



2022-2023

Denver Green School Southeast

Innovation School Renewal Application

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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 with any questions. For more information about innovation status and the flexibilities available for schools, please consult the [Innovation Guidebook](#).

Letter to your School Community

This letter is one way that community stakeholders can get an overview of how innovation status impacts your school. It gives an overview that can help families and community stakeholders understand why the school is seeking renewal of its status and how the school has used Innovation status. Be sure to respond to these questions:

- Why is it important for the school to continue to have innovation status?
- What has changed in the plan and why?
- What are the most important uses of innovation at your school? How do these uses benefit students, staff, or the school?
- How were staff and stakeholders engaged in the development of the plan?

Please limit your letter to a maximum of 2 pages

Dear DGS Families,

Every three years, an innovation school must go through a review to continue as an innovation school. We have been working on our Innovation review this fall and are ready to get feedback. We want to ensure that our whole community is engaged in our process and has access to the plan before we submit it. Below we highlight how we use innovation to better serve students, families and staff. We will have a survey available for any community members that want to ask questions or provide feedback. We thank you in advance for any input or consideration.

Why Innovation?

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

Innovation Status allows us full control over our instructional program and assessment decisions, which enables us to fine tune our practices to meet the diverse needs of our students. We have the ability to implement professional development that is targeted and specific to what our teachers need. We can hire staff when we need them and are not constricted by district timelines. Additionally, by creating non-traditional job descriptions, we are able to better hire staff who are invested in our specific mission and vision. By the same token, we are better able to serve our students while keeping teachers and leaders sustained in the profession of education. We are able to budget for actual teacher salaries, using the money saved to hire additional staff and services for our students in key areas. We have invested savings in this area directly into our Special Education program, our Emerging Bilinguals and our Math and early literacy intervention.

Outside of instructional and hiring practices, we also change our schedule and school calendar to align with our instructional and assessment cycles, honoring and supporting teacher's time. We have the

flexibility to provide stipends and extra pay for additional work should we deem necessary. The flexibility granted to DGS in this important area as an Innovation School has made our success possible. Teachers are paid for extra summer professional development and they feel valued and empowered to create curriculum and assessments that work for all of our students.

Thank you for your continued support,

Ms. Daniels, Ms. Krichbaum, and Mr. Piza

Innovation Plan Narrative

School Mission, Vision, and Values

Mission

In partnership with our diverse urban community, Denver Green School (DGS) will provide a hands-on, brains-on experience that engages all students, staff, families and community, in preparing our learners to lead the way toward a sustainable, bright green future.

Vision

DGS is a national beacon for real-world learning. We strive to integrate a flexible student-driven approach to curriculum and instruction, where diverse learners of all ages:

- Achieve at a high level academically,
- Partner with their teachers to engage in relevant, student-directed learning,
- Build leadership capacity by embracing a democratic decision-making model,
- Use service-learning as a way to become community stewards,
- Create mind-body connections as well as community connections,
- Use our school building and our neighborhood as laboratories for the study and implementation of carbon footprint reduction and sustainable living.

Core Values

1. Community. Organizations, neighbors, teachers and family members are key stakeholders in the education of children. DGS involves these stakeholders to support student learning and to contribute to our community.
2. Equity. DGS serves every student in our community and creates learning conditions in which all students can achieve their highest potential. The DGS community demonstrates leadership in cultural proficiency in a system that supports diversity.
3. Engagement. DGS believes that students learn best when they are engaged in a student centered, standards-based curriculum which emphasizes hand-on, brains-on project-based learning in a real-world setting, thus inspiring natural curiosity and innovation.
4. Stewardship. DGS takes ownership of and responsibility for maintaining, protecting and improving our natural, built and social environment. DGS engages in direct action to address environmental problems and achieve sustainable solutions.
5. High Expectations. DGS students hold the highest expectations for their own achievement, as well as that of the greater DGS community. DGS will align curriculum, instruction and assessments as an accountability tool for continuous learning and improvement.

6. *Relevance*: DGS students are enthusiastic learners because they use knowledge to solve real-world problems in their own communities. Focusing on sustainability issues, DGS builds community partnerships to create a more durable future.
7. *Shared Leadership*: DGS is committed to a vision of distributed leadership that is collaborative, democratic, effective, reflective and courageous. DGS engages all community stakeholders in its decision-making process.

Shared Commitment to LLN Core Values and Zone Membership

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

Why Innovation

Our school has many unique facets that require a commensurate amount of flexibilities to ensure proper execution. From our inception, we have striven to be a leader in the area of innovation with an emphasis on the notion of actual innovation. DGS has been and always will be a place where Innovation is cultivated from a sense that our school is a lab where new ideas and approaches can be explored and developed. We have leveraged our flexibility to become a leader in the Innovation segment of schools and more importantly to bring a high quality product to our deserving community.

Specifically, there are certain aspects that drive much of the other needs. For example our shared leadership model, teacher empowerment, and our educational approach lead to many adjustments.

1. Our leadership model, which includes a professional practice model for school governance and a flat leadership structure within our admin requires governance flexibilities, but in turn leads to other concerns including but not limited to leadership development, incorporation of our leadership approach into other areas like our RIB process or our School Committees. Our democratic approach yields incredibly powerful results, but cannot happen without flexibilities. Information on those flexibilities are outlined below in more detail.
2. Likewise, our educator empowerment has led to adjusted calendar, financial flexibilities and all related hiring processes. To meet the needs of our educators, we must be able to listen and enact change. Our various supports, such as a calendar to better match the ebbs and flows of a school, a flexible financial model, and PD flexibilities to offer differentiated support for teachers, all help to create an autonomous teacher environment that still systematically supports the staff in our building.
3. Finally, our educational approach drives the most need for flexibilities. It has been our aim to live our value of stewardship side by side with equity and high expectations. We accomplish this through a balance of project-based learning and traditional instructions while also ensuring that the educational eco-system incorporates extensive support for all learners. To achieve this as a school we need a schedule with an extended day, providing PD through half-days, affording assessment and unit design freedom to ensure that all of our students can achieve, being able to fund our student support team properly, and

assessment practices that encourage urgency and development of individualized strategies.

The Partnership Model

The most important aspect of our school is our leadership model. Our school is led by a broad group composed of staff members from across the whole school. The partnership is tasked with deciding and leading many key tasks within the school including, but not limited to acting as the SLT, personnel committee, and helping steer all major aspects of the school. An extension of the partnership is the Lead Partner model. Traditional administration is replaced by a team of leaders working in a flat structure to execute the various decisions and needs of the building. The partnership as a whole reflects our value of shared leadership and helps the school operate more successfully.

Key Impacts of the Partnership Model:

- Because ALL decisions are made with a larger constituency, it leads to better ideas, proper representation of our whole community, and better communication of school-wide priorities.
- More people involved leads to more redundancy in ensuring successful execution of school priorities.
- Tasks are better aligned to skill sets
- Better continuity of school model.

The Partnership and Lead Partners will be referenced in sections below to better elaborate selection, development and roles throughout the plan.

In support of this summary, you may also attach any relevant school planning documents (UIP, SSP, comprehensive school design documents, etc.) that already include this information rather than restating it in the innovation plan.

Innovation Plan Goals

- 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?

Table 1. Innovation plan goals.

Performance Indicator/Other Assessment or Measure	Current/Baseline Performance	2022-2023 Goal	2023-2024	2024-2025*
SPF	Our most recent SPF rating was Blue according to the former DPS SPF.	Green	Green	Green

Innovation Plan Onboarding

Our onboarding includes multiple stages to ensure a proper understanding of our innovation status.

- Onboarding begins with the hiring process. During our interview process, we explicitly identify our innovation status and the adjustments derived from it. We encourage candidates to explore our website and provide questions or concerns prior to accepting a job at our school. Prior to accepting an offer, the candidate will have an offer letter that details their position and key elements of our innovation plan and its effect on the staff member.
- Next, we host a new teacher institute for 2 days prior to the return of other staff. During this time we cover every aspect of our school including governance, curricular approach, calendar, schedule and other supports related to our innovation status.
- Finally, every new staff member is on our new staff mentor team. The mentor teacher works to meet with new staff on a regular basis. Their main goal is to preview all facets of teaching life at DGS in advance through use of a “New Teacher” monthly map. This affords staff an opportunity to clarify and address questions in a proactive fashion.

New Leaders and Innovation Onboarding

In a typical hiring cycle for our leadership at DGS, we have striven to have leadership that is cultivated from within to facilitate a smooth transition. The unique nature of our building requires a thorough understanding of our plan and school to effectively manage and support DGS. Our governance structure and access to leadership tasks provides staff with many opportunities to experience and cultivate leadership skills. As a result, since our inception, 5 of the 6 individuals hired to take a leadership role were either founding partners of the school or previous staff. Again, our governance structure provides resilience in the event of an outside person stepping into leadership. Our leadership team has 3 members. This helps promote continuity and support from veteran leadership to help a new leader navigate our school. In the 1 example of an outside person, this was critical for their successful introduction into our ecosystem. Our inclusion in the LLN, also contributes to the resiliency of this system, as leadership there is well-versed in the nuances of school management and can serve as a support in ensuring that all leadership at our school operates from a strong understanding of the DGS innovation plan.

Innovation Plan Summary	Standards of Quality - Innovation Plan Narrative
School Mission, Vision, and Values	<ul style="list-style-type: none"> <input type="checkbox"/> The plan provides a clear summary of the school’s mission, vision, and values, as well as the school model. <input type="checkbox"/> The plan provides a detailed description of how innovation status will support the school with implementing its school model and achieving its mission, vision, and values. This description uses accessible and clear language so that both internal stakeholders at the school and external stakeholders/the general public can understand it. <input type="checkbox"/> The plan references the specific flexibilities identified throughout the plan in justifying how innovation status will support the school.

	<input type="checkbox"/> <i>If Applicable:</i> The plan explains the relevance of any attached school planning documents (UIP, SSP, comprehensive school design documents, etc.).
Innovation Plan Goals	<input type="checkbox"/> The plan identifies rigorous and measurable goals for the school for the next three years, including goals grounded in the State SPF (overall or specific performance indicators). <input type="checkbox"/> If the plan identifies school-specific goals, these goals are also rigorous and measurable. The plan includes a commitment to gather evidence on progress towards these goals for review during the school's innovation renewal process. <input type="checkbox"/> The plan provides a detailed description of how innovation status will support the school with accomplishing the identified goals.
Innovation Plan Onboarding	<input type="checkbox"/> The plan describes how new hires will learn about innovation status and how it affects their roles (for both teachers, other school staff, and leaders) <input type="checkbox"/> The plan will identify who is in charge of this onboarding responsibility.

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	<p>Describe which calendar flexibilities your educational program requires and provide rationale in support of those flexibilities.</p> <p>Rationale Denver Green School - Southeast utilizes calendar flexibilities for several reasons.</p> <ol style="list-style-type: none"> 1. <u>Alignment to Curriculum:</u> In line with our mission, vision, and core values, we create our own curriculum in certain content areas, most notably, in our Education for Sustainability programming. Calendar flexibility allows us to plan staff development days on the cadence of our demonstration nights and other milestones. 2. <u>Alignment to Strategic Planning:</u> We exercise the flexibility to provide our own professional learning, which is augmented by the flexibility of being in an innovation 	<p>DCTA CBA:</p> <ul style="list-style-type: none"> • Article 1-7: Definition of "School Year" • Article 8: Professional Standards- Calendar, Year, Day, Class Size & Load <p>State Statute:</p> <ul style="list-style-type: none"> • 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 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.

zone. Each year, staff development days are selected in part based on the school priorities developed by the Partnership and codified in the Unified Improvement Plan.

3. School Specific Needs: We have worked with our staff and families to identify some variations from the district calendar that promote sustainable work loads. This currently includes starting the school year with a short week and ending before Memorial Day. For more details, see "Adjustments" below.

Adjustments

In our current calendar for SY 22/23, there are several adjustments as compared to the district calendar.

- Short week to start: We start school on a Thursday, so that students and staff have time to adjust to the return to school.
- Ending the school year early: Because we operate on an extended school day, we can fulfill our mandatory instructional hours in fewer days. We currently end the school year before Memorial Day. See the schedule section.
- Additional PL days: As noted above, we schedule different professional learning days based on our curriculum and strategic plan. Currently, we have more professional learning days than the standard district calendar, which allows teachers more time to develop school-specific programming. This is offset by reducing the number of student contact days. Overall, Denver Green School - Southeast teachers work 185 days, as compared to 186 in the standard contract. The difference acknowledges that there are some additional expectations to attend events outside of the standard work week, which is outlined in the schedule section below.
- Additional conference day: We believe that conferences are a key tool for family engagement and we currently schedule a second conference day in the spring.
- Staff Release Days: We provide all educators with release days throughout the school year to engage in unit level planning, or other tasks as they see fit. The amount of time varies by role and the availability of guest teachers. We commit to maintaining the number of release roles for staff as identified in the DCTA contract for specific roles (special education teachers, 504 coordinators).
- Additional summer training: In the past, we have planned additional summer training for staff. This is not our current practice, but it may shift in future years based on school needs, teacher input, and budget. We will not ask staff to come back for more than five additional days and

(1)(n)(II)(B): School Calendar
• 22-33-102(1)
Definition of "Academic Year"

staff will be compensated for their time following HR guidance for the appropriate hourly rate.

In the future, we may make other changes to the calendar based on feedback and school priorities using the process described below.

Work Days

The Denver Green School - Southeast calendar currently has teachers working 185 days, including 169 student contact days, 14 professional learning days, and 2 family conference days. Because the school has a longer school day, we can have fewer student contact days and more professional learning days while meeting state hour requirements.

Guardrails

Although we seek annual flexibility in designing our calendar, we commit to several guardrails to ensure predictability.

- Our calendar will never exceed the number of student-contact days in the district calendar.
- Our calendar may include some additional summer planning days. If it exceeds the 186 day calendar, staff will be compensated according to the rate set by district HR.
- Summer planning will never exceed five additional days as compared to the district calendar.
- No programs will be scheduled for the last two weeks of June or the first two weeks of July (unless the language in 8-1-3 is modified, in which case we will follow that guidance).
- Our calendar will adhere to the new district guardrails in determining the number of non-student contact days.

Process

The calendar is developed annually by a subcommittee that is led by a partner teacher. Lead partners work with district staff to ensure compliance with legal requirements and un-waived district policies. The subcommittee seeks input from the CSC (Collaborative School Committee), and puts a final draft to the Partnership for approval. The calendar is finalized by the annual date communicated by district operations for planning needs, which typically is May 1.

Supporting Families and Staff

We currently work with Discovery Link to provide childcare on days that we do not have school. In our weekly communication to families, we highlight when our school calendar varies from the district calendar.

If staff need to attend district professional learning days, we provide sub coverage so they can receive training.

Standards of Quality - Calendar

- Describes all desired extensions or adjustments to the calendar year and affirms that the school calendar and schedule will meet or exceed the minimum state requirements for instructional time. While the school does not need to commit to a certain number of additional days or minutes, a limit of how many additional days/minutes may be added should be provided (e.g. additional summer PD will not exceed 5 extra days).
- If not included in the Schedule section, summarizes the process the school will follow for developing its calendar and/or schedule, including the date by which they will be developed and the role of the CSC/CSC-equivalent and SLT (if applicable).

Schedule	<p>Describe which schedule flexibilities your educational program requires and provide rationale in support of those flexibilities.</p> <p>Rationale</p> <p>While we will utilize flexibility in this area, our primary goal remains following the language of 8-3-2 and providing staff with 300 minutes of uninterrupted planning throughout the course of the week.</p> <p>Denver Green School - Southeast utilizes schedule flexibilities for several reasons.</p> <ul style="list-style-type: none"> • <u>Increased Planning Time for Teachers</u>: Our scheduling flexibilities allow us to give teachers both a 45 minute lunch and a 45 minute planning period each day, while additionally K-3 teachers get an extra 190 minutes each week of planning on top of their lunch and planning. This ensures that teachers are able to effectively plan, analyze data to inform instruction, and collaborate with support staff to ensure quality instruction and differentiation for all students. • <u>Alignment to Strategic Planning</u>: We exercise the flexibility to provide our students with a forty five minute individualized learning time or ILT. ILT allows our students to receive educational programming that is specific to their needs. This time includes programming from our special education department, multilingual education department, gifted and talented, speech and OT, math intervention, reading intervention, as well as classroom interventions done by teachers and outside district providers and community partners. • <u>Alignment to Mission, Vision, and Values</u>: Denver Green School's mission statement is to utilize relevant instruction and shared leadership to create an inclusive and diverse community that 	<p>DCTA CBA:</p> <ul style="list-style-type: none"> • Article 1-7: Definition of "School Year" Article 8: Professional • 1 Standards- Calendar, Year, Day, Class Size & Load <p>State Statute:</p> <ul style="list-style-type: none"> • 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"
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engages all learners to flourish and live a sustainable life. One of the ways this is executed into our schedule is through ensuring that each grade level has a social emotional learning block as well as an Education for Sustainability block (EfS) within their daily schedule.

Adjustments

In our current schedule for SY 22/23, there are several adjustments to our school schedule:

- Extended Days: We have a 7.5 hour school day Monday through Thursday. This allows us to release early on Fridays and ensure hours are met for student contact.
- Early Release on Friday: On Fridays, we release students at 1:30pm.. This allows our staff to use the afternoons to analyze data, attend school-wide professional development aligned with our school-wide goals, and meet in collaborative teams. This affords us the ability to limit after school meetings while honoring teacher contract hours outlined in the DCTA contract. On Fridays, staff have at least 30 minutes of planning. This does not include lunch, nor does it count the afternoon times, as that time is primarily dedicated to whole school PD and Data Teams.
- Friday Professional Development: As noted above, we schedule different professional learning days based on our curriculum and strategic plan within our Friday early release schedule.
- Evening and Weekend Events: Denver Green hosts many family engagement events throughout the school year. In order to require teachers' attendance for these events (for example, Community Day and Culture Festival are each a two hour commitment), we have delayed the start of each of our professional development days by thirty minutes. This maintains an average of a 40 hour work week as outlined in the DCTA contract.
- Overnight Excursions: In alignment with our mission vision and values, Denver Green School Southeast staff attend overnight excursions with students when aligned to their curriculum and instruction and when age appropriate (3rd-8th). Staff who choose to attend these events are given release time on Friday afternoons in order to compensate for their time at a school sanctioned event.

In the future, we may make other changes to the schedule based on feedback and school priorities using the process described below.

	<p>Process for Weekly Schedule The weekly schedule is developed annually by a subcommittee that is led by a partner teacher. This subcommittee works to schedule lunches, recesses, ILT's, Specials (Music, PE, Art, Explorations), and blocks for Science or Social Studies. Lead Partners work with district staff to ensure compliance with legal requirements and un-waived district policies. The subcommittee seeks input from all teachers and puts a final draft to the Partnership for approval. The schedule is then finalized by each grade level to reflect their individual pacing for their classrooms. Teachers can use the time within their day outside of specials, lunch/recess, and ILT to organize their block schedules.</p> <p>Supporting Families and Staff We currently work with Discovery Link to provide childcare on our early release Fridays.</p> <p>Additionally our schedule allows for us to hold school staff meetings within the school work day on Fridays, so teachers do not have to attend meetings after school during the week outside of occasional 504 or IEP meetings.</p> <p>Denver Green School allots teachers additional planning days out of the building to plan for instruction and provides guest teachers to support their classrooms. We will always meet the release days called for in the contract for specific roles, such as special educators, while also providing them to other roles as well.</p>	
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Standards of Quality - Schedule

- Provides a comprehensive description of what the school is maintaining vs. waiving within [Article 8](#);
- If not included in the Calendar section, summarizes the process the school will follow for developing its calendar and/or schedule, including the date by which they will be developed and the role of the CSC/CSC-equivalent and SLT (if applicable).

<p>Extra Duty Compensation</p>	<p>DGS will provide extra duty compensation through both extra duty pay and through stipends. We set the work calendar and expectations in advance and compensate staff and beyond the contractual schedule per hourly rate as determined by the Human Resources or compensation team.</p> <p>One Lead Partner and the office support person responsible for timesheets will oversee the submission of additional hours worked for tasks outside of agreed upon job responsibilities through True Pay no later than the Friday of the week those additional hours were worked. The same team will work together and be responsible for ensuring that all stipends are provided to eligible staff. A weekly reminder will be</p>	<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
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	<p>incorporated into our weekly staff newsletter. The reminder will include a tracking spreadsheet to promote easy access and transparency around any extra pay in the school.</p> <p>DGS may submit a compensation philosophy each year that describes additional compensation for staff through stipends and extra duty pay. The compensation philosophy document will be reviewed by HR and submitted to DPS compensation by the date indicated on the submission form. Our compensation philosophy will be used to support pay within our unique leadership ecosystem, alongside of affording us opportunities to equitably compensate certain positions and diverse staff that enter the teaching field through atypical pathways (primarily protech). Another important example is our paraprofessionals. We have consistently used our compensation philosophy to provide paraprofessionals with a full time schedule, when district FTE is not funded to a full time position in accordance with our school's extended day (i.e special education paraprofessionals). This has helped recruitment and retention. Further, it speaks to the need for a sustainable work staff, who in turn are there on a consistent basis for our students.</p> <p>As mentioned above, our school leverages a distributive leadership model and many staff jump into leadership roles that are not reflected in their typical job responsibilities. One example includes our partnership model. Our school believes strongly in our democratic model. The inclusion of a broader constituency in the development and execution of leadership tasks has consistently led to any success we have experienced as a school. Many of the staff that regularly participate in additional leadership sit on our partnership. DGS provides an even extra pay for them based on meeting time and the standard hourly rate. Other examples include tech support, athletic director and support in SAL tasks.</p> <p>Process for Determining Compensation Choices: The partnership will determine during the budgeting process in the winter what if any adjustments need to be made to our allotted extra pay items. This decision-making process will be made in parallel with our strategic process for establishing a budget that best serves our students for the upcoming year.</p> <p>DGS will work with DPS HR, Payroll, and the Compensation Team to ensure that all necessary processes are followed when developing the compensation philosophy.</p>	
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Standards of Quality - Extra Duty

- Includes an overview about the process that will be used to create a compensation philosophy (e.g. stipends and additional compensation that would be used at the school,

how stakeholders will be informed and involved in these decisions, etc.), including an overview of how the school will handle that compensation process.

- Affirms the school will work with the DPS HR department to ensure that all necessary processes are followed.

Curriculum and Assessment

Describe the process your school will use to select curriculum and assessments. How will you monitor these materials to ensure its ongoing effectiveness and cultural sustainability?

Denver Green School Southeast will participate in the universal flexibilities process when selecting a new curriculum, and will follow the district approval process if seeking to implement a new curriculum outside of this process. If curriculum flexibility is not provided by DPS, Denver Green School Southeast will retain flexibility to make changes to their curriculum in accordance with state and legal requirements.

Denver Green School balances autonomy in curriculum choices and district provided curriculum within each grade level. Teachers have the option to use district curriculums such as Bridges, CKLA, and EL, while creating curriculum that meets the needs of our students. All teachers must align their curriculum to Common Core State Standards., UIP, Black Excellence, and our school values.

When using teacher-designed curricula, staff must:

- adhere to the use of state standards in creation of the content
- triangulate effectiveness through CMAS, formative assessment and other third party vendors (at present we are using iReady).
- ensure alignment with Black Excellence Plan and cultural sustainability.
- These qualities are monitored by TLC coach and LEAD Partners (using the data measures as described above).

DGS participates in CMAS testing and ACCESS testing to comply with mandated testing requirements for the State and MLE services. Additionally, we are using iReady for all READ ACT testing K-8. Beyond those larger mandated testing scenarios, we as a school believe strongly in the use of formative assessment to support student learning. We have coupled this approach with a school-wide data team protocol to ensure that we are being responsive to student needs. The use of formative assessments also compliments our approach to curriculum as it can be tailored to match the instructional decisions made in each class. We have a school data tracker and we correlate student outcomes from the year with ongoing CMAS results to triangulate student performance and calibrate the effectiveness of our formative work.

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

We also use district Learning Management Systems to track and deliver instruction as well as Infinite Campus for other academic needs.

Provide the current selections for curricula:

Curriculum Subject	Commercial Program Name
Language Arts K-2	CKLA
Language Arts 3 & 5	EL
Language Arts 4,6,7,8 (more veteran teams)	Teacher-generated curriculum*
K-4 Math	Bridges
5th-8th Math	Open-up
Science	Amplify
Social Studies	District
SEL	Second Step

*Our teachers align instruction with the Common Core Standards. They triangulate student progress through use of formative assessments and Read Act assessments (presently iReady). This information is further compared to CMAS results. The content is also aligned with our Black Excellence plan to ensure that the content is affirming of different identities and promotes equitable access to the learning.

Provide the current selections for assessments:

Assessment Subject	Assessment Type
CMAS	State Testing
ACCESS	MLE monitoring
iReady Reading and Math	Universal Screener and Progress monitoring for MTSS

- Provides a table with the school's current and/or new selections for curriculum and assessment (including SEL curriculum). Schools that implement teacher designed curricula can note that and provide an example of the curricular materials that are used to support teachers if applicable. If utilizing teacher designed curricula, some rationale is provided regarding how that curriculum is developed and monitored for effectiveness and cultural sustainability.
- The school is approved or has already received approval for implementing these new curricula or assessments. For new curricula or assessments that haven't been approved, the school affirms that district processes will be followed to implement that curricula.
- The school's curricular choice aligns with any guidance provided by the CDE (currently applicable for Elementary Literacy and Elementary Literacy Intervention).

<p>Professional Learning</p>	<p>Describe how your school will determine whether you will opt out of district professional development that is not aligned to your school's mission and vision. How will you ensure this professional learning is high quality and continues the professional growth of all teachers?</p> <p>Denver Green School Southeast will provide our own professional development that centers around our school's mission and vision during each school year cycle. To determine what our professional development will be, the partnership team will meet multiple times in the spring to discuss school priorities based on collected data around our student population, curricular and or staff needs. The partnership and Lead partners will then be responsible for planning out weekly PD time and or teacher work days, that are contingent on our flexible calendar, to meet the needs of this ongoing professional development. If district professional learning covers health, safety and or legal requirements, staff may be asked to attend those sessions.</p> <p>To ensure professional development is high quality we will:</p> <ul style="list-style-type: none"> ● Have teacher work days revolve around one of our professional development priorities ● Have our UIP goals match our professional development priorities ● Have multiple voices collaborating to determine the scope and sequence of our professional development ● Have continued opportunities for staff to provide feedback on how to improve ongoing professional development ● Have systems of accountability in place for opportunities of reflection, feedback and improvement for each staff member ● Have deadlines for all staff to meet the required trainings around health, safety and legal requirements throughout every school year ● Have the opportunity to hire experts to facilitate conversations and ongoing PD 	<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
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	<p>To ensure professional development continues the professional growth of all staff we will:</p> <ul style="list-style-type: none"> • Ensure that our coaches review and reflect with coaches their professional development accountability measures (ie: data team template, family engagement template, etc.) • Address that professional development will be differentiated to meet the needs of all staff members between grade levels and or content areas. We ensure that there is access to district training on teal days. Further, we provide access to different opportunities within our own PD to ensure staff have meaningful PD for their role. Lastly, we also offer optional sessions to support staff around yearly teacher requirements (reports cards, SLO etc.). • Have dedicated time in our flexible schedule to meet as a whole staff and or in vertical teams each week • Solicit feedback from all stakeholders 	
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Standards of Quality - Professional Learning

<ul style="list-style-type: none"> <input type="checkbox"/> Clearly describes how the school will determine when to implement different professional learning for the school staff than what is offered by the district, including areas where the school may seek to do so and how the school will ensure this professional learning is high quality. <input type="checkbox"/> Addresses how this professional learning will be differentiated to meet the needs of all teachers. <input type="checkbox"/> Affirms that school staff will still complete all training related to health, safety, and other legal compliance (such as special education and Multilingual Education).

<p>Supplemental and Enrichment Programming</p>	<p>DGS will use the flexibility of hiring non-licensed staff to lead content in non-core classes such as gardening or other enrichment activities. All staff hired will meet legal compliance required of DPS staff including special education and MLE requirements. DGS delivers a uniquely relevant curriculum and having a wider pool of candidates helps ensure we can find the best candidates for the position.</p> <p>DGS leads our own professional development to ensure our staff is prepared to build and deliver our own curriculum. The lift of this internal process and curriculum development requires our staff not be expected to participate in district led professional development.</p>	<p>State Statute:</p> <ul style="list-style-type: none"> • 22-63-201: Employment - License; • 22-32-110(1)(ee): Local Board Powers-Employ teachers' aides and other non certificated personnel; • 22-32-109(1)(f): Local Board Duties Concerning Selection of Personnel and Pay
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Standards of Quality - Supplemental and Enrichment Programming

- Describes how the school's educational programming would benefit from the flexibility to hire industry professionals without a teaching license to teach supplemental and enrichment programming.
- Describes how the school will determine when hiring non-licensed personnel to teach supplemental and enrichment programming offered at the school would be appropriate.
- Affirms that all applicable teachers will meet Multilingual Education requirements outlined in the Consent Decree, and that teachers of core content will meet licensure requirements, including special education licensure requirements.

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>Describe how flexibility related to hiring timelines and committees will support your school. How will this flexibility be leveraged to support equitable hiring practices?</p> <p>We do not presently have any flexibilities in this area.</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 Teaching Positions
	<p>Rationale: Denver Green School requires flexibility with regards to hiring timelines in order to ensure our preparedness to meet the needs of our diverse student population with highly qualified staff that are representative of this student diversity.</p> <p>Hiring Process Timelines: We believe that hiring is one of the most important decisions we make as a school community. In the past, we have been successful at recruiting experienced teachers, often from out-of-state. Because of our unique programming and model, it sometimes takes more time to develop a robust candidate pool. Therefore, we need flexibility to begin hiring candidates ahead of the standard district timeline.</p>	

Key Dates	Description
First Week of December	Survey to declare teacher intention for next year due
First Week of December	Investigate district opportunities (hiring fair hot lists)
Mid December (and within a week as needed)	Set internal positions (2021 example: Job Descriptions and Postings)
First Week of January	Post known positions based on Staff Return to intent survey Hiring team Trainings begin, if necessary
Mid February	Offer teachers on improvement plans their contract (all teachers)
Second Week of January	Begin reviewing resumes
Last Week of January	Phone interviews begin
First Week of February	Teachers begin to come to DGS to teach
End of First Week of February	Offer first option job
Rolling Dates	Post second round of positions
Rolling Dates	Start phone interviews
Rolling Dates	Interviews and lessons
<p>Hiring Process: The hiring process at Denver Green School is guided by our Strategic Vision and specifically seeks to intentionally diversify our staff so we begin to better represent and serve the students in our community.</p> <ul style="list-style-type: none"> ● The Partner responsible for coordinating hiring at Denver Green School Southeast creates a Hiring Committee of intentionally diverse staff members who are involved in: <ul style="list-style-type: none"> ○ vetting resumes to surface highly qualified candidates who represent the diversity of our student population; ○ conducting phone interviews with questions created by the Committee that help candidates focus their responses on their understanding of equity in education; 	

	<ul style="list-style-type: none"> ○ observing candidates as they teach a demo lesson with a set of criteria to guide observations, with a specific focus on how candidates enact their understanding of equity in the classroom; ○ and conducting formal interviews that allow candidates to address their understanding of equity and anti-racist pedagogy. ● The Partner coordinating the Hiring Committee keeps our school’s teacher-led Partnership and Lead Partners apprised of progress being made in filling open positions with reports to the Partnership twice monthly. ● In addition, Denver Green School works with DPS HR for all aspects of hiring outside of our internal interview process. We have an assigned recruiter, an HR representative and onboarding support staff. <p>Onboarding Process</p> <ul style="list-style-type: none"> ● New Staff members who join Denver Green School report back to school three days prior to the start of professional development for all staff, this time is paid. This orientation is used to introduce new staff to the building, outline working expectations, review our innovation plan and what innovation status means to our school, and other relevant learning within the building (Efs, ILT, MTSS, Partnership) ● New staff members are given both a partner mentor as well as a mentor within the New Teacher Ambassador program. The NTA meets with new staff members each month as outlined in our onboarding new teacher process. 	
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Standards of Quality - Recruitment

- Includes details about hiring process timelines the school will utilize and how DPS HR will be involved in hiring.
- Includes details about the process and committees that will be used to hire new teachers (i.e. what committees will be utilized, how will these committees be formed, how will they interact with the school leader, CSC, etc.).
- Includes details about how this process will support equitable hiring practices.
- Includes rationale supporting summer school hiring flexibilities.

Reduction in Building Procedure	<p>Describe the process through which your school will make RIBS decisions if necessary.</p> <p>Denver Green School - Southeast will follow the standard process for making Reduction in Building (RIB) decisions, except that</p>	<p>DCTA CBA:</p> <ul style="list-style-type: none"> ● 13-10 Reduction in Building Staff (RIBS)
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	<p>some of the responsible parties will differ because of our leadership structure.</p> <p>In the process described in Article 13-10, the “Personnel Committee” will be replaced by a “Staffing Committee” that will include at least one Lead Partner and two Partners who are not Lead Partners. This group will intentionally differ from the Hiring Committee, which will be focused on teacher recruitment during the budgeting process. Partners may nominate or self-nominate to be on the Staffing Committee. The final composition will be determined by a vote of the Partnership at least annually. For all decisions that would be made by the Personnel Committee, the Staffing Committee will make recommendations that will be decided upon by the full Partnership.</p> <p>The process for determining consideration groups will be the same as described in the DCTA contract. All timelines for making RIB decisions will follow the contract or applicable district guidance. The Partnership, rather than the CSC, will charge the Staffing Committee with the task of conducting a RIB process, though the CSC will still advise school leaders on the budget and staffing.</p>	
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Standards of Quality - Reduction in Building Procedure

- Describes the alternative process through which the school will make RIBS decisions, if necessary, including timelines for decisions.
 - Details clearly the process through which criteria and consideration groups would be chosen and the stakeholders that would be involved (e.g. CSC/CSC-equivalent, personnel committee, etc.).
- If you are interested in RIB process flexibility, we recommend you consult your HR partner on what your desired process would be.**

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	Will your school seek autonomies related to principal training and development? If so, provide rationale for how district training will	State Statute: <ul style="list-style-type: none"> • 22-32-109(1)(jj): Identify Areas in which the

<p>Training and Development</p>	<p>be replaced as these new trainings pertain to your school's educational programming.</p> <p>Leader within the LLN Zone Leader Onboarding Ongoing Leader Development Affirmation of District Requirements Partners and the Partnership in Training Model</p> <p>DGS Southeast participates in school leader support provided by a paid leadership coach that is hired by the Luminary Learning Network. In addition, the LLN executive director provides bi-weekly in-person meetings to support the school, monthly problem of practice meetings with member LLN schools and yearly site reviews. In addition to this, evaluation and feedback as part of the standard DPS LEAD eval process is provided. As such, DGS Southeast does not participate in principal training through the district.</p> <p>Additionally DGS Southeast builds alternative leadership structures through our partnership model. The partnership consists of staff members who applied, are accepted by a voting process through the existing partnership and go through a partner in training professional learning cycle. Once through Partnership in Training they become partners and voting members into our leadership structure. The partnership allows DGS Southeast to provide leadership training and experience to teachers still working in the classroom.</p> <p>We affirm that our leaders will comply with all required training related to health, safety, and other legal compliance.</p>	<p>Principal/s Require Training or Development</p>
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Standards of Quality - School Leader Training and Development

- Clearly describes how the school leader will determine when to implement different coaching and professional learning for the school leader than what is offered by the district, including areas where the school leader may seek to do so and how they will ensure this coaching and professional learning is high quality.
- Confirms that the school leader will meet with their Principal Supervisor or Zone Executive Director as appropriate to make decisions about coaching and professional learning.
- Affirms that the school leader will still complete all training related to health, safety, and other legal compliance (such as special education and MLE).

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	Describe how stakeholders will be involved in decision making through your school's CSC. How will decisions by these groups be made? How will members of these groups be selected?			District Policy: <ul style="list-style-type: none"> • BDF-R4 Collaborative School Committee (If the SLT and CSC are combined): CBA: <ul style="list-style-type: none"> • Article 5-5: School Leadership Team State Statute: <ul style="list-style-type: none"> • 22-32-126: Employment and Authority of Principals
	Committee Name and Acronym (#)	Members	Brief Overview of Responsibilities	
	Lead Partners (3)	Administrators	Execute all key aspects of the school	
	Partnership (varies, presently 13)	Comprised of staff members that have applied and committed to the partnership	Set all policy and procedures for the school. Lead or assist in the execution of school systems	
	Collaborative School Committee (1 Lead, 1 teacher, variable # of parents)	Lead Partner Staff member(s) Community member(s) Family Students	School priorities(See requirements in state statute below)	
	TLC (3 Leads, 5 teachers)	Comprised of Senior Team Leads and the Lead Partners	Provide Coaching Support Evaluate teaching Staff	
	Hiring Committee (3 teachers with additional/ position)	Composed of at least 1 partner and other staff related to the respective position.	Screen, Interview and hire staff.	
	Student Support Team (at least 5 members)	3 Leads, School psychologist, and other behavior support staff	Develop strategies and support for maintaining a positive culture.	
	Personnel	Subset of partners	Decide RIBs	

Committee (from 3-13)		
TAC (Teacher Advisory Council for the LLN) (1-2)	Nominated teachers	Help plan and support professional development within the LLN zone.

Denver Green School - Southeast was founded on the principles of distributed and shared leadership. By shared leadership, we mean that a larger group of stakeholders come together to make decisions that might otherwise be made by a single school leader. By distributed leadership, we mean that leaders in many roles take on responsibilities that might otherwise be limited to administration. The DGS Partnership is a structure that embodies this approach. Rather than having a single principal and assistant principals, we have Lead Partners. The Lead Partners are administrators who divide responsibilities and are all managed by the LLN Executive Director. The Partnership is a leadership body composed of leaders in various roles. In the past, this has included teachers, SSPs, deans, and office managers. The Lead Partners are members of the Partnership.

Membership in the Partnership is open to all staff members through an annual process in which an individual submits a letter of intent. They may be asked to participate in a Partner in Training (PIT) process. The Partnership votes on when to select Partners in Training to the partnership. Partners remain in the Partnership until they resign or are not meeting expectations in their respective role.

The DCTA contract includes a structure for a School Leadership Team (SLT) and an Instructional Leadership Team (ILT). Although this framework works for many schools, these structures would create redundancies with our Partnership model. At Denver Green School - Southeast, the Partnership will make decisions on the topics assigned to the SLT and ILT in the DCTA contract. Additionally, Partners will be selected according to the process described above rather than annual elections.

Denver Green School - Southeast is not seeking flexibilities related to the Collaborative School Committee and will follow all guidance under state law and district policy. Additionally, we will maintain a Teacher Leadership Committee (TLC) to focus on supporting our educators through consistent coaching practices.

Standards of Quality - School Committees

- Any changes to School Committees follow [C.R.S. 22-11-401](#) and [22-11-402](#), which are un-waivable based on the Innovation Schools Act.
- Provides a table documenting the makeup of each committee at the school impacted by

the flexibility, including the number of members from each stakeholder group required on that body. The CSC/CSC-equivalent meets statutory requirements in terms of composition, roles, and responsibilities.

- Includes decision making process for the CSC.
- Includes the responsibilities of the CSC, with specific emphasis on how much oversight that body has on a given process (will the body be making a decision in partnership, advising, etc.). Also includes responsibilities that each school committee will not be involved with.
- Includes the process for selecting members of each school committee.
- Includes specific details about how school committees will be involved in leadership hiring.

Budgeting on Actual Teacher Salaries	<p>Does your school currently, or do you seek to, budget on actual teacher salaries rather than district average teacher salaries or vice versa?</p> <p>DGS currently budgets on actual teacher salaries and will continue to budget this way. This budgeting strategy allows Denver Green School to spend any additional budget on resources to support student learning and wellbeing. As a school we have consistently been able to provide more direct support to students. This is particularly true in the area of the various student support services (RJ support, school psych, MLE, SPED, paras etc.). Every year is little different, but our priority has always been to bolster these services and ensure that the most impacted students have better support. It is also important to note that our school explicitly avoids inclusion of budgeting within our hiring process. We value and consistently recruit and hire veteran teachers into our building.</p>	No Associated Waivers
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Standards of Quality - Budgeting on Actual Teacher Salaries

- Provides a summary of the benefits of this budgeting strategy as it relates to implementing the school model and/or achieving the school's mission, vision, and values.

If you are interested in switching from budgeting on average teacher salaries to actual teacher salaries or from actuals back to averages, you must do the following:

- Complete your innovation application and consent process by December 2022 (to adjust your renewal timeline, contact samuel_liddell@dpsk12.net);
- Consult your financial partner and principal supervisor.

Section V: Proposed Flexibilities (Optional)

In the table below, describe in detail each of the school's proposed flexibilities, making sure to address the Standards of Quality for proposed flexibilities.

Proposed New Flexibilities		
Flexibility Area	Detailed Flexibility and Rationale	Associated Waivers

	<p>Describe any potential new flexibilities here. Please include rationale for how this new flexibility would support your school's mission and vision.</p> <p>Class Size: Although Denver Green School - Southeast aims to maintain class sizes of 28 students, as a school serving a neighborhood boundary, we follow the policies and procedures for the SchoolChoice system as well as the placement of students in center-based programs. At times, this means that our class sizes are larger than planned. Rather than follow the schedule for paraprofessionals in elementary classrooms as outlined in Article 8-5-2, we will flexibly use our resources to support teachers and students. Currently, this means that we have full time paraprofessionals in our K-1 classrooms. We have also been successful in using resident teachers to support classrooms. Finally, we have hired specialized paraprofessionals to implement interventions during our individualized learning times.</p>	<p><i>Optional:</i> If you know to which policy this flexibility might require waivers, please list them here. PMT will edit this section to match your final innovation plan.</p> <p>District Policy:</p> <ul style="list-style-type: none"> • <p>CBA:</p> <ul style="list-style-type: none"> • <p>State Statute:</p> <ul style="list-style-type: none"> •
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Standards of Quality - Proposed Flexibilities

- Provides a description of the flexibility and why this flexibility is being pursued;
- Description includes a process or system that will support implementing this flexibility (i.e. how governing bodies support or track this flexibility, which staff roles will be responsible for overseeing the flexibility, etc.).
- Rationale includes a connection to the schools' mission and vision;

Section VI: Innovative Practices Outside of Waivers (Optional)

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

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

Innovative Practices	
Innovative Practice	Rationale and Specific Benefits
	<p>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 (<i>consider the information you can provide that would help another school leader decide if a practice like this might benefit their school community</i>).</p>

Shared Leadership: Our shared leadership model has been mentioned above, but it bears noting that practice has been recognized over and over again by both local and national entities. Our approach to managing the concept of leadership within our building yields a stronger, more cohesive product and outcome. It has been responsible for the ability to show strong student outcomes and retain not only leaders, but also institutional success as leaders do eventually move on.

Unique Roles: Denver Green School - Southeast seeks the ability to design unique roles that may not exist in other schools. The Lead Partners will work with district staff to design and post job descriptions. The district will be responsible for setting salary or hourly pay. Currently, the school uses this flexibility for the Lead Partner role. As noted above, Denver Green School - Southeast does not have a single principal; rather, Lead Partners serve as the school administrators. This flexibility is important for implementing our vision of distributed and shared leadership.

Principal Licensure: Although neither state law or district policy currently require school leaders to hold a Principal License, Denver Green School - Southeast requests the flexibility to hire Lead Partners who do not hold a Colorado Principal License. Our Partnership model promotes leadership from roles often not recognized as leaders through formal leadership structures. The flexibility would allow us to consider such leaders for additional leadership roles. All Lead Partners will complete training as required by state law to evaluate teachers (currently LEAP training). At least one Lead Partner will hold a Principal License.

Education for Sustainability & Individualized Learning Time:

Our school incorporates a project-based model into student learning that seeks to help students become critical thinkers about the world around them. The learning is handled differently in each grade and may involve a dedicated time or be embedded in other learning as an interdisciplinary element. The learning is designed to help increase engagement through relevant content that students can connect with. It is the "Hands-on, Brains On" curricular approach.

Individualized Learning Time (ILT) is a chunk of time in every grade that allows for homogeneous learning outside of other core content. This affords students with GT, MLE, Sped services to receive small group instruction without having to miss time in other classes. This small group support extends to all students including other intervention services. This also leaves the remaining students in a small group with core teachers. As a result, all students receive extra support during this time frame.

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

The [following spreadsheet](#) has a list of meetings, communications and description of ongoing communication utilized in the creation of the plan. The spreadsheet has links to meetings agendas, slide presentations, letters etc.