

**2022-2023**  
**Ashley Elementary School**  
**Innovation School Renewal Application**



**ASHLEY**  
ELEMENTARY

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## Application Directions

This renewal application, which will become your innovation plan once approved by the DPS Board of Education, includes a short narrative section consisting of your school's mission, vision, and values and goal setting. Each of the other seven sections asks about specific flexibilities and your school's interest and rationale for having those flexibilities. Here are some general directions for completing this application:

- ★ If your school is not interested in a specific flexibility, please leave those rows blank. Blank rows will be deleted during plan review;
- ★ As you answer questions related to each flexibility, please refer to the standards of quality below those questions to minimize section editing after your plan review;
- ★ Don't edit, remove, or add policies under the Associated Waiver column of each section. These waivers act in unison to grant certain flexibility and as such need to be given in the groups as listed in this application;
- ★ The Portfolio Management Team will add waiver language to your plan during plan review. You are not responsible for writing that waiver language;
- ★ In the last two sections, you will be asked to share new flexibilities your school may be interested in and innovative practices at your school that are not related to waivers from policies. These sections are both optional and will be removed during plan review if blank.
- ★ Please reach out to [Samuel.Liddell@dpsk12.org](mailto:Samuel.Liddell@dpsk12.org) with any questions. For more information about innovation status and the flexibilities available for schools, please consult the [Innovation Guidebook](#).

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## Letter to your School Community

Dear Ashley Community,

We are excited to be submitting our application to renew our innovation status. Innovation status allows us autonomy from certain district policies and encourages us to operate as a nimble organization dedicated to serving our students and families . With some afforded flexibilities, we are able to address challenges and create conditions for success within our individual school context. Particular flexibilities that help us meet the needs in our community are in our choice of curriculum, our calendar and our budget. We are also part of the Luminary Learning Network, a zone of innovation schools that collaborate monthly to examine best instructional practices and provide a support network and structure to gain valuable feedback and ideas from colleagues as well as leadership and support regarding a variety of initiatives including specialized support for MultiLingual Learners and Black students. We are seeking to renew our Innovation Status to allow us to leverage some flexibilities that help us exist as a small, community focused Title 1, TNLI school, within the larger Denver Public School System. Our plan invites feedback from our staff and our community as we seek to realize a vision and implement strategies to successfully meet the needs of all students, challenge and grow their intellect and continue to and support and continue to build their social emotional health.

Sincerely,  
Ashley School Leadership Team

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Innovation Plan Narrative

### Ashley Elementary School- Innovation Plan Narrative

#### **SCHOOL MISSION AND VISION**

##### Ashley Elementary Mission Statement

Ashley elementary is a neighborhood school dedicated to cultivating intellectual curiosity, creativity and joyful and rigorous learning opportunities for students, ensuring that they are prepared to be thoughtful, engaged citizens in an ever changing world.

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## Vision

Ashley Elementary will achieve this mission through challenging, relevant, rigorous and data driven instruction. We seek to engage our students through joyful learning experiences that spark the imagination and curiosity of our students, promoting a love of learning as a lifelong journey.

### **WHY INNOVATION?**

Ashley Elementary 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.

In order to ensure that we can meet the needs of all of our students and families, and achieve our mission and vision, we have asked for specific waivers from the district to allow for some autonomy to best meet the needs of our students. We are proud to be part of the Denver Public Schools as a Title 1, Small TNLI neighborhood school located between the Colfax Corridor and the Central Park Neighborhood. We are also proud to be a part of one of the nation's leading large urban public school systems dedicated to providing all students the opportunity to achieve the knowledge and skills necessary to become contributing citizens in our diverse society.

However, we also recognize that within any large system or organization, there is the need for flexibility to address challenges and create conditions for success within a smaller context. We are seeking to renew our Innovation Status to allow us to leverage some flexibilities that help us exist as a small, community focused Title 1, TNLI school, within the larger Denver Public School System.

Specifically, we are seeking waivers in the following areas.

- ❖ **BUDGET:** We utilize a waiver to budget on actual salaries rather than averages to staff our school, as well as the flexibility to choose to opt out of some district managed supports. As a small school, this budgetary flexibility allows us to save money overall, ensuring we can purchase the staff and resources we need to support our model, as a small TNLI K-5. This budget model allows us financial flexibility, within a small schools context, to budget for our student needs and saves us money by opting out of services we do not need from the larger DPS system.
- ❖ **CURRICULUM:** We have adopted the American Reading Company's Literacy Lab curriculum as well as the CDE approved intervention program for small group instruction, the Independent Reading Level Assessment Toolkits, as well as the 95% group. All K-2 teachers have been training in Orton Gillingham and we are also implementing Heggerty to build phonemic awareness for our foundational readers in grades K-2. This curriculum

is available in both English and Spanish, with authentic texts written by Hispanic authors and with true foundational skills progressions in both English and Spanish, based on the Science of Reading in both languages. This inquiry based curriculum engages students with research topics of interest and teaches them both the skills and strategies to become strong readers, but engages them in the process of inquiry and not only teaches them to read, but teaches them to read in order to learn about the world around them by conducting mini inquiry cycles. It directly aligns to our mission and vision by utilizing an inquiry approach to build joy, engagement, and curiosity as well as building background knowledge in science and social studies, for our students.

- ❖ **CALENDAR:** We follow the district calendar with the exception of adding two non-student teacher compensation days during the year to make up for after school PD. With the approval of our School Leadership Committee to ensure we can have 6-8 week, intensive data cycles to drive instructional planning, reflect on our Unified improvement plan our Multilingual Language Education service plan and our Black Excellence Plan, examining data related to all of these areas and as well as to create time for teachers to plan utilizing the strategies we've adopted and respond to the data we see.
- ❖ **ASSESSMENTS:** Ashley opts out of the DPS Illuminate assessment system and has opted into the MAPS assessment system. We chose the MAPS assessments because they are nationally normed, rather than normed to DPS. We want to ensure that our students are growing and competitive in terms of a nationally normed assessment tool. This tool also gives us in-depth growth information over time.

## ASHLEY ACADEMIC GOALS

Table 1. Innovation plan goals.

Performance Indicator/Other Assessment or Measure	Current/Baseline Performance	2022-2023 Goal (10% increase)	2023-2024 (10% increase)	2024-2025* (10% increase)
SPF goal	Green	Green	Green	Green

**SCHOOLWIDE EXPECTATIONS** - In order to support our students with a coherent experience, routines and rituals that support and maximize learning, and to create an inviting learning environment that celebrates our diversity, challenges us to grow and learn we have specific school-wide expectations. Teachers also have autonomy to make their classrooms their own learning communities, within these parameters.

School-Wide Expectations [Ashley School Wide Expectations](#)

1. Evidence of Lesson Planning (objectives and Data)
2. Six identified Teach Like a Champion Strategies schoolwide
3. Hallways displays and expectations for posted work
4. Classroom Celebrations
5. Social Emotional Health- Conscious Discipline Strategies

## **CURRICULUM-leveraging the science of reading and the science of math:**

### Literacy

Ashley Elementary uses the American Reading Company's literacy curriculum grounded in the Science of Reading. All K-5 students at Ashley read and engage with texts that are authentic and of the highest quality through four thematic, inquiry based units at each grade level to learn, and eventually master, essential reading, writing, speaking, listening, grammar and vocabulary. Scholars read grade-level books they love, to build knowledge of important topics and master literacy skills.

Each of the four thematic units at each grade level explore a specific topic, grounded in science or social studies to develop background knowledge, depth of understanding and inspire curiosity. In each unit, students engage with a selection of literary works, informational texts and class discussions.

### Math

At Ashley Elementary, ECE-5th grade students use the the top-rated and nationally acclaimed math curriculum, EngageNY. Engage NY encompasses the Common Core State Standards. These Standards are designed around coherent progressions from grade to grade. Teachers carefully connect the learning across grades so that students can build new understanding onto foundations built in previous years. Teachers teach modules focused on deep conceptual understanding of core content and build on it.

## **COMMUNITY IS::**

### KWAC - Kids With A Conscience

KWAC is a community service club for 3rd - 5th graders. The group meets once a week during school hours. All interested students are asked to fill out an application indicating why they are interested in participating and what ideas they will bring to the group. Every 4-6 weeks 12 students are selected to participate. Students chose an area of need that they would like to focus on (ie. homelessness, animal shelters, environmental issues). The club sponsor, Mrs. Hoops, then helps them identify a specific area of need and make a plan of actions. Groups often organize fundraisers, item collections, and service projects. As a culminating activity most groups travel to have a face to face interaction with the group they are helping. This is crucial to the work they are doing and helps instill a lifelong interest in helping others.

### Have You HERD?

Have You HERD? is an after school club for 4th & 5th grade students that meets weekly on Tuesdays from September to April. Students must submit an application and are selected for the club on a rolling basis every 4-6 weeks to participate. The club offers students the opportunity to plan, write, record and edit a student run news show that is broadcasted weekly on Mondays to

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the entire school. Students work together to report on the weather, lunch menu, current events, student leaders, special school events and interviews of staff/faculty. This club is designed to empower student voices and engage in the productive struggle of creating their very own news program.

#### Kind Club

This club runs every Thursday after school (1 hour) from September to April. Kind Club is designed to offer a safe place for girls to come together to create strong and healthy friendships. Kind Campaign's hope is that by simply starting an open and honest dialogue about the numerous struggles girls face, they truly feel empowered to break down social barriers, lean on each other and create change in their hallways and community.

#### Destination Imagination (DI)

Destination Imagination (DI) is a global educational nonprofit dedicated to inspiring the next generation of innovators, leaders and creative problem solvers. At Ashley, Mr. Pulver and Mrs. Hoops, the Team Managers, work with a team of up to 7 students to work towards solving the "challenge" and participating in the annual District tournament which in March. Meetings typically begin in November and run through March. If the team advances to the State or even Global level it can run through May. Teams meet once a week after school, as the tournament gets closer they may hold additional team meetings to prepare.

#### Shakespeare Club

The Shakespeare Club is run in conjunction with the 5th grade Challenge group. The purpose of this club is to prepare a group of students to participate in the DPS Shakespeare Festival. The DPS Shakespeare Festival is the oldest and largest student Shakespeare festival in the country, and perhaps the world, and includes thousands of students and teachers from schools all across the region. Students work to memorize and act out a scene, direct the staging, design costumes, and finally perform at the Festival. The Challenge group meets with the Gifted and Talented teacher Mrs. VonTersh once a week. As the festival gets closer additional practice times are added with Mrs. Hoops during the school day. The festival is held annually in downtown Denver at the Performing Arts Complex in late April.

#### Wellness Team

This team is a group of parents, student representatives, community partners and Ashley staff members. We meet the first Tuesday of every month from 4-5p in the Library to work towards building a healthier Ashley. This year we are working on a variety of initiatives including: the Ashley School Garden, physical activity breaks, healthy food for school events, and nutrition programming

- a. *At renewal, all schools will be considered based on their progress towards district goals, as set in Board policy ADE-R. Please detail any additional specific measurable goals you will use to measure the academic performance of the school as a result of implementing this innovation plan, including current performance in those areas.*
- b. How will innovation status (including the specific flexibilities identified in the plan)

support the school with accomplishing goals set by the district, goals set in the innovation plan, and improving outcomes for students?

## INNOVATION PLAN ONBOARDING

Part of our interview process includes a question about innovation. The Personnel Committee discusses our innovation plan with all potential candidates, explaining what innovation status means and how we utilize our flexibilities. This also applies for leadership interviews- including Principal and Senior Team Lead positions.

Once staff are hired, our new teacher ambassador leads the work for new staff digging into core components of our school as well as our innovation plan. The Instructional Leadership TEam also leads work digging into our plan as a community. During our initial week back at school, the Ashley Summer Institute, we dedicate one day to fully understanding our mission and vision, working with staff to define our success for the year, review baseline data and review our Innovation Plan with all staff so everyone understands deeply, feels connected to and can name their own action steps towards our roadmap forward for our students, ultimately focusing us all on how we hope to execute on our mission and vision and our plan.

### 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	<p>Our SLT determines our calendar with input from our staff and community. The process we follow to adjust the calendar is to develop three options and put them out to our teachers and The School Leadership Team for a vote. The calendar with a majority vote is the one we utilize. All of the options will meet any district calendar requirements and state minimum requirements for student contact.</p> <p>We will use the existing Teal Days on the DPS calendar, as well as working with our SLT, to add two additional Teal work days. These professional learning days create a six to eight week cycle that allows us the time for deep data analysis, time to support MTSS processes, as well as review of growth toward goals in our Black Excellence Plan as well as our MLE Program Implementation Plan. We will also use these professional</p>	<p>DCTA CBA:</p> <ul style="list-style-type: none"> <li>Article 1-7: Definition of "School Year"</li> <li>Article 8-1-1 - 8-1-5: Contract Year</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 Hours of Teacher-Pupil Instruction and Contact</li> <li>22-32-109(1)(n)(II)(B): School</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>development days to provide professional learning opportunities aligned to growing our collective knowledge and strategies in the areas of effective interventions, the science of reading, math, science and social studies as well as strategies and school wide initiatives to build strong social emotional health supports, trauma informed practices, grief and loss practices and understanding.</p> <p>The rest of the calendar for staff will remain the same as we recognize not only the need for families to have consistency when their children are in different grade level settings as well as to provide our specials teachers and support staff the opportunity to engage and collaborate with peers in district offered learning opportunities on teal days.</p>	<p>Calendar</p> <ul style="list-style-type: none"> <li>• 22-33-102(1) Definition of "Academic Year"</li> </ul>
<p>Schedule</p>	<p><b>SCHOOL HOURS:</b> Our students' school day starts at 7:30 and ends at 2:30. Hot breakfast is provided from 7:00-7:25 in the school cafeteria.</p> <p><b>TEACHER HOURS:</b> In order to honor our goals for professional learning aligned to increasing student achievement, we have developed a schedule that ensures that teachers have a 40 hour work week per the DCTA contract.</p> <p>The teacher work day, totaling a 40 hour work week: Monday, Wednesday, Friday 7:15-3:00 (7 hours 45 minutes) Tuesday 7:15-3:30 (8 hours and 15 minutes) Thursday: 7:15-3:45 (8 hours and 30 minutes)</p> <p>Each day teachers receive 45 minutes of planning and a 45 minute duty free lunch.</p> <p><b>PROFESSIONAL DEVELOPMENT:</b> As a school, we believe that it is important to grow our practice together, analyze and utilize our instructional data for planning, and effective instruction and differentiation, during collaborative professional development time. This time is supported and facilitated by our senior team leads. Every May, the SLT will meet to decide on the PD schedule for the following school year, based on constituent feedback in order to ensure weekly professional development opportunities in both literacy and math. Every week, teachers participate in 45 minutes of math and/or literacy PD in addition to a 15 minute weekly staff meeting on Thursdays.</p> <p>All other aspects of Article 8 in the DCTA contract will be observed.</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 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>

<p>Extra Duty Compensation</p>	<p>Will follow DCTA- Article 28 on Extra Duty Compensation. protocols on extra pay and pay rates when staff work extra hours.</p>	<ul style="list-style-type: none"> <li>• No Waivers From Policy</li> </ul>												
<p>Curriculum and Assessment</p>	<p>Ashley utilizes the flexibility to opt out of the district curriculum. We utilize a literacy curriculum that is grounded in the science of reading and provides authentic materials in Spanish as well as English. The previous curriculum did not have Spanish resources and teachers were spending an inordinate amount of time translating full units as well as not having authentic texts by Spanish writers. We conducted a rigorous search, looked at the CDE recommendations, and piloted two curriculums to get staff feedback on 1. Ease of implementation 2. Outcomes for students and we determined, as a school team with all piloting teachers and the SLT, to adopt the American Reading Company's curriculum and intervention toolkits, as approved by CDE. We will submit the appropriate district forms to make this switch.</p> <p>Consistent with the zone funding model, Ashley will be eligible to opt into district offerings through the Universal Flexibilities process for no additional cost, but will not receive funds if choosing to opt out of those offerings. If curriculum flexibility is not provided by DPS, Ashley will retain flexibility to make changes to their curriculum in accordance with state and legal requirements.</p> <p>Provide the current selections for curricula:</p> <table border="1" data-bbox="342 1213 1219 1556"> <thead> <tr> <th>Curriculum Subject</th> <th>Commercial Program Name</th> </tr> </thead> <tbody> <tr> <td>Literacy Instruction</td> <td>American Reading Company- Foundational Toolkits</td> </tr> <tr> <td>Literacy instruction</td> <td>American Reading Company, ARC Literacy Labs</td> </tr> <tr> <td>Math</td> <td>Engage NY</td> </tr> </tbody> </table> <p>Provide the current selections for assessments:</p> <table border="1" data-bbox="342 1665 1219 1797"> <thead> <tr> <th>Assessment Subject</th> <th>Assessment Type</th> </tr> </thead> <tbody> <tr> <td>MAPS Literacy and Math</td> <td>Nationally normed</td> </tr> </tbody> </table>	Curriculum Subject	Commercial Program Name	Literacy Instruction	American Reading Company- Foundational Toolkits	Literacy instruction	American Reading Company, ARC Literacy Labs	Math	Engage NY	Assessment Subject	Assessment Type	MAPS Literacy and Math	Nationally normed	<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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Assessment Subject	Assessment Type													
MAPS Literacy and Math	Nationally normed													

<p>Professional Learning</p>	<p>Ashley utilizes the flexibility to opt out of the district curriculum. As a school, we believe that it is important to grow our practice together, analyze and utilize our instructional data for planning, and effective instruction and differentiation, during collaborative professional development time. Our work together</p> <p>School staff will still complete all training related to health, safety, and other legal compliance (including special education and Multilingual Education).</p> <p>Each year, the Instructional Leadership Team convenes two weeks before school, during Leadership Week, to review school wide data, coaching and evaluation data. The team then outlines a professional learning plan for the first half of the year, aligned to district priorities and school priorities. When needed, we have applied for grant funding to offer specialized professional learning opportunities such as Orton-Gillingham training for all K-2 teachers.</p> <p>Recognizing that Ashley does utilize different curriculums than many DPS schools, we bring in outside trainers, and support staff to help work with teachers on both American Reading Company's literacy curriculum as well as Engage New York's resources for mathematics instruction. The ILT also seeks regular feedback from staff on the professional learning targets and implementation.</p> <p>School wide walkthroughs, three times a year, with specific goals aligned to professional learning, also inform how the ILT plans and implements professional learning cycles and coaching cycles every trimester.</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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## Section II: 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
<p>School Leader Training and Development</p>	<p>Based on the needs of Ashley students, staff, and caregivers, the Ashley principal may opt out of district training. Instead, the principal will attend LLN specific principal training and support sessions including coaching by the LLN Executive Director and CDE principal</p>	<p>State Statute:</p> <ul style="list-style-type: none"> <li>22-32-109(1)(jj): Identify Areas in which the Principal/s Require</li> </ul>

	<p>training opportunities. The principal will be evaluated using the DPS LEAD framework.</p> <p>The quality of the training and development will be evaluated by the impact on teacher professional development, observational data from teachers, student data, and survey data including overall culture and climate.</p> <p>The principal will meet with their Supervisor when necessary to make decisions about coaching and professional learning and will still complete all training related to health, safety, equity and other legal compliance (such as special education and MLE).</p>	Training or Development
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### Section III: 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>At Ashley we have chosen to combine the SLT and the CSC. As a small school, having one School Leadership Team, composed of staff and parents, eliminates the redundancy of two committees both dedicated to furthering the vision and mission of the school. The SLT will ideally be composed of teachers, teacher leaders, the principal and parents. Senior team leads will be appointed by the principal and will serve on the committee, as instructional leads in the building representing instructional coaching and professional development. The DCTA representative is a permanent member of the committee and 3 additional teachers will be voted to serve a one year term at the beginning of each school year in a secret staff wide vote administered by the DCTA representative. At the start of each school year, teachers will reach out to parents within their grade levels to solicit interested representatives to represent their constituency groups represented in an elementary school. Parents will be asked to serve one-year terms. The decision making process will involve a committee discussion on a plan and deciding on proposals to take back to the members of their prospective constituency groups. The SLT will then reconvene to share the opinions of teachers, staff and families and hold a vote as to what plan/decision best reflects the needs/wants of the school community as a whole.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 33%;">Committee Name and Acronym</th> <th style="width: 33%;">Members</th> <th style="width: 33%;">Brief Overview of Responsibilities</th> </tr> </thead> <tbody> <tr> <td>School Leadership</td> <td style="text-align: center;">❖ Principal</td> <td>All responsibilities</td> </tr> </tbody> </table>	Committee Name and Acronym	Members	Brief Overview of Responsibilities	School Leadership	❖ Principal	All responsibilities	<p>District Policy:</p> <ul style="list-style-type: none"> <li>• BDF-R4 Collaborative School Committee</li> </ul> <p>(If the SLT and CSC are combined):</p> <p>CBA:</p> <ul style="list-style-type: none"> <li>• Article 5-5: School Leadership Team</li> </ul> <p>State Statute:</p> <ul style="list-style-type: none"> <li>• 22-32-126: Employment and Authority of Principals</li> </ul>
Committee Name and Acronym	Members	Brief Overview of Responsibilities						
School Leadership	❖ Principal	All responsibilities						

	<p>Team</p>	<ul style="list-style-type: none"> <li>❖ DCTA rep.</li> <li>❖ Instructional Leadership Team members (these are the STL's in the building)</li> <li>❖ 2 additional teachers representing: <ul style="list-style-type: none"> <li>➢ ECE-2</li> <li>➢ 3-5</li> </ul> </li> <li>❖ 4 parents. (ECE, K-1, 2-3, 4-5)</li> <li>❖ 1 Community Member representing business/industry in the neighborhood</li> </ul>	<p>listed below; we will just call the committee the school leadership team rather than the CSC.</p>	
<p>If your school is seeking this flexibility, these are the minimum duties of the CSC as described in state statute:</p> <ol style="list-style-type: none"> <li>1. Act as the school accountability committee for the school.</li> <li>2. Recommend to the principal priorities for spending school moneys and formulating school budget requests.</li> <li>3. Advise and make recommendations to the Principal and Principal supervisor on the school improvement plan.</li> <li>4. Advise and make recommendations to the Board of Education on the school priority improvement or turnaround plan.</li> <li>5. Provide input and recommendations on an advisory basis to the District</li> <li>6. Accountability Committee and the principal supervisor concerning Principal evaluations.</li> <li>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: <ol style="list-style-type: none"> <li>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;</li> <li>b. Assisting the District in implementing at the school the parent engagement policy adopted by the Board of Education; and</li> <li>c. Assisting school personnel to increase parents' engagement with teachers, including but not limited to parents' engagement in creating students' READ plans,</li> </ol> </li> </ol>				

	in creating individual career and academic plans, and in creating plans to address habitual truancy.	
Budgeting on Actual Teacher Salaries	Ashley Elementary currently budgets on actual salaries, which gives the school a net savings each year. This continuation of our current practice will allow the school to fulfill the mission and vision by dedicating extra resources to: curriculum- Supplementing classroom libraries and consumables for both literacy and math, replacements for older classroom learning environments such as rugs, bookshelves, bean bags, book bags, chair pockets, etc. This flexibility also allows us to fund a paraprofessional.	No Associated Waivers

## 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-equivalent 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)

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.



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:**

- [Article 5-5: School Leadership Team](#)
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*(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 School Leadership Team (SLT)**. The SLT will comply with State Law on School Accountability Committees (summarized below).

The membership of the SLT will include at least 7 voting members, with parents constituting the largest group. The SLT 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 SLT will be determined by the principal. Parents on the committee will be the highest represented group. To the extent practicable, the SLT will represent a cross-section of the school community.

The SLT will provide input into principal hiring as described in the innovation plan. The SLT 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

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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 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.***

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## 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.).

August 2022:

- ❖ Launch with whole staff, overview of Innovation Status, overview of the new Innovation Renewal process
- ❖ Identify SLT members, recruit from the community
- ❖ Set first meeting date with agenda

September 2022

- ❖ Constituency groups meet to discuss each waiver and provide feedback
- ❖ SLT convenes to discuss feedback on plan waivers,, no parent volunteers for SLT yet, continued recruitment of parents
- ❖ Staff discussed parent recruitment

October 2022

- Writing met taking feedback from SLT's constituency groups and began first draft of the plan

November 2022

- ❖ Revised and translated plan sent to parents for feedback via all school communication, weekly in November.
- ❖ SLT meeting open to public to review the Innovation Plan and provide feedback
- ❖ Continued weekly communication linking the draft plan in English and Spanish for feedback

January 2022

- ❖ Scheduled SLT community feedback meeting for parents around the Innovation Plan to solicit feedback.

January/ February

- ❖ Included the plan in all school communications, asking for feedback and ideas/revisions in both English and spanish.

