

2022-2023

Cole Arts & Science Academy
Innovation School Review Application



Proud member of Denver Public Schools and the Luminary Learning Network

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Letter to your School Community

Dear Supporters of Cole Arts & Science Academy,

Thank you for reviewing our application to continue our innovation status with Denver public Schools. After reading the below information, I hope you learn how Cole Arts & Science Academy uses innovation to support our students, staff, and community.

As one of the first innovation schools in Denver, we are always excited to update our stakeholders about our new innovative practices. Innovation allows for Cole to use its autonomy to support our students and teachers on an individual level. Cole is able to use flexibilities to create the best learning environment possible for our students by directly supporting their instruction with relevant curriculum, providing resources that teachers can learn with and from, as well as building a school system (calendar, bell schedules, values) that supports our community.

We are also part of the Luminary Learning Network, a zone of innovation schools that collaborates 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 (such as: equity, best first instruction, MLE.)

Our Cole Leadership Council, Cole Writing Team, and ILT were all critical members in writing this plan. We came together to advocate for different parts of our school to determine what we all want to see happening in our building, every day. The broader staff has been represented in conversations by their peers and has also had ample opportunity to review the plan and give feedback. One exciting call out from the whole staff involvement is a new vision statement and value acronym.

We are excited to utilize our learning and our plan to continue to provide high-quality instruction for all of our students while also helping students find a love of learning.

Thank you,
Meredith Brown
Principal, Cole Arts & Science Academy

Innovation Plan Narrative

Vision: In the fall of 2022, the Cole staff came together to create and select a new vision statement for our community. The new vision statement is:

At Cole Arts & Science Academy, students learn through high quality instruction that is driven by data and is infused with arts and science to develop each child's love of learning. Our school will equip students with reflection and collaboration skills to build a learning environment which provides creative opportunities and drives personal achievement, which will lead to students who are prepared to contribute to their classroom, school, and community.

Mission:

Our mission is to have:

1. High-quality instruction that is equitable and focused on creativity and critical thinking for every student.
2. A culture and environment that supports the social and emotional growth of our students and staff.
3. Interactive collaboration between the community, families, students and colleagues.
4. Intentional reflection of our practice in order to pursue excellence in all facets of our vision.

Values: We utilize the acronym FIRE to support our students in understanding the traits needed to be a successful student. This new acronym will be implemented at the beginning of the 2023-2024 school year.

FIRE stands for:

Family/Familia

Innovative/Innovador

Respectful/Respetuoso

Enthusiastic/Entusiasta

Why Innovation: Cole Arts & Science Academy 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, TNLI school located in the heart of the Cole 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. Innovation allows for that flexibility by providing stronger pathways to achieve our mission. This includes supporting teachers in order to ensure high-quality instruction through the teacher advisory council, flexible funding that allows us to provide more SEL support for students and differentiate professional development for team members, as well as a combined leadership council for increased collaboration. 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.

School Model: At Cole we value all of the cultural and linguistic backgrounds that our students bring to school year day. We believe a strong foundation in the students' native language is the best route to English Proficiency and adds social-emotional and cognitive benefits for our students. In our Transitional Native Language Instructional program (TNLI), also referred to as our Bilingual Programming, we support our Spanish speaking students to develop the skills they need to be successful learners in their native language so they can then transfer this learning into English in all content areas following the Language Allocation Plan (LAP). The MLE team also ensures that the school is following Cole's LAP. The LAP is created based on the District's Language Allocation Guidelines (LAG) and student-centered school priorities. Support on implementing research-based biliteracy practices for all ELA/S classrooms by providing bi-monthly ELA-S vertical team meetings, ELD data meetings, and Professional Development. Our goal is to support all bilingual students in the program to proficiently speak, listen, read, and write in both languages (EN & SP), as appropriate for the grade level. Bilingual coaches support ELA/S teachers and paraprofessionals. Bilingual teachers and paraprofessionals teach in our bilingual classrooms.

Innovation Plan Goals:

Performance Indicator/Other Assessment or Measure	Current/Baseline Performance	2022-2023 Goal	2023-2024	2024-2025*
Academic Growth: ELA/CSLA CMAS	N/A according to SPF; This data should be interpreted with caution.	The MGP for ELA CMAS will be at 50.	The MGP for ELA CMAS will increase from 50 to 55.	We will maintain our MGP for ELA CMAS at 50.
Academic Growth: Math CMAS	The current MGP is 57. However, this data should be interpreted with caution.	The MGP for Math CMAS will maintain at 57.	The MGP for Math CMAS will maintain at 57.	The MGP for Math CMAS will increase to 59..
Academic Status: Early Literacy	At the end of the 21-22 school year: 1st: 28.65% 2nd: 41.95% 3rd: 49.15%	Students reading at GL or above will increase in each grade to: 1st: 30% 2nd: 50% 3rd: 65%	Students reading at GL or above will increase in each grade to: 1st: 40% 2nd: 55% 3rd: 70%	Students reading at GL or above will increase in each grade to: 1st: 45% 2nd: 60% 3rd: 75%
Zone Status: State SPF Rating	At the end of the 21-22 school year, Cole Arts & Science Academy had an overall rating of 'green' on the state	Cole will maintain an overall rating of 'yellow' on the state SPF, maintain green for academic growth, and increase	Cole will reach an overall rating of 'green' on the state SPF, maintain green for academic growth,	Cole will reach an overall rating of 'green' on the state SPF, maintain green for academic growth,

	SPF. Academic growth was green and academic status was red.	academic status to yellow.	and increase academic status to yellow.	and increase academic status to green.
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Staff Onboarding

During the hiring process, the candidate is informed of Cole Arts & Science Academy’s innovation and innovation zone membership at their first interview. When giving the context of the school, the leader of the interview will include information about our LLN and any waivers that Cole utilizes. After a teacher is offered a position at Cole Arts & Science Academy, they will be sent a copy of the Innovation Plan to review prior to accepting the job. Our innovation status is also reflected in their offer letter. If or when they accept the job, Cole will intentionally check for understanding and clarify any questions. Our innovation plan helps increase predictability for new staff members and sets the expectations for employment at Cole Arts & Science Academy.

Leadership Onboarding

In the event of principal turnover, the Cole staff will work with DPS staff and the LLN to select a new principal. The Cole Staff will have equitable and representative decision-making power in selecting a replacement principal with every effort made to secure a principal who understands the nature of the innovation status and who will honor the provisions within this application. The school may also create and implement an induction plan for hiring and training a new principal to ensure a successful transition and understanding of the plan. The incoming principal will also need to understand that any changes to the innovation plan would require consent from the staff and the Cole Leadership Council. The incoming principal would follow the processes laid out below for specific program changes.

Section I: Educational Program Flexibilities

In the table below, use each prompt¹ 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	Cole Arts & Science Academy’s school calendar will meet any district calendar requirements and state minimum requirements for student contact and will support the implementation of the innovation plan. The calendar is set in collaboration with the school’s CLC and staff. By creating our own school calendar, we are able to provide adequate opportunities for our staff to engage in meaningful professional development. We also are able to align our calendar to the needs of our school community and families	DCTA CBA: <ul style="list-style-type: none"> Article 1-7: Definition of “School Year” Article 8-1-1 - 8-1-5: Contract Year State Statute: <ul style="list-style-type: none"> 22-32-109(1)(n)(l): Schedule and

¹ 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>across the three Cole campuses: Cole Arts & Science Academy, DSST Cole Middle and DSST: Cole High. The final calendar is approved by the CLC. Any additional non-student contact days will be teacher professional learning days.</p> <p><u>Supporting Families</u> Cole partners with the Boys and Girls Club of Metro Denver. When Cole has a professional development day, we work with BGC to offer a full day of programming. When possible, they are able to provide this support. We have our calendar shared on our website, app, and paper copies are sent home at the beginning of the year.</p>	<p>Calendar</p> <ul style="list-style-type: none"> • 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"
<p>Extra Duty Compensation</p>	<p>Staff at Cole Arts & Science Academy will receive professional compensation that reflects their commitment to the school and their success at improving student learning. This compensation and benefits package will have, as its foundation, the salary systems established in the DPS/DCTA Master Agreement. The CLC will have the discretion to determine its own compensation philosophy to provide extra-duty pay which will meet or exceed the DPS hourly extra duty compensation structure. The school must submit the compensation philosophy to HR for review to ensure legal compliance. Within the compensation philosophy, the CLC will capture that the school staff members on the CLC will be paid a weekly stipend based on the average hourly salary of our current staff. The number of hours will be determined by the CLC. The current rate for extra duties from DCTA is \$35/hour, but Cole will be using the average hourly salary of teachers in the building as the standard. This is currently at \$44.20/hour. All extra hours will be submitted to the financial partner and submitted via Truepay. The hours will be submitted after the agreed upon number of extra hours has been completed. The total payout will exceed the DCTA agreed upon stipend of \$400 for committees.</p> <p>The additional teams that will receive bi-monthly pay outs of extra hours as determined prior to the start of the school year by CLC are:</p> <ul style="list-style-type: none"> • MTSS Team • Whole Child Team • ISA Team • Hiring Committee • Curriculum Steering Committee • Cole Leadership Council (CLC) 	<p>District Policy:</p> <p>CBA:</p> <ul style="list-style-type: none"> • DCTA - Article 28: Extra Duty Compensation • DFPNSE - Article 19: Compensation <p>State Statute:</p> <ul style="list-style-type: none"> • 22-32-109(1)(f): Local Board Duties Concerning Selection of Personnel and Pay

Consistent with the zone funding model, Cole 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, Cole will retain flexibility to make changes to their curriculum in accordance with state and legal requirements.

Provide the current selections for curricula:

Curriculum Subject	Commercial Program Name
K-5 Literacy	HMH Into Reading and Arriba la lectura
K-5 Math	EngageNY/Eureka
ECE	Creative Curriculum

Provide the current selections for assessments:

Assessment Subject	Assessment Type
Interims-Edulastic	Trimester-Summative
Literacy	iStation
Math	iStation

Curriculum

At Cole, we use the Common Core State Standards and the curriculum that best matches the needs of our students to create instructional plans for academic growth. In literacy, we are using a CDE approved curriculum that allows for parallel learning in the ELA-E and ELA-S classrooms. In the future, we will continue to evaluate our curriculums and may select a new resource if one is found that better meets students' needs. To determine the new curriculum, the principal will call together the Curriculum Steering Committee to ensure an equitable curriculum is chosen and that teacher voice is recognized. The committee will work towards consent with a majority vote making the decision.

Literacy

The five components of literacy (Phonemic Awareness, Phonics, Vocabulary, Comprehension, and Fluency) are integrated throughout instruction. Cole uses HMH Into Reading and Arriba La Lectura! for literacy and Heggerty as a small group Phonemic Awareness intervention. The curriculum will be prepared during collaborative plan meetings between teams. In addition,

- 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

Curriculum and Assessment

interventionists will support our K-3rd grade teachers in phonemic awareness by utilizing the Heggerty Curriculum.

The principal, in collaboration with the Curriculum Steering Committee, may choose to review and change the curriculum after consent is reached with the steering committee.

Mathematics

At Cole Arts and Science Academy, we use Engage NY, a standards-based mathematics curriculum, which is rigorous and balanced. The curriculum emphasizes conceptual understanding, while building mastery of basic skills. Cole teachers and administration may choose to compact, extend, adjust, and deviate from curricula based on student needs.

Teachers will plan units, as well as weekly and daily lessons collaboratively with their grade level teams, and vertically through school-wide PD and Math Data Meetings. Teachers use data driven instruction to modify and enhance instruction to meet the needs of all students. Teachers at Cole understand that to be truly data driven, we must be able to respond to student needs and honor that these decisions may supersede fidelity to the District core curriculum.

The principal, in collaboration with the curriculum steering committee, may choose to review and then change the curriculum by reaching consensus with the steering committee.

English Language Development

During ELD class (45 min daily) explicit language instruction should be sustained through the advanced levels of language proficiency to ensure academic success for Multilingual Learners. Cole provides coaching, professional development, and instructional support to all ECE-5th Grade ELD teachers regarding best-first instruction utilizing the ELD and ICLD (Integrated Content and Language Development), in order to “facilitate the successful learning of academic content and skills in all content areas, including language arts, math, science, social studies, and electives, and SERVEs Multilingual Learners throughout the entire day.” Teachers deliver ELD instruction through the ELAchieve curriculum for all students (non-MLLs and MLLs) regardless of home language. During ELD, students engage in practicing language in speaking and writing 50% of the time, targeting a specific skill. Groups will be rostered based on Writing level.

Science

During Science at Cole, we provide interactive learning experiences. It is taught in grades K-5 as an Essential. The center

	<p>of instruction is an inquiry-based search for knowledge, understanding, and application of the standards by utilizing the Amplify K-5 Science Curriculum. Authentic tasks include utilizing scientific thinking, scientific tools, technologies, and collaborative communication. The principal, in collaboration with the curriculum steering committee, may choose to review and change the curriculum.</p> <p>In the classroom, teachers have a curriculum that embeds essential components of scientific thinking. HMH Into Reading and Arriba La Lectura encourage students to find evidence and make inferences. EngageNY/Eureka promotes problem solving by asking and answering questions. There is also an intentional focus on recognizing patterns to inform their thinking.</p> <p><u>Assessments</u></p> <p>With our innovation status, the Cole Leadership and assessment team have the liberty to create interim assessment tools in order to best pinpoint and address gaps in student achievement. All interims are based on end of year goals (summative assessments) and created using Edulastic. The interims are aligned with the blueprints that are released from the CDE in regards to CMAS test components.</p> <p>Istation is used as a monthly assessment for Literacy and Math. Teachers also have the liberty to create tools assessing higher order thinking skills, providing students with multiple access points to rigorous content.</p> <p>The school participates in ALL state mandated assessments, such as CMAS and READ Act, as well as those required for the School Performance Framework.</p> <p>In addition, teachers will engage in assessment data dives to drive their instruction. Prior to administering the assessments, the teachers take the same exam to ensure they have internalized the learning for this test. The teachers also use the Cole Student Data Repository to ensure mastery of standards. The dashboard allows teachers to see what standards have been mastered and where they need to reteach.</p>	
<p>Professional Learning</p>	<p><u>Professional Learning Community</u></p> <p>A year-long professional development calendar will be issued at the beginning of the school year by the Instructional Leadership Team. The topics for professional development for the upcoming school year will be decided by the ILT based on student data and teacher feedback. Teachers will be surveyed to inform ILT of desired support and learning. These may include, but are not limited to, the DPS PD offerings, DPS PD that will be attended</p>	<p>State Statute:</p> <ul style="list-style-type: none"> • 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>by Cole Arts and Science Academy will include equity PD, all Special Education PD, and all mandated reporter/safety professional development. Attendance at DPS PD for curriculum will depend on curriculum being utilized in different instructional areas. The ILT will determine if the school will participate in district PDs at the closure of the prior school year. The Essentials team members may opt in or out of their district professional development cohort at the start of the school year.</p> <p>A key component of the Zone’s theory of action is empowering the educators in member schools. The LLN’s Teacher Advisory Council (TAC) provides one structure in which schools can ensure progress towards academic goals. The TAC includes representatives from every school, and meets monthly to help ensure teacher voice is represented in LLN initiatives, facilitate collaboration across schools, and deliver professional development opportunities when possible. Cole has two teachers on the TAC who represent our staff collective voice. During the 21-22 school year the TAC delivered professional development sessions for staff at all six LLN schools covering the following topics:</p> <ul style="list-style-type: none"> ● Equity standards, resources, and strategies ● Trauma-informed practice ● Social-emotional learning systems and structures to help strengthen relationships ● Teacher self-care coming out of COVID-19 <p>Though TAC membership can and does change year-to-year, establishing the professional development capacity of this body remains a priority for the LLN, all in service of ensuring that the professionals in front of our students are as prepared as they can be. Cole will continue to have two staff members serve on the TAC.</p> <p>Consultants may be hired on a contract or short-term basis to meet the school’s and faculty’s differentiated professional development needs with approval from the Cole Leadership Council (CLC).</p> <p>Teachers can request to have their PD hours be documented and may be used toward licensure renewal and lane changes.</p> <p>School staff will still complete all training related to health, safety, and other legal compliance (including special education and Multilingual Education).</p>	
Supplemental and Enrichment Programming	Some schools use innovation status to hire supplemental and enrichment educators that do not hold a teacher’s license.	State Statute: ● 22-63-201: Employment - License; ● 22-32-110(1)(ee):

	<p>If your school will seek this flexibility, describe how your school will design supplemental and enrichment programming and the benefits of this programming for students².</p> <p>The school will employ licensed teachers for teaching of core content pursuant to the Colorado Department of Education. Core content areas are considered as Language Arts; Math; Science; Foreign language; Social Studies (Civics, Government, History, Geography, Economics); and Arts.</p> <p>Cole may also employ non-licensed teachers for supplemental and enrichment instruction consistent with the innovation plan and the DPS board may enter into employment contracts with non-licensed teachers at the school as necessary to implement the school’s innovation plan.</p> <p>All applicable teachers will meet Multilingual Education requirements outlined in the Consent Decree, and teachers of core content will continue to meet licensure requirements, including special education licensure requirements.</p> <p>In the event that Cole selects to be part of an enrichment program, we will use our flexibility to hire the most qualified instructor, which may or may not be a licensed teacher. For example, should we have a rock climbing class a professional rock climber would be the most qualified instructor.</p>	<p>Local Board Powers-Employ teachers’ aides and other non certificated personnel;</p> <ul style="list-style-type: none"> • 22-32-109(1)(f): Local Board Duties Concerning Selection of Personnel and Pay
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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>Cole will recruit top candidates based on our primary criteria for hiring teachers including but not limited to: mission compatibility; demonstrated student achievement with a similar student demographics; the capacity to communicate and work effectively across differences of race, class, gender, sexual orientation, and other marginalized identities; and family communication skills that predict authentic relationships and success with students.</p> <p>In accordance with the Equal Pay for Equal Work Act, Cole 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</p>	<p>District Policy:</p> <ul style="list-style-type: none"> • GDF/GCF: Staff Recruitment / Hiring <p>DCTA CBA:</p> <ul style="list-style-type: none"> • Article 13-7 Hiring timelines • Article 13-8 Personnel Committee • Article 14-1 Summer School

² This programming may not include core subjects, which consist of the following: Language Arts; Math; Science; Foreign language; Social Studies [Civics, Government, History, Geography, Economics]; and Arts

	<p>timely recruitment and posting for open positions through the district website. In addition to this posting, the school may engage in independent outreach efforts to recruit candidates outside of the centralized recruitment channels. Recruiting efforts may take full advantage of our local and national partners and online job boards.</p> <p><i>Hiring Committee</i> is a committee consisting of, but not limited to: principal (or principal's designee); at least three (3) teachers (elected by peers); other staff representatives (as needed); and at least one (1) parent representative. To the extent possible, the Hiring Committee shall include representatives from staffing areas that will be affected by the new hire. The personnel committee may also include the assistant principal, administrative assistant, and/or co-teachers of the position for which candidates are being considered. The personnel committee acts as the selection group for the current school year when hiring all staff, as time and schedule allow. The personnel committee will also be the selection group for any reductions in staffing. The school leader may decide to include some or all members of the Hiring Committee in a particular interview panel. If hiring decisions need to be made outside of the school calendar or during times when personnel committee members are not available, the principal shall retain the right to offer employment independently after attempting to include other personnel committee voices. Whereas the personnel committee shall strive to make hiring decisions by consensus, the principal shall retain the right to make final hiring decisions.</p> <p>If there is a programming change that is supported by consensus of the CLC, the principal reserves the right to move teachers to a new grade level or content area. This will be done with the consent of the affected staff member and if consent cannot be reached, the principal has the final say in the position.</p> <p>Hiring Process Timelines:</p> <ul style="list-style-type: none"> ● End of December: Staff intent survey to determine potential open positions ● First Week of January: Post any positions where a teacher has submitted a formal resignation. ● Second Week of January: Start resume screening ● Last Week of January: First Round Interviews; innovation information is provided at this interview. ● First Week of February: Final Round Interviews and teachers come to Cole Arts & Science Academy, End of First Week of February: Offer jobs to matching candidates and include innovation language in the offer. ● Ongoing as necessary: Post second round of positions, First Round interview, Final Round interviews with school visit. 	Teaching Positions
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Reduction in Building Procedure	<ul style="list-style-type: none"> • Cole will use the RIBS process as described in article 13-10 of the DCTA contract, except that all mentions of the 'Personnel Committee' will refer to our 'Hiring Committee', described above under 'Recruitment'. 	DCTA CBA: <ul style="list-style-type: none"> • 13-10 Reduction in Building
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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	<p><u>School Leader Professional Development and Ongoing Training</u></p> <p>Through data review, classroom observations, student, parent, teacher and administrator interviews, the review team gathers a wide range of school performance evidence and analyzes that evidence in alignment to school-identified areas of focus and the school's strategic plan. Through a collaborative debrief process, the school leader is provided with targeted feedback and supported in identifying clear action steps to address areas of growth. After each round of school reviews, school leaders present the review teams' findings to the LLN Board, as well as the action steps their schools will be taking to address those findings.</p> <p>The principal and administrative team of Cole Arts & Science Academy will complete all required safety and health training from DPS. However, the principal will work with the Executive Director of the LLN to determine what DPS professional support the principal would like to opt into prior to the start of the school year. This will allow for the principal to flexibly choose what DPS trainings are applicable for the upcoming school year in alignment with Cole determined goals. In addition, this will allow the school leaders to participate in the LLN professional development sessions in lieu of DPS sessions.</p>	<p>State Statute:</p> <ul style="list-style-type: none"> • 22-32-109(1)(j): Identify Areas in which the Principal/s Require Training or 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
School Committees	<p>Cole Arts and Science Academy will combine the Collaborative School Committee (CSC) and the School Leadership Team (SLT) into one collaborative team called the Cole Leadership Council (CLC). The purpose of having one combined team is to increase the community approach to our school vision and mission.</p> <p><u>CLC</u></p> <p><i>Cole Leadership Council</i> is a shared leadership group which will include 1- Principal, 1-DCTA representative, 1-paraprofessional educator, 2 teachers, 1-non teacher staff member, 2 community members and 3 parents (including one representative from an organization of parents, teachers, and students recognized by the school). As appropriate for meetings, 2 student representatives will also be members of the CLC. The staff members will be nominated and voted on by the whole faculty. If there are more than 2 community members or 3 parents who would like to be representatives on the CLC, a secret ballot vote will be sent home to families. Families will be given a week to return their votes. The team meets monthly. The CLC will make decisions based on consensus (DCTA Article 5-5-2). If consensus cannot be reached, the CLC will attempt to reach consensus with the school based team. Finally, if the school based CLC members are unable to reach consensus, the principal will have the final decision making power, unless the principal is the only opposing vote. If the principal is the only opposing vote, the principal will escalate the issue to the Executive Director of the LLN to find a new solution that will be reintroduced to the CLC.</p> <p>The leadership team will be responsible for establishing the conditions for student learning at the school, including all requirements in state statute and the following:</p> <ul style="list-style-type: none"> ● Identifying student academic needs based on all available student performance data; ● Advising on academic goals and priorities, based on student academic needs; ● Monitoring and managing consistent delivery of high quality curriculum to every student; ● Communicating and updating all staff members of leadership teamwork; ● Identifying creative solutions to problems faced in the operation of the school; ● Revising the School Improvement Plan; 	<p>District Policy:</p> <ul style="list-style-type: none"> ● BDF-R4 Collaborative School Committee <p>(If the SLT and CSC are combine):</p> <p>CBA:</p> <ul style="list-style-type: none"> ● Article 5-5: School Leadership Team <p>State Statute:</p> <ul style="list-style-type: none"> ● 22-32-126: Employment and Authority of Principals

- Monitoring progress toward the goals of the School Improvement Plan Reviewing the principal's recommendations for extra duty compensation or incentives if the rates exceed those established in the DPS/DCTA Agreement;
- Establishing community and parent involvement activities;
- Advising on the school budget;
- Advising on calendar and schedule;
- Providing input on Principal evaluations;
- Making recommendations regarding general school governance;
- Establishing school-based commitments.

The CLC shall have the following responsibilities:

- Meeting monthly with the entire CLC;
- Recommending final candidates to DPS for the principal position (when a vacancy exists);
- Advising on the school's annual budget;
- Advising on the school's master calendar and schedule;
- Making recommendations regarding the school's curriculum, instruction, culture and behavior systems.

Principal Vacancy:

In the event of a principal vacancy, the Cole Leadership Council (CLC) will elect two representatives who will serve on the SPSAC. The two representatives will be equally involved in designing the hiring process with the broader principal hiring committee. In the event of an assistant principal vacancy, the CLC will create a list of criteria while screening candidates. Then, the SPSAC will work to find candidates who meet these criteria.

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

	<ul style="list-style-type: none"> • 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 <p>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.</p>	
Budgeting on Actual Teacher Salaries	<p><u>Budget</u></p> <p>Cole budgets on actual teacher salaries. Cole will receive the annual budget allocation based on the number of students enrolled during the October count windows. By participating in the LLN and budgeting on actuals, Cole is able to have around \$130,000 put back into our general fund. We use some of this funding to ensure there is a 1.0 Art, Music, P.E., and Science teachers. This is essential to promote our vision of infusing arts and science into learning. This money is also spent on students and student events such as basic student needs, school wide celebrations, and classroom celebrations.</p>	No Associated Waivers

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

Describe any school-specific innovative practices below. For each innovative practice, please include the rationale for using this practice as well as the benefits your school has seen with these practices in place (*consider the information you can provide that would help another school leader decide if a practice like this might benefit their school community*).

<p>Data Repository</p>	<p>Data is the common thread tying together our school plan, instructional content areas, interventions, and standards-based classroom instruction. Data is transparent, accessible and tracked in a way that is comprehensible for students, teachers, parents and the community. Data is also timely and specific in order to drive classroom instruction and inform adaptive interventions. Based on these assessment practices, teachers implement research-based instructional strategies to create learning opportunities for all learners, to address gaps in learning, and to best serve the students of our community.</p> <p>In classrooms, teachers progress monitor students using multiple forms of formative assessments including daily/weekly exit tickets, Edulastic, teacher-created assessments, and monthly iStation assessments in Literacy and Math. Teachers also engage in weekly data meetings led by a member of the Instructional Leadership Team. Classrooms are required to have their data posted in their room so students are also able to see how they are progressing.</p> <p>One of the major pieces of data is our Cole Student Data Repository that was developed by the LLN. This data repository captures the whole child data needed to inform decisions for teachers and the greater staff. The data repository can display the individual student or the classroom level data. The data that is contained in the repository is interim standard mastery, iStation levels by month, attendance, behavior incidents, and language needs.</p>
<p>Whole Child Team</p>	<p>The <i>Whole Child Team</i> is a decision making body that monitors our trauma informed work alongside the instructional leadership team to ensure the work is continually living in our culture. This team is paid a stipend (hourly or semester) from the compensation philosophy. The <i>Whole Child Team</i> will plan weekly social emotional lessons that will align the school community by observing behavior trends of the school.</p> <p>Once the trends have been identified the Whole Child Team will plan lessons to help students build replacement behaviors for students. These lessons are focused on our FIRE values. The team will also support the implementation of the behavior ladder and the behavior responses in order to ensure that our responses are equitable and consistent in support of students.</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-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.

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 CLC 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.

Supplemental and Enrichment Programming

State Statute:

- [22-32-110\(1\)\(ee\): Local Board Powers-Employ teachers' aides and other non certificated personnel](#)
- [22-63-201: Employment - License](#)
- [22-63-402: Disbursements](#)

The school may employ either licensed or non-licensed personnel for supplemental and enrichment instruction or supervision consistent with the innovation plan, and the DPS board may enter into employment contracts with non-licensed teachers and/or administrators at the school as necessary to implement the school's innovation plan. Non-licensed personnel will, at a minimum, possess a bachelor's degree or have relevant work experience, subject to approval by DPS HR. The school will employ licensed teachers for teaching of core content pursuant to state and federal law. Core content areas are considered as: Language Arts; Math; Science; Foreign language; Social Studies (Civics, Government, History, Geography, Economics); Art. All core content teachers shall meet the federal and state requirements, and shall possess a valid Colorado teacher license.

School district monies will be used to pay both licensed and non-licensed teachers hired to perform services consistent with the innovation plan. Prior to hiring any person, in accordance with state law, the district shall conduct background checks.

Recruitment

DCTA CBA:

- [Article 13-7 Hiring timelines](#)
- [Article 13-8 Personnel Committee](#)

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:

- [Article 5-5: School Leadership Team](#)

(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 Collaborative School Committee, creating the Cole Leadership Council (CLC). The CLC will comply with State Law on School Accountability Committees (summarized below).

The membership of the CLC is determined as described above in the innovation plan. *Cole Leadership Council* is a shared leadership group which will include 1- Principal, 1-DCTA representative, 1-paraprofessional educator, 2 teachers, 1-non teacher staff member, 2 community members and 3 parents (including one representative from an organization of parents, teachers, and students recognized by the school). As appropriate for meetings, 2 student representatives will also be members of the CLC.

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

The CLC 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 CLC 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 Luminary Learning Network (“LLN”) under the authority of its Board of Directors (“LLN Board”) shall oversee and support the LLN member schools. The LLN 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 LLN shall support the District by recommending candidates to serve as principals of LLN 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 LLN 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. The LLN 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 LLN recommendations are subject to the district’s employment authority, provided, however, that the LLN recommendation shall be followed by the district unless there are clear and convincing reasons otherwise, with such reasons provided to the LLN in writing.

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

The LLN 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.

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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 the LLN, 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

The LLN 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 the LLN (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 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 LLN, 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.).

Please see the document linked [here](#).