains its "Performance" green status on the state SPF. These flexibilities provide an opportunity to support

what our students and teachers need directly. Having the opportunity to enhance our professional development opportunities creates specific learning that can be applied directly to C3 students, such as school-wide data digs each trimester. This might include learning such as Orton-Gillingham training to supplement the District’s new CKLA curriculum, or professional development on best culturally responsive practices focused on the whole-child and intentionally working towards our Black Excellence Plan. We strongly believe that differentiated professional development allows for us to directly impact our students' achievement and work toward meeting our school UIP outlined goals while maintaining our “Performance” status (green) on the state SPF framework.

Table 1. Innovation plan goals.

Performance Indicator/Other Assessment or Measure	Current/Baseline Performance	2022-2023 Goal	2023-2024	2024-2025*
Academic Achievement/K-5 easy CBM K-5 Bridges End of Unit Assessments 3-5 CMAS	Currently C3 is performing as Meeting/Exceeding expectations (green) on the School Performance Framework (SPF)	Innovation Plan Goals: By May 2023 C3 Will Meet or Exceed Expectations on SPF (Green). This will be evident through both Academic Achievement and MGP.	Innovation Plan Goals: By May 2024 C3 Will Meet or Exceed Expectations on SPF (Green). This will be evident through both Academic Achievement and MGP.	Innovation Plan Goals: By May 2025 C3 Will Meet or Exceed Expectations on SPF (Green). This will be evident through both Academic Achievement and MGP.
Disaggregated Achievement/K-5 easy CBM K-5 Bridges End of Unit Assessments 3-5 CMAS iStation Lexia	Currently, C3 is performing as meeting/exceeding expectations on the School Performance Framework. (Green SPF).	Innovation Plan Goals: By May 2023 C3 Will Meet or Exceed Expectations on SPF (Green). This will be evident through both Academic Achievement and MGP.	Innovation Plan Goals: By May 2024 C3 Will Meet or Exceed Expectations on SPF (Green). This will be evident through both Academic Achievement and MGP.	Innovation Plan Goals: By May 2025 C3 Will Meet or Exceed Expectations on SPF (Green). This will be evident through both Academic Achievement and MGP.
Academic Achievement/READ Act iStation Lexia 3-5 CMAS	Currently, C3 is performing as meeting/exceeding expectations on the School Performance	Innovation Plan Goals: By May 2023 C3 Will Meet or Exceed Expectations on SPF (Green). This will be	Innovation Plan Goals: By May 2024 C3 Will Meet or Exceed Expectations on SPF (Green). This will be	Innovation Plan Goals: By May 2025 C3 Will Meet or Exceed Expectations on SPF



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	Framework. (Green SPF)	evident through both Academic Achievement and MGP.	evident through both Academic Achievement and MGP.	(Green). This will be evident through both Academic Achievement and MGP.
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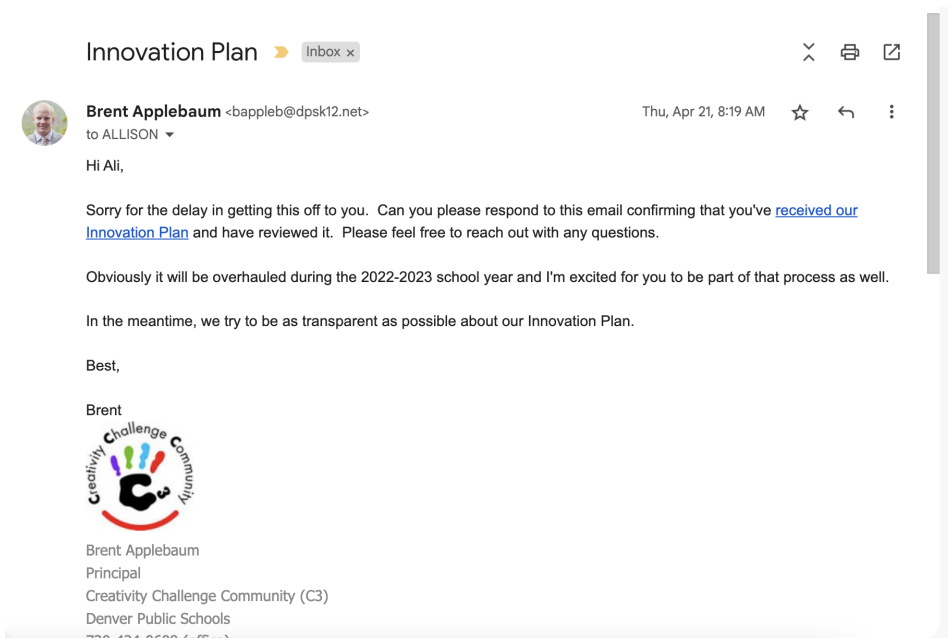
## Innovation Plan Onboarding

As we begin the hiring process in the spring, we start all interviews by sharing about C3, our model and pedagogical approach, and our Innovation Plan. Once we move through the process and recommend a candidate for hire, we send the candidate our Innovation Plan via email and ask them to review it and confirm that they understand our Innovation Plan (See example below).

When a position is officially offered, the principal states again that C3 is an innovation school within an innovation zone, explains our flexibilities and the direct impact on teachers/other staff, gives the candidate access to our plan, and gives the candidate an opportunity to ask questions and get clarification. As part of the onboarding process, teachers receive an offer email that they have to respond to that clearly states C3 is an innovation school within an innovation zone, and again giving them access to our flexibilities and plan.

Once our new staff member is onboarded from DPS, they begin to meet with our school's New Staff Ambassador. The New Staff Ambassador works with our new staff to discuss all things C3, outlined in our current Innovation Plan. This individual is well-versed in the plan and associated waivers and is on the School Leadership Team.

Our school dedicates a full day in August during staff professional learning to anchor into the strategies laid out in our Innovation Plan and to ensure we are utilizing our flexibilities well in support of our school's objectives. This includes our community partnership work, curiosity crews and Data Driven Instruction goals.



**A ALLISON KELLEY** <allison\_kelley@dpsk12.net> to me ▾ Fri, Apr 22, 5:44 AM ☆ ↶ ⋮

Good morning!

I reviewed the innovation plan, thank you for sending it out! I'm excited for this upcoming year. Thanks for everything! Happy Friday!

Alli

On Apr 21, 2022, at 8:19 AM, Brent Applebaum <bappleb@dpsk12.net> wrote:

...

You're welcome! Awesome! Same here!

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↶ Reply ↷ Forward

C3 has and would like to utilize a succession plan model to sustain a strong school leadership pipeline that continues well beyond an individual leader. At C3, our leaders are defined as a Senior Team Leads, Assistant Principal Partner, and Principal Partner. When hiring for one of these positions outlined above, we work closely with our school's IAT, hiring committee and the LLN Executive Director. Once a new leader has been identified, specifically for Assistant Principal and Principal positions, the LLN Executive Director will help coordinate the established process with Denver Public Schools Leadership Team, including the Superintendent to put forward the top candidate recommended by the C3's hiring committee, IAT and staff. Outlined in this process is the importance of growing strong leaders, ensuring C3 has a pipeline of leaders who understand both C3 and Innovation while continuing to provide the highest quality education possible for Denver Public Schools.

Innovation Plan Summary	Standards of Quality - Innovation Plan Narrative
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## Section I: Educational Program Flexibilities

In the table below, use each prompt<sup>1</sup> to describe in detail each of the school's requested existing educational programming flexibilities, making sure to address the Standards of Quality for that specific flexibility. If your school is not interested in a specific flexibility, please leave those rows blank.

Educational Program Flexibilities		
Flexibility Area	Detailed Flexibility and Rationale	Associated Waivers
Calendar	<b>Rationale</b>	DCTA CBA: <ul style="list-style-type: none"> <li>Article 1-7: Definition of "School Year"</li> <li>Article 8-1-1 - 8-1-5:</li> </ul>

<sup>1</sup> The application lists flexibilities that schools have previously used and may choose to use again. DPS Authorizing and Accountability encourage schools to only select flexibilities that support the school.

	<p>Creativity Challenge Community may utilize calendar flexibilities for several reasons.</p> <ol style="list-style-type: none"> <li>1. <u>Strategic Professional Development</u>: We exercise the flexibility to provide our own professional learning, which is augmented by the flexibility of being in an innovation zone. Each year, staff development days are selected in part based on the school priorities developed by the Partnership and codified in the Unified Improvement Plan. Additionally, this flexibility allows teachers and staff additional time to create meaningful units of study coupling standards based instruction and Community Partnerships, which provide hands-on learning opportunities with Denver organizations.</li> <li>2. <u>School Specific Needs</u>: We have worked with our staff and families to identify some variations from the district calendar that promote sustainable work loads. This currently includes extending each school day by 7 minutes in order to allow for additional professional development and teacher planning days beyond what the district provides. Staff reports back to work two days before DPS teachers which allows for one day of non-student contact/non-teacher workday to provide part of an October break, which is a time of the year when we have historically seen an increase in Personal Day requests. Additionally, the school leadership team has approved hosting Family Conferences over two evenings (4 hours each evening) in October, and extending the Fall Break by an additional day, giving staff a 4 day weekend during mid-October. This has allowed for staff to have a few days to recuperate and rejuvenate before heading into the months of November and December.</li> </ol> <p><b>Adjustments</b></p> <p>In our <u>current calendar</u> for SY 22/23, there are several adjustments as compared to the district calendar. We add 7 minutes to each school day in order to do the following (which are always built into our school calendar and communicated to the community when the calendar is released)</p> <ul style="list-style-type: none"> <li>● <u>Additional 7 minutes daily</u> reflected on the annual C3 School Calendar and Bell Times Allows us to do the following: <ul style="list-style-type: none"> <li>○ <u>Implement PL days and time off differently than the district calendar</u>: As noted above, we schedule different professional learning days based on our UIP and the unique programming offered at our school with Community Partnerships and Curiosity Crews. After analyzing teacher sick day and personal day trends, we determined significant benefit to strategically providing days off for teachers in the fall and mid-winter.</li> <li>○ <u>Enhanced summer planning and preparation</u>: We have always planned an additional two days of</li> </ul> </li> </ul>	<p>Contract Year</p> <p>State Statute:</p> <ul style="list-style-type: none"> <li>● 22-32-109(1)(n)(I): Schedule and Calendar</li> <li>● 22-32-109 (1)(n)(II)(A): Actual Hours of Teacher-Pupil Instruction and Contact</li> <li>● 22-32-109 (1)(n)(II)(B): School Calendar</li> <li>● 22-33-102(1) Definition of "Academic Year"</li> </ul>
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	<p>summer training for staff, allowing for time to introduce new staff to our unique programming along with providing staff additional self directed planning time.</p> <p>In the future, we may make other changes to the calendar based on feedback and school priorities using the process described below. Any additional minutes to our school day that go above and beyond the DCTA contracted hours will result in calendar days being comped for staff to align to the DCTA contract. C3 commits to following our start and end dates as well as winter break and spring break. The C3 community will be notified of the yearly calendar shortly after the DPS calendar has been released and approved.</p> <p><b>Work Days</b> The C3 calendar currently has teachers working <b>186</b> days (per calendar submitted to payroll), including <b>170</b> student contact days (per school calendar posted on the schools site) and <b>16</b> professional learning days (per calendar submitted to payroll, INCLUDING the centrally-offered professional learning days = 5 days).</p> <p><b>Process</b> The draft calendar is developed annually by the leadership team. The Principal and Assistant Principal work with district staff to ensure compliance with district calendar requirements and state minimum requirements for student contact. The calendar is brought to all staff at a staff meeting in late winter/early spring and then it is brought to the Innovation Accountability Team for approval. The calendar is finalized by the annual date communicated by district operations for planning needs, which typically is May 1.</p> <p><b>Supporting Families and Staff</b> We currently work with Discovery Link to provide childcare on days that we do not have school. In our weekly communication to families, we highlight when our school calendar varies from the district calendar.</p> <p>If staff need to attend professional development during a student contact day, we work to arrange coverage so they can attend.</p>	
<p>Schedule</p>	<p>Some examples of schedule flexibilities include:</p> <ul style="list-style-type: none"> <li>● Extending the workweek beyond 40 hours;</li> <li>● Changes to weekly teacher planning minutes;</li> <li>● Any changes to teacher class size or course load.</li> </ul> <p><b>Schedule Flexibilities Rationale and Adjustments:</b> Noted above, our instructional day is lengthened by 7 minutes. Our teacher planning time during the instructional day meets or exceeds the weekly minimum of 300 minutes weekly. (We currently exceed</p>	<p>DCTA CBA:</p> <ul style="list-style-type: none"> <li>● Article 1-7: Definition of "School Year"</li> <li>Article 8-2 - 8-10: Professional Standards</li> </ul> <p>State Statute:</p> <ul style="list-style-type: none"> <li>● 22-32-109(1)(n)(I): Schedule and Calendar</li> <li>● 22-32-109 (1)(n)(II)(A): Actual</li> </ul>

	<p>the minimum by 80 minutes monthly.) This schedule adjustment allows us to use these flexibilities to support teachers and students by allowing time instructionally for Curiosity Crews and Community Partners.</p> <p><b>Schedule Process:</b> A master schedule is developed each year by the School Leadership Team based on the agreed-upon calendar and the DCTA requirements. Multiple interactions will be developed until the schedule meets all the programmatic and professional requirements. The schedule will then be taken to the staff for final iterating and approval.</p> <p>All other aspects of Article 8 in the DCTA contract, besides those related to Forty (40) Hour Work Week, will be observed.</p>	<p>Hours of Teacher-Pupil Instruction and Contact</p> <ul style="list-style-type: none"> <li>• 22-32-109 (1)(n)(II)(B): School Calendar</li> <li>• 22-33-102(1) Definition of "Academic Year"</li> </ul>
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<p>Extra Duty Compensation</p>	<p>Describe how staff will be compensated for extra time worked or additional responsibilities/activities through a <a href="#">compensation philosophy</a>, including an overview of how the school will handle that compensation process (e.g. if extra hours worked will be submitted via True Pay, who will make that submission and on what timeframe?)</p> <p>C3 will follow the DCTA Compensation strategy. When staff work beyond their contracted hours for specific assignments, those hours will be tracked in True Pay. We currently require staff to ask for permission prior to extending hours beyond their contract as a fiscally responsible approach and to ensure extra hours are clearly communicated.</p> <p>C3 will have the flexibility to add staff to our TLC staff model. District TLC allocation is set for schools, based on their size across the District. C3 goes above the number of funded positions for Team Specialist, and would like the flexibility to do so with STL as well. C3 pays for these increased positions using our own budget and matches their stipend to that of the other funded specialist. C3 may seek to provide extra duty compensation for professional development, additional duties above and beyond job description, teachers assuming leadership roles, etc, which will support the school by additional adult learning for better instruction, developing adults to better serve kids, and providing much needed additional support for the safety of students, and allowing for the continuation of the effective distributive leadership model which speaks to the need for a sustainable work staff, who in turn are there on a consistent basis for our students. We will follow Article 28 of the DCTA contract to determine compensation.</p>	<p>District Policy:</p> <p>CBA:</p> <ul style="list-style-type: none"> <li>• DCTA - Article 28: Extra Duty Compensation</li> <li>• DFPNSE - Article 19: Compensation</li> </ul> <p>State Statute:</p> <ul style="list-style-type: none"> <li>• 22-32-109(1)(f): Local Board Duties Concerning Selection of Personnel and Pay</li> </ul>
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This is essential because we focus on creativity as a school. One of our team specialists focuses entirely on creativity leading our school's PD and coaching on the subject. As a result, this allows us to compensate them for their work.

Curriculum and Assessment

C3 utilizes district approved curricula and assessments, included in the tables below:

Curriculum Subject	Commercial Program Name
Mathematics	Bridges K-5
ELA Grades K-2	CKLA-Science of Reading
ELA Grades 3-5	EL Engage New York (ENY)
SEL K-5	Bullyproofing Your School, Empowering Education, Zones of Regulation Mosaic

Assessment Subject	Assessment Type
Math	Bridges Number Corner, Bridges End of Unit Assessments, easyCBM, CMAS
ELA	i-Station, EL ENY end of unit writing samples, CMAS, easyCBM
SEL	BESS Data

Using the assessments noted above, as well as daily, ongoing formative assessments in the classroom, we create data cycles that work with individual teachers to look at real time data and provide teachers, coaches and administrators with accurate and substantial data analysis. This data review happens biweekly and impacts instruction on an ongoing basis. In addition to CKLA, Heggerty and Expeditionary Learning, we enhance literacy instruction through full staff training in Orton Gillingham practices, which is a science-based literacy program. C3 teachers incorporate these practices into their daily small group instruction. These elementary literacy curricula meet and exceed the CDE's requirement for research based literacy instruction.

If we determine district-provided curricula are not meeting the needs of our students, we will seek further enhancement to our above selections

State Statute:

- 22-32-109(1)(t): Determine Educational Program and Prescribe Textbooks;
- 22-32-109(1): Adopt Content Standards and Plan for Implementation of Content Standards

	<p>through tailored research-based and data-driven methods based on the Science of Reading and inquire about district processes to be followed to implement that curricula.</p> <p>C3 will participate in the universal flexibilities process when selecting a new curriculum, and will follow the district approval process if seeking to implement a new curriculum outside of this process. If curriculum flexibility is not provided by DPS, C3 will retain flexibility to make changes to their curriculum in accordance with state and legal requirements.</p>	
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<p>Professional Learning</p>	<p>DPS offers 3 full days of central office facilitated PD (22-23 calendar). C3 Offers four additional professional development full days: August 11 &amp; 12, March 13th and May 1st (22-23 calendar). We propose to continue a similar PD schedule in future years.</p> <p>C3 highly values our partnership with DPS and the professional development opportunities it offers our staff. In addition, we would utilize the flexibility of the professional learning waiver (22-32-109(1)(t) and 22-32-109(1)(aa)) to provide our staff with additional professional development days in order to support our school's mission and vision. As reference, DPS had three full days of central office to facilitate professional learning during the 2022-2023 school year. C3 was able to offer four additional professional development full days on August 11 &amp; 12, March 13th and May 1st during the 2022-2023 school year.</p> <p>Some examples of focus areas for professional learning include (but are not limited to): Culturally Responsive Education, Data Driven Instruction, Orton Gillingham, Whole School Data Dig Days, Community Partnership learning, Social Emotional Learning, and Creativity. We are additionally utilizing the flexibility to have a team specialist focused on creativity and 21st century learning for our students.</p> <p>Although we participate in many of the offered PD days, we value the opportunity to have professional learning days that align specifically with identified needs within C3 classrooms in regard to instruction and student learning. This is why we will have the flexibility to not only increase our professional learning days throughout the year, but also supplement professional learning internally if that provides more beneficial learning to our staff and students.</p> <p>We have consistently participated in the following professional learning offered by the District in the following areas. DPS Teal Days, CKLA Training, CDE Science of Reading Training, Beyond</p>	<p>State Statute:</p> <ul style="list-style-type: none"> <li>● 22-32-109(1)(t): Determine Educational Program and Prescribe Textbooks;</li> <li>● 22-32-109(1): Adopt Content Standards and Plan for Implementation of Content Standards</li> </ul>
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	<p>Common Core (Specials Teachers) Teal Day Sessions, and all required DPS trainings such as Multilingual Education, Mandatory Reporter, CMAS training, etc.</p> <p>This flexibility is intertwined with our calendar and schedule flexibilities, as these waivers allow us to extend and tailor our approach and offerings for professional learning. Specifically our extended day of 7 minutes allows for the flexibility to schedule and plan additional days and times for professional learning throughout the year.</p> <p>C3 also participates in the Teacher Advisory Council (TAC) with all of the other LLN Schools. This provides for a shared approach to professional learning across the Zone. Zone wide professional development occurs two to three times a year and is an opportunity for teachers, leaders and staff to collaborate and interact. Additional in-service learning days have occurred in the past for lab classroom experiences. LLN leaders meet twice per month. These opportunities are focused on logistics from DPS as well as problems of practices, as well as building walk with focused feedback related to school goals. Finally, C3 also participates in an annual site review to provide constructive feedback using the SWAT analysis to improve school outcomes.</p> <p>School staff will still complete all training related to health, safety, and other legal compliance (including special education and Multilingual Education).</p>	
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## Section II: Teaching/Staffing Flexibilities

In the table below, use each prompt to describe in detail each of the school's requested existing teaching/staffing flexibilities, making sure to address the Standards of Quality for that specific flexibility. If your school is not interested in a specific flexibility, please leave those rows blank.

Teaching/Staffing Flexibilities		
Flexibility Area	Detailed Flexibility and Rationale	Associated Waivers
Recruitment	<p>Creativity Challenge Community seeks to retain the flexibility to begin the hiring process before the standard DPS process. This flexibility results in a larger candidate pool and the ability to hire earlier in the hiring process.</p>	<p>District Policy:</p> <ul style="list-style-type: none"> <li>GDF/GCF: Staff Recruitment/Hiring</li> </ul> <p>DCTA CBA:</p>

- In accordance with the Equal Pay for Equal Work Act, C3 will post vacancies when they become open. Each school year, the school will work with the district Human Resources office to determine system availability, procedures and timelines for staffing to ensure timely recruitment and posting for open positions through the district website.

Key Dates	Description
December	Reach out to DPS HR to set Personnel Committee training
December-January	Survey to declare teacher intention for next year due
December-January	Investigate district opportunities (hiring fairs, hot lists)
Mid January	Set internal positions
Mid January	Post known positions based on Staff Return to intent survey
Third Week of January	Begin reviewing resumes
Last Week of January	Phone interviews begin
First-Second Week of February	Teachers begin to come to C3 to teach
End of First-Second Week of February	Offer first option job
Rolling Dates	Post second round of positions
Rolling Dates	Start phone interviews
Rolling Dates	Interviews and lessons

- Article 13-7 Hiring timelines
- Article 13-8 Personnel Committee
- Article 14-1 Summer School Teaching Positions

Hiring Process:

- The C3 administration team coordinates hiring at C3, and shall be responsible for hiring all staff and implementing a hiring process that best meets the needs of the innovation school, including:
  - establishing a hiring committee supports the hiring process, including being part of the interview team;

	<ul style="list-style-type: none"> <li>■ The school leader may decide to include some or all members of the Hiring Committee in a particular interview panel. Hiring Committee decisions are made by consensus when possible. Should the Hiring Committee fail to reach consensus, the school leader shall cast the deciding vote.</li> <li>■ To the extent possible, the Hiring Committee shall include representatives from staffing areas that will be affected by the new hire.</li> <li>■ During school breaks, the school leader can fill positions without attempting to consult the Hiring Committee.</li> </ul> <ul style="list-style-type: none"> <li>○ vetting resumes to surface highly qualified candidates who represent the diversity of our student population;</li> <li>○ conducting phone interviews with questions created by the Committee that help candidates focus their responses on their understanding of equity in education;</li> <li>○ observing candidates as they teach a demo lesson with a set of criteria to guide observations, with a specific focus on how candidates enact their understanding of equity in the classroom;</li> <li>○ and conducting formal interviews that allow candidates to address their understanding of equity and anti-racist pedagogy.</li> </ul> <ul style="list-style-type: none"> <li>● The Hiring Committee keeps our school's teacher-led Partnership and Lead Partners apprised of progress being made in filling open positions with reports to the Partnership twice monthly.</li> <li>● In addition, C3 works with DPS HR for all aspects of hiring outside of our internal interview process. We have an assigned recruiter, an HR representative and onboarding support staff.</li> </ul>	
<p>Reduction in Building Procedure</p>	<p>We are requesting this waiver to support our RIB process to make it as equitable and fair as possible.</p> <ul style="list-style-type: none"> <li>● First, we would meet with our IAT to determine the deficit in funding and impact on staffing.</li> <li>● The IAT determines next steps (identifying which positions might be up for consideration, surveying staff around intent to return, exploring job share opportunities, etc.) as well as cost analysis for staffing positions. DPS HR is involved as needed.</li> </ul>	<p>DCTA CBA:</p> <ul style="list-style-type: none"> <li>● 13-10 Reduction in Building Staff (RIBS)</li> </ul>

	<ul style="list-style-type: none"> <li>If there are multiple teachers impacted based on a financial RIB situation, a committee will be created, in compliance with HR protocol, and trained, to begin the interview process for those position(s). In the process described in Article 13-10, the “Personnel Committee” will be replaced by a “Staffing Committee” that will include at least one Lead Partner and two Partners who are not Lead Partners. This group will intentionally differ from the Hiring Committee, which will be focused on teacher recruitment during the budgeting process. For all decisions that would be made by the Personnel Committee, the Staffing Committee will make recommendations that will be decided upon by the full Partnership. The process for determining consideration groups will be the same as described in the DCTA contract. All timelines for making RIB decisions will follow the contract or applicable district guidance. The Partnership, rather than the CSC, will charge the Staffing Committee with the task of conducting a RIB process, though the CSC will still advise school leaders on the budget and staffing.</li> </ul>	
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### Section III: School Management and Leadership

In the table below, use each prompt to describe in detail each of the school’s requested existing management and leadership flexibilities, making sure to address the Standards of Quality for that specific flexibility. If your school is not interested in a specific flexibility, please leave those rows blank.

School Management and Leadership Flexibilities		
Flexibility Area	Detailed Flexibility and Rationale	Associated Waivers
School Leader Training and Development	C3’s approach to principal development is embedded within a long-term vision for maintaining a vital and sustainable path for the school by supporting and growing leadership from within. This approach involves intentional hiring, co-leading and collaboration at the school leadership level, and distributing leadership throughout the school at all levels. Some of these roles include: principal partners, Senior Team Leads, new teacher ambassador, early literacy specialist, math specialist, and committee representatives for the following, allowing leadership to percolate throughout the building:	State Statute: <ul style="list-style-type: none"> <li>22-32-109(1)(jj): Identify Areas in which the Principal/s Require Training or Development</li> </ul>

DCTA, Teacher Advisory Council, Innovation Accountability Team, among other ongoing and emerging opportunities.

Within this matrix of distributed leadership, C3 has successfully grown and nurtured the new principal candidate from within. This approach has allowed the school to maintain a “through-line” in the implementation of our school’s plan while allowing new leaders to emerge and bring their own unique leadership qualities to continue to build and improve upon our approach. C3 strives to hire leaders from within our organization that understand what innovation is. The hiring process is led by the LLN executive director in partnership with the C3 IAT and Partnership. If there is not an internal candidate that already knows the ins and outs of our innovation plan, we will include materials and questions that direct candidates to better understand innovation in the interview process. Thus, we would like to continue this process to ensure this stability and sustainability for our school, which includes the following:

- The school-based accountability team (IAT) works internally to interview and make a recommendation for principal candidates to leaders of the LLN.
- LLN leadership recommends candidates to serve as the school principal, subject to the District’s employment authority, and the District’s consent shall not be unreasonably withheld, conditioned or delayed. Such recommendations must be permissible under the terms of the individual school innovation plans and the Zone plan. If the District disagrees with a recommendation by LLN and the parties cannot resolve the dispute, either party may escalate any disputes to a third party.
- The District will not take action regarding the selection, retention or removal of school leaders without seeking the approval of LLN. If the parties fail to agree, either party may bring the dispute to a third party mediator.

To ensure development and evaluation of school leaders based in best practices, the LLN will support the District by evaluating leaders of the school while it is in the Zone and make recommendations for retention or dismissal to the District. LLN will use district evaluation procedures [i.e. LEAD], but adapt the sub-standards so they are in alignment with the instructional program at the school, and define the performance metrics for school leaders that are compliant with applicable state law, including the Licensed Personnel Performance Evaluation Act, which will be reviewed annually.

School leaders in the LLN receive training in multiple areas, including but not limited to:

	<ul style="list-style-type: none"> <li>• School/Unified Improvement planning including data analysis, root cause identification, and development of major improvement strategies</li> <li>• Operational support including budgeting, enrollment, scheduling, hiring, safety and security</li> <li>• Continuous instructional improvement through data and strategic planning, including implementation of coaching and data cycles, shared templates, and areas of focus; utilizing these focus areas in professional learning days</li> <li>• School leadership development through collaboration and learning with leaders across the zone, focusing on problems of practices, learning from successes from previously years/schools</li> <li>• Community engagement support and communications</li> </ul> <p>The Executive Director of the LLN meets regularly and works directly with C3 school leaders to identify areas for growth and to identify related supports for leader professional learning across the zone and individually. This can include seeking executive coaching support directly through the District. C3 may not participate in principal training through the district.</p> <p>C3 leaders attend all district universal meetings and all meetings related to operations, health, safety and other legal compliance, culturally responsive teaching, special education and multilingual education.</p>	
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Standards of Quality - School Leader Training and Development

## Section IV: Governance and Budget Flexibilities

In the table below, use each prompt to describe in detail each of the school's requested existing governance and budget flexibilities, making sure to address the Standards of Quality for that specific flexibility. If your school is not interested in a specific flexibility, please leave those rows blank.

Governance and Budget Flexibilities		
Flexibility Area	Detailed Flexibility and Rationale	Associated Waivers

<p>School Committees</p>	<p>Committee Name and Acronym</p>	<p>Members</p>	<p>Brief Overview of Responsibilities</p>	<p>District Policy:</p> <ul style="list-style-type: none"> <li>BDF-R4 Collaborative School Committee</li> </ul> <p>State Statute:</p> <ul style="list-style-type: none"> <li>22-32-126: Employment and Authority of Principals</li> </ul>
	<p>Innovation Accountability Team (IAT)</p>	<ul style="list-style-type: none"> <li>School leaders (principal, AP)</li> <li>3-4 parents</li> <li>1 parent will be an adult member of an organization of parents, teachers, and students recognized by the school."</li> <li>K-2 teacher</li> <li>3-5 teacher</li> <li>1 classified employee</li> <li>1 community member</li> </ul>	<p>The purpose and scope of the IAT is to provide strategic direction and ensure fidelity of implementation of the Innovation Plan.</p> <p>Responsibilities include:</p> <ul style="list-style-type: none"> <li>Participate in the development and implementation of the school's innovation plan</li> <li>Participate in monthly one-hour IAT meetings for a two-year term.</li> </ul> <p>The IAT is not a replacement for the: The School Leadership Team (SLT) The SLT reviews data and collaborates on the development of the UIP and professional development among its responsibilities. The School Leadership Team is comprised of administrative partners and teacher leaders.</p>	
<p>Our "Innovation Accountability Team" (IAT) is essentially the same as a "Collaborative School Committee" – a committee of school leaders, teachers, and parents, which functions to support the implementation of our school's innovation plan. The IAT will make decisions by consensus. If consensus cannot be reached, the principal will have final decision making power. In addition to the responsibilities required in state statute, our</p>				

monthly meetings include the following areas of focus:, which includes the following activities\*:

**School Leader Hiring**

*The selection of school leader candidates for LLN schools is done in partnership with unique school-based leadership committees, and in alignment with best practices as outlined in DPS’s hiring process:*

- *Establish a School Principal Selection Advisory Committee (SPSAC) with diverse representation (parents, teachers, support staff, etc.)*
  - *SPSAC grounds in school’s mission, vision, and values, and innovation plan*
- *SPSAC determines plan for community engagement in determining desired candidate profile/hiring rubric, including outreach to be conducted in various formats (e.g. survey, interviews, forum) with translation services available when needed*
- *SPSAC collects and analyzes data produced during community engagement process*
- *SPSAC hosts community forum to allow candidates to share their qualifications and plans for the school with the public*
- *Committee reviews applicants against desired candidate qualities, and select final candidates to move forward with interviews*
- *Using the agreed-upon hiring rubric, SPSAC recommends candidate to move forward with one candidate*
- *The school’s Collaborative School Committee or equivalent body, the LLN ED, and the LLN Board vote to approve the recommended candidate*
- *The recommended candidate conducts a final interview with the District’s Superintendent*
- *The candidate is hired as an employee of Denver Public Schools, to be supervised by the LLN ED*

*Following the hire of a new school leader, that individual begins their coaching and reporting relationship with the LLN ED, in which the implications of being in a Zone structure are continued to be discussed in additional detail. The new hire is invited to participate in shared LLN collaborative structures which often involve discussion of issues germane to innovation zone schools specifically.*

1. Act as the school accountability committee for the school by reviewing annual data and understanding school focus areas for improvement based on these data (Regular review of UIPOne). If the district or state requires action in terms of performance, IAT will make recommendations for taking required actions for improvement. Serve as a thought partner for strategic programmatic decisions involving the direction of the school. (advisor)
2. Lead the development of a community-engaged process for writing and renewing our innovation plan (lead)
3. Review school budget and ensure alignment with innovation plan/UIP priorities (advisor)
4. Make recommendation to LLN and District in regard to principal hiring (advisor)



	<ol style="list-style-type: none"> <li>5. Approve the school's calendar (<i>advisor</i>)</li> <li>6. Determine direction and process for IAT meetings, including meeting frequency, agenda setting, and calendar for decisions and topics for the year, and maintain IAT by-laws (<i>lead</i>)</li> <li>7. Increase the level of parent engagement in innovation planning and implementation (<i>lead</i>). This includes: <ol style="list-style-type: none"> <li>a. Attending key functions and events related to school innovation plan development and implementation, and generating interest and engagement among parents, families, and community members at events</li> <li>b. Advocating and educating school community about key components of school innovation plan through collaborative development of collateral and presenting at meetings</li> <li>c. Supporting nomination and election process for new IAT members by outgoing members including: <ol style="list-style-type: none"> <li>i. Communication to parents/families regarding nomination process, responsibilities to IAT and timeline for nominations/voting</li> <li>ii. Managing nomination and election process through regular means of school communication (see IAT by-laws for detailed information)</li> <li>iii. Having one combined meeting of outgoing and incoming IAT members to train/prepare for next terms</li> <li>iv. When possible, IAT members will be selected in alignment with state statute.</li> </ol> </li> </ol> </li> </ol> <p>*Key decisions (budget, principal hiring and other lead and support decisions as detailed above) made based on consensus, when consensus cannot be reached, the principal will have final decision making power.</p>	
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Standards of Quality - School Committees

<p><b>Budgeting on Actual Teacher Salaries</b></p>	<p>C3 since its inception has budgeted off of average teacher salaries. We wish to maintain this practice. As a result, we are not seeking a specific waiver for this process. We are looking to maintain our current status.</p>	<p>No Associated Waivers</p>
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## Section V: Innovative Practices Outside of Waivers (Optional)

In the table below, provide an overview of innovative practices you would like to share in your innovation plan that are not connected to waiver-based flexibilities.

*Please note: While the sharing of innovative practices is critical for collaboration between innovation schools to disseminate best practices, these innovative practices follow all state, district, and DCTA CBA policies. As such, these practices are subject to change throughout the term of this innovation plan.*

Innovative Practices	
Innovative Practice	Rationale and Specific Benefits
	<p><b>Community Partnership:</b>            One innovative practice is our partnership with Community Partners around Denver. Some of our partnerships include, South Platte River Environmental Education (SPREE), Moraporvida Dance, Clyfford Still Museum, History Colorado, Denver Botanic Gardens and the Denver Center for Performing Arts. C3 Students partner with 3-4 Community Partners during the year. Each partnership lasts 4-6 weeks. Our Students spend one day a week at different organizations in the greater Denver Metro area. Student experiences are then integrated back into the classroom providing project-based learning and interdisciplinary opportunities that bring learning to life. Our students are receiving a unique education that is challenging the status quo of traditional public school education.</p> <p><b>Class size support:</b>            We are not seeking a waiver to keep our class sizes at 25. To provide class size support, and to support the recruitment and training of new teachers in Colorado, we work with residents from the Boettcher funded PEBC Teacher Residency program. We will follow the DCTA guidelines and best practices of trying to keep our classroom sizes to around 25 students with an enrollment of roughly 300-306 students school-wide.</p>

## Waivers and Replacement Language

### Calendar

#### DCTA CBA:

- [Article 1-7: Definition of "School Year"](#)
- [Article 8-1-1 - 8-1-5: Contract Year](#)

#### State Statute:

- [22-32-109\(1\)\(n\)\(I\): Schedule and Calendar](#)
- [22-32-109 \(1\)\(n\)\(II\)\(A\): Actual Hours of Teacher-Pupil Instruction and Contact](#)
- [22-32-109 \(1\)\(n\)\(II\)\(B\): School Calendar](#)
- [22-33-102\(1\): Definition of "Academic Year"](#)

The school shall **develop its own annual calendar that supports the mission, vision, and goals stated in the innovation plan**, provided it meets or exceeds the minimum standards of the district and state, including the actual hours of teacher-pupil instruction and teacher-pupil contact.

While the school seeks flexibility on some aspects of the school calendar as noted in the plan, it maintains the limit on the number of working days using the language of the contract, which allows for compensated additional days.

Schools will follow calendar creation and submission guidance in the District's innovation guidebook.

- The SLT must vote to approve the final calendar, which must be approved no later than the date specified in the innovation guidebook. If no date is specified in the guidebook, the final calendar will be approved no later than April 15th.
- Input from parents and teachers will be sought prior to scheduling in-service programs and other non-student contact days. This calendar shall serve as the academic calendar for the school. All calendars shall include planned work dates for required staff in-service programs. Once a calendar is adopted, any further changes must be approved by the district. Such changes shall be preceded by adequate and timely notice of no less than 30 days, except for emergency closing or other unforeseen circumstances as determined by the district.
- A copy of the upcoming school-year calendar shall be provided to all parents/guardians of students who are currently enrolled. The approved upcoming school year calendar will be placed on the school's website prior to May 1 of the prior academic year and a copy shall be provided to the school's principal supervisor. The school shall submit their calendar to the district in a timeframe as requested by the district in order to meet requirements for alignment with hiring/onboarding, transportation, facilities and other service provision.

The term "school year" as used in corresponding Articles and policies affecting the school shall mean the school calendar as it is established by the innovation school. This definition will include an identification of days. "Academic year" refers to the year as it is established by the innovation school's developed academic calendar for the School.

### Schedule

**DCTA CBA:**

- [Article 1-7: Definition of “School Year”](#)
- [Article 8-2 - 8-10: Professional Standards](#)

**State Statute:**

- [22-32-109\(1\)\(n\)\(I\): Schedule and Calendar](#)
- [22-32-109 \(1\)\(n\)\(II\)\(A\): Actual Hours of Teacher-Pupil Instruction and Contact](#)

**The school may modify the professional standards outlined in Article 8-2 - 8-10, as described in the innovation plan.** All other aspects of Article 8 in the DCTA contract, besides those related to planning time and those indicated in the Calendar flexibility, will be observed (all references in article 8 to the SLT will refer to the SLT equivalent)

Extra Duty Compensation

**DPS CBAs:**

- [DCTA - Article 28: Extra Duty Compensation](#)
- [DFPNSE - Article 19: Compensation \(Paraprofessional Compensation\)](#)

**State Statute:**

- [22-32-109\(1\)\(f\): Local Board Duties Concerning Selection of Personnel and Pay](#)

The School has the authority to **determine its own compensation philosophy to provide school determined extra-duty pay and to compensate employees based on school priorities** including activities such as, but not necessarily limited to, additional time, additional roles and responsibilities, coaching, tutoring, professional development or for performance incentive pay, provided that the School submits a Compensation Philosophy to their CSC-equivalent and HR for annual review. The compensation philosophy must be shared with the school’s HR partner no later than the date specified in the innovation guidebook. If no date is specified in the guidebook, the compensation philosophy must be provided to the school’s HR partner for review by March 1st.

Pursuant to state law, the DPS board will delegate the duty specified in 22-32-109(1)(f) to the innovation school.

Curriculum and Assessment

**State Statute:**

- [22-32-109\(1\)\(t\): Determine Educational Program and Prescribe Textbooks](#)
- [Section 22-32-109\(1\)\(aa\): Adopt Content Standards and Plan for Implementation of Content Standards](#)

The DPS Board authorizes the school to **develop an educational program that aligns to the mission and vision** of the school and supports the mission, vision, and goals stated in the innovation plan. The school will continue to follow the district’s policy on curriculum and assessment as long as the district continues to operate a process through which schools are provided with curriculum flexibilities. The school may maintain this flexibility if the district changes its policy on curriculum and assessment.

The school's curriculum will provide a program of instruction that enables students to meet or exceed the CCSS and CAS. The school will regularly evaluate its education program and make changes to curriculum content, instruction, and assessments.

#### Professional Learning

- [22-32-109\(1\)\(t\): Determine Educational Program and Prescribe Textbooks](#)
- [Section 22-32-109\(1\)\(aa\): Adopt Content Standards and Plan for Implementation of Content Standards](#)

The DPS Board authorizes the school to **develop professional development that aligns to the mission and vision of the school** and enables the school to implement the innovation plan. As described in the innovation plan, the School will participate in district-provided coaching and professional development except when such coaching or professional development contradicts the successful implementation of the innovation plan and/or the mission/vision of the school.

In determining the School's PD and coaching schedule, the principal supervisor will collaborate with the Principal to ensure that district PD and coaching supports the School in implementing the goals of the innovation plan. The School must participate in all trainings required for health, safety, and other legal compliance.

#### Recruitment

##### DCTA CBA:

- [Article 13-7 Hiring timelines](#)
- [Article 13-8 Personnel Committee](#)
- [Article 14-1 Summer School Teaching Positions](#)

The Innovation School will have autonomy to **recruit staff and make offers to candidates outside of the traditional district hiring calendar.**

The school leader shall be responsible for hiring all staff and shall implement a hiring process that best meets the needs of the innovation school. The school leader, with consultation from the CSC-equivalent, may establish a hiring committee as described in the innovation plan to provide input into hiring decisions. To the extent possible, the hiring committee shall include representatives from staffing areas that will be affected by the new hire.

During school breaks, the principal can fill positions without attempting to consult the personnel committee or the school's replacement for the personnel committee.

#### Reduction in Building Procedure

##### DCTA CBA:

- [13-10 Reduction in Building Staff \(RIBS\)](#)

The principal, with consultation from the CSC-equivalent, will follow the RIB process as described in the innovation plan or the process as outlined in Article 13-10.

School Leader Training and Development

**State Statute:**

- [22-32-109\(1\)\(jj\): Identify Areas in which the Principal/s Require Training or Development](#)

In accordance with the innovation plan, the Principal will participate in district-provided coaching and professional development **except when such coaching or professional development contradicts the successful implementation of the innovation plan and/or the mission /vision of the school.**

In determining the Principal’s PD and coaching schedule, the principal manager will collaborate with the Principal to ensure that district PD and coaching supports the school leader and/or leadership team in implementing the goals of the innovation plan.

School Governance and Committees

**District Policy:**

- [BDF-R4 Collaborative School Committee](#)

**CBA:**

- 
- **C3 plans to follow the DCTA contract for SLT and ILT**

*(If the CSC is more involved in principal hiring)*

**State Statute:**

- [22-32-126: Employment and Authority of Principals](#)

The School will utilize innovation status to **combine the School Leadership Team and School Collaborative Committee, creating the Innovation Accountability Team (IAT)**. The IAT will comply with State Law on School Accountability Committees (summarized below).

The membership of the IAT will include at least 7 voting members, with parents constituting the largest group. The CSC will include representation by the the following parties (more representatives can be added in these or other categories, provided parents constitute the largest group):

- Principal or principal’s designee
- At least 3 parents or legal guardians of students enrolled at the school
- At least 1 teacher who provides instruction at the school
- at least 1 person who is involved in business or industry in the community
- At least 1 adult member of an organization of parents, teachers and students recognized by the school

The number of members of the IAT will be determined by the principal. Parents on the committee will be the highest represented group. To the extent practicable, the IAT will represent a cross-section of the school community.

The IAT will provide input into principal hiring as described in the innovation plan. The IAT may also choose to follow the typical district process for principal hiring

The CSC will not:

1. Participate in the day-to-day operations of the school;
2. Be involved in issues relating to individuals (staff, students, or parents) within the school; or

3. Be involved in personnel issues other than principal hiring (the School Personnel Committee will stand alone according to the current DPS/DCTA contract).

Although the school is waiving DPS policy BDF-R4, C.R.S. 22-11-401 and 22-11-402 are not waived.

**Summary of State Statute**

*(This statute is not waived and the CSC must adhere to C.R.S. 22-11-401 and C.R.S. 22-11-402).*

**Meetings**

*The CSC will publicize and hold public CSC meetings at least every quarter to discuss whether school leadership, personnel and infrastructure are advancing or impeding implementation of the school's performance, improvement, priority improvement, or turnaround plan, whichever is applicable.*

*If applicable, the CSC will publicize a public hearing to discuss strategies to include in the school priority improvement or turnaround plan and to review a written school priority improvement or turnaround plan.*

**Summary of Duties ([see 22-11-402 for state statute verbatim](#))**

The CSC will:

1. Act as the school accountability committee for the school.
2. Recommend to the principal priorities for spending school moneys and formulating school budget requests.
3. Advise and make recommendations to the Principal and Instructional Superintendent on the school improvement plan.
4. Advise and make recommendations to the Board of Education on the school priority improvement or turnaround plan.
5. Provide input and recommendations on an advisory basis to the District
6. Accountability Committee and the principal supervisor concerning Principal evaluations.
7. Increase the level of parent engagement in the school. The committee's activities to increase parent engagement will include, but not be limited to:
  - a. Publicizing opportunities to serve and soliciting parents to serve on the CSC. In soliciting parents to serve on the CSC, the CSC will direct the outreach efforts to help ensure that the parents who serve on the CSC reflect the student populations that are significantly represented within the school;
  - b. Assisting the District in implementing at the school the parent engagement policy adopted by the Board of Education; and
  - c. Assisting school personnel to increase parents' engagement with teachers, including but not limited to parents' engagement in creating students' READ plans, in creating individual career and academic plans, and in creating plans to address habitual truancy.

**Membership in an Innovation Zone**

**District Policy:**

- N/A

**CBA:**

- N/A

**State Statute:**

- [22-9-106: Local Board Duties Concerning Performance Evaluation for Licensed Personnel](#)
- [22-32-109\(1\)\(f\): Local Board Duties Concerning Selection of Personnel and Pay](#)
- [22-32-109\(1\)\(g\): Handling of Money](#)

- [22-32-110\(1\)\(h\): Local Board Powers Concerning Employment Termination of School Personnel](#)
- [22-32-109\(1\)\(t\): Determine Educational Program and Prescribe Textbooks](#)
- [Section 22-32-109\(1\)\(aa\): Adopt Content Standards and Plan for Implementation of Content Standards](#)
- [22-32-126: Employment and Authority of Principals](#)

### **Zone Management and Supervision of District Employees**

The ZONE under the authority of its Board of Directors (“ZONE Board”) shall oversee and support the ZONE member schools. ZONE shall be an independent Colorado nonprofit corporation and a supporting organization under the Internal Revenue Code. All staff at the School are solely and exclusively employees of the district and the district continues to retain all liability and has final decision-making rights for evaluation, retention, and termination of district employees working in the School.

The ZONE shall support the District by recommending candidates to serve as principals of ZONE Schools, subject to the District’s employment authority, and the District’s consent shall not be unreasonably withheld, conditioned or delayed. The process and recommendations must be permissible under the terms of the individual school innovation plans and the Zone plan.

The ZONE shall support the District by evaluating leaders of the school while it is in the Zone and make recommendations for retention or termination, as needed, to the DPS Board of Education. ZONE will use district evaluation procedures [i.e. LEAD] as defined by the DSLA agreement, but adapt the sub- standards so they are in alignment with the instructional program at the school, and define the performance metrics for school leaders that are compliant with applicable state law, including the Licensed Personnel Performance Evaluation Act, and the DSLA agreement. The ZONE recommendations are subject to the district’s employment authority, provided, however, that the ZONE recommendation shall be followed by the district unless there are clear and convincing reasons otherwise, with such reasons provided to ZONE in writing.

The district will not take action regarding the selection, retention or termination of school leaders without seeking the approval of ZONE. If the parties fail to agree and cannot resolve the dispute, either party may escalate any disputes to the DPS Board of Education.

ZONE has the authority to recruit candidates on behalf of all Zone schools using processes, channels, and timelines of its creation. All hiring of staff will be made according to the individual school innovation plans and District policy.

### **Zone and Zone School Participation in District Professional Learning**

Zone Schools and zone school leaders will participate in professional learning as determined by Zone Schools and ZONE, and shall not be required to attend district training or professional development, unless such practices or requirements are related to the health and safety of students, discrimination or harassment of students and employees, and/or other legally required trainings, or in cases when the BOE determines that the practice or requirement applies to all District managed schools and has not been subject to waiver.

### **Zone Fundraising**

ZONE may receive direct contributions from any source, and may engage in fundraising on its own behalf as well as on behalf of Zone Schools. Such funds shall be the sole and exclusive property of ZONE (in the event of dissolution, any remaining assets would revert to the district, unless prior agreement is reached with the district to distribute to the schools) and shall not in any way reduce allocations to the school as part of DPS annual budgeting. The Zone will



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provide an accounting to the district regarding funds raised on behalf of Zone Schools in accordance with a Professional Services Agreement.

***If at any point the School is no longer a member of the ZONE, only the school-based waivers will apply for the School.***

# Appendix A: Evidence of Engagement and Support from Administrators, Teachers and CSC

Please attach any documentation of staff and community engagement conducted by the school in designing and writing the innovation plan. This could include a description and list of staff and/or community meetings held regarding innovation, materials used during these meetings or in the development of the plan, committees or teams utilized to write the innovation plan, trackers used to monitor **engagement communication**, or any other means by which the school engaged its community or gathered feedback on the innovation plan. When describing these engagement opportunities, please also include how many people attended and how participation was structured (i.e. open to everyone, committee with specific membership, etc.).

[C3 Innovation Plan Engagement Tracker](#)

**FLOW/PROCESS: 3 STAGE PROCESS**

**GOAL SETTING: What we are trying to achieve – Sept 7**

--ACHIEVEMENT (quantifiable)

EQUITY: students on IEPs, students of color (disaggregated student groups)

GROWTH: all student groups

--MTSS/interventions/personalization

--SEL – 1) attendance 2) discipline and *other*

--CREATIVITY (GT/2E) - PD - criteria, look-fors, supports - without having that conversation, it could feel challenging to find metrics

- 1. UIP goals
  - a. [4 A's protocol](#): assumptions, agree, argue, aspire
  - b. AJ/Brent - assumptions (root cause identification)
    - i. Deep data dive, disaggregating, color coding by grade level
    - ii. MTSS, including SEL and attendance factors
    - iii. IEP equitable process
  - c.

Performance Indicator/Other Assessment or Measure	Current/Baseline Performance	2022-2023 Goal	2023-2024	2024-2025*
Academic Achievement/K-5 easy CBM K-5 Bridges End of Unit Assessments	3rd grade math students have shown a decline in CMAS Math Status scores for the 2021-2022	By May 2023, 75% or more of students will be in the meeting or exceeding (proficiency bands)	By May 2024, 80% or more of students will be in the meeting or exceeding (proficiency bands)	By May 2025, 90% or more of students will be in the meeting or exceeding (proficiency bands)

<p>3-5 CMAS</p>	<p>school year. This is a trend because 3rd grade in 2017-18 had 67% meet or exceed expectations, in 2018-19 60% met or exceeded and in 2021 51% met or exceeded expectations.</p> <p>4th grade math students have shown a decline in CMAS Math Status scores for the 2021-2022 school year. This is a trend because 4th grade in 2017-18 had 59% meet or exceed expectations, in 2018-19 60% met or exceeded and in 2021 44% met or exceeded expectations.</p>	<p>on the Bridges end of unit assessments.</p>	<p>on the Bridges end of unit assessments.</p>	<p>on the Bridges end of unit assessments.</p>
<p>Disaggregated Achievement/K-5 easy CBM K-5 Bridges End of Unit Assessments 3-5 CMAS iStation Lexia</p>	<p>We have observed that our Black students are not meeting or exceeding I-Station progress monitoring. They are stabilizing or decreasing as the year progresses.</p>	<p>By May 2023, 70% of C3 Black students will be meeting or exceeding iStation progress monitoring.</p>	<p>By May 2024, 80% of C3 Black students will be meeting or exceeding iStation progress monitoring.</p>	<p>By May 2025, 90% of C3 Black students will be meeting or exceeding iStation progress monitoring.</p>
<p>Academic Achievement/READ Act iStation Lexia 3-5 CMAS</p>	<p>In Kindergarten out of 10 FRL students, 0 are above grade-level, 4 are at grade-level and 5 are below grade-level and 1 is SB. In first grade, 14 FRL students 0 are above grade-level, 6 are at grade-level, 5 are below grade-level and 3 are SB. In 2nd</p>	<p>By May 2023, 70% or more of K-3rd grade students will be meeting or exceeding grade-level expectations on READ ACT.</p>	<p>By May 2024, 75% or more of K-3rd grade students will be meeting or exceeding grade-level expectations on READ ACT.</p>	<p>By May 2025, 85% or more of K-3rd grade students will be meeting or exceeding grade-level expectations on READ ACT.</p>

	<p>grade 10 students are on FRL 0 students are above, 7 are at grade-level and 2 are below and 1 is SB. In 3rd grade, 6 students are on FRL. 0 are above grade-level, 5 are at grade-level and 1 is below and 0 are SB.</p>			
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**M/V/V AND SCHOOL MODEL: How we want to get there – Sept 30 (and values collection leading up to)**

- values work - extensive contribution
- multiple sources, multiple access points (events, online, staff) - inclusion

Then staff work on mission/vision

School model: [one pager](#)

**FLEXIBILITIES: What we need to get there – Sept 30**

- Staff Meeting:
- Part 1: Goal Setting
  - Par 2: Values Activity