



Final Copy - Revised April 2024

2022-2023

**McAuliffe International School
Innovation School Review**

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Innovation Review Summary

Previous Goals and Summary of Outcomes

From the 2016 school year to 2019 (the last year DPS issued a School Performance Framework), McAuliffe International School was consistently ranked among the top middle schools in DPS and was “Distinguished” for both overall academic performance as well as student equity during that period.

On the most recent state report card, McAuliffe earned 91.5/100 possible points and was rated “Green” overall and “Distinguished” in student growth for the 2021-2022 School Year. The average MGP (median growth percentile) for all students was 69 in ELA and 85 in math. Students of Color averaged an MGP of 66 in ELA and 80.5 in math. In addition, our Students of Color outperformed 80% of their peers statewide on CMAS for both ELA and math.

In addition, McAuliffe International School was named a “Blue Ribbon School” in 2020 by the US Department of Education as a recognition for our students’ overall academic achievement.

Innovation Plan Narrative

School Mission, Vision, and Values

a. Describe the school’s mission, vision, and values, as well as its school model.

McAuliffe International School develops inquiring, knowledgeable and caring young people through the collaborative efforts of students, teachers, parents and community. McAuliffe International School is a rigorous, high-performing middle school that prepares students for success in high school, college and life. McAuliffe offers a comprehensive liberal-arts program with rigorous academic courses and a robust offering of electives. McAuliffe strives to be a leader in equitable educational opportunities with a focus on our Black and Brown Excellence. We see and hear our students as leaders in our community, school and amongst their peers. We celebrate culture and diversity within our school and within our curriculum. As leaders, we will NOT fail them and will continue to allow our students to challenge us to be better in making sure we are providing spaces for Black and Brown excellence in our community.

b. How will innovation status (including the specific flexibilities identified in the plan) support the school with implementing its school model and achieving its mission, vision, and values?

As an Innovation School operating within DPS for over a decade we have always prioritized innovation status to ensure all students have access to incredible educators and high quality curriculum. At McAuliffe we work to maximize the most important resources we have available to our students in time, talent and money. In our model, students receive more time in front of talented educators than the average DPS middle school with an extended school year calendar and extended school day. We maximize every dollar to create opportunities for all students to have access to a high quality curriculum and to support professional development that ensures students receive a powerful learning experience from each and every educator in our community. Our model has allowed us to consistently get results for all student groups and to academically outperform other DPS and Colorado middle schools.

- c. 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.**

[McAuliffe International UIP](#)

Innovation Plan Goals

- a. At review, 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.**

While all students have consistently demonstrated growth with ELA and Math programming we continue to see a gap between our White and Black and Brown student population. Through targeted support and resources our aim is to maintain growth for all student demographics while accelerating and closing the gap for our black and brown students at MIS over the next three years. These goals are also tied to and in alignment with our Black and Brown Excellence Plan linked [here](#).

Targeted Strategies to Support Innovation Plan Goals

1. Develop learners who have a unique, positive sense of self and purpose as well as a deep respect for the identities of others; these diverse identities are celebrated, nurtured, and leveraged in meaningful ways to support everyone's learning. This includes opportunities for student voice and empowerment as well as intensive supports for new students coming from a diverse collection of school communities.
2. We aim to close gaps in student growth, particularly in MGP on CMAS, between groups so that all our students are engaged in high expectations for learning.
3. Refine learning opportunities for staff, families and community that unite all stakeholders as shared partners in closing academic gaps for all learners.

- 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?**

The goals recently outlined by "DPS Thrives" (Extended Academic Opportunities and Whole Child Education) are ones we share and have been working towards prior to the revisioning in DPS. For instance, McAuliffe used flexibilities in resources to work alongside

TNTP (The New Teacher Project) to audit and identify specific areas in which the programming and curriculum of McAuliffe could better serve our students of color. This process affirmed several current practices that were named and identified as being factors leading to data driven growth for black and brown students. This process also identified areas in which we could target levers for continued and potential targets to close the achievement gaps that were seen. Our targeted PD plan which started prior to the pandemic includes whole staff development of scaffolded supports as well as acceleration strategies post-pandemic. These strategies have empowered educators to provide more equitable access to students as well as opportunities for students to be appropriately challenged and supported in the classroom. Our waivers have also allowed our teams to adapt and revise our curriculum and corresponding professional learning in real-time, in order to be responsive to data and needs we are identifying in student performance.

Table 1. Innovation plan goals.

Performance Indicator/Other Assessment or Measure	Current/Baseline Performance	2022-2023 Goal	2023-2024	2024-2025*
CMAS Math MGP	82	65	65	65
CMAS ELA MGP	69	65	65	65
CMAS Math Proficiency	65	65	65	65
CMAS ELA Proficiency	73	70	70	70

Innovation Plan Onboarding

- a. Describe how new teacher and other staff hires will be supported to understand what innovation status is and how it supports your school.**

With the flexibilities afforded from our calendar and with professional development autonomy, The McAuliffe Instructional Leadership Team brings its “New to McAuliffe Staff” back in Late July/ Early August for a comprehensive onboarding into our learning community. This includes topics of culture, professional practice, innovation, systems and routines, historical grounding and equity.

Teachers new to MIS are prioritized for coaching support, receiving multiple observation feedback sessions every month.

[McAuliffe International School](#) is rooted in the historical Park Hill community. It is of great importance that our staff understand where they are serving and how being in innovation school allows us to meet the diverse needs of our community and our students.

b. Describe how new leader hires will be supported to understand what innovation status is and how it affects their management of the school.

More often than not, leaders at McAuliffe International become leaders through advancement opportunities in our community. McAuliffe leaders have served in a variety of collaborative roles within the community. New and returning leaders at McAuliffe participate in onboarding/organizational grounding in August of every school year. The needs and priorities of all educational communities are ever changing. Leaders in innovation schools must be adept at using design thinking and problem solving to meet the changing needs of each and every school year for the benefit of every student. While our mission and goals may remain static, our approach must be responsive. This was particularly true and also evident in the way we provided high quality support to students, even through a global pandemic.

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>McAuliffe International School may design their yearly calendar with the following in mind:</p> <ul style="list-style-type: none"> • To provide additional professional learning that compliments our curriculum, McAuliffe will modify our yearly calendar. These changes will provide additional time for both leader and teacher designed professional learning; <ul style="list-style-type: none"> ○ McAuliffe provides 5 days of “New to McAuliffe Teacher” PD at the prior to the return to students. McAuliffe provides an additional 6 days of professional development to all staff prior to the return of students. McAuliffe may provide up to 4 days of professional development to support ongoing needs during the school year. Teachers will be compensated for any additional professional learning at their regular scheduled rate if the contract year is extended to provide it ; ○ Professional development days may not align with those scheduled by the district. These days will be 	<p>DCTA CBA:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Article 1-8: Definition of “School Year” <input checked="" type="checkbox"/> Article 8-1-1 <input checked="" type="checkbox"/> Article 8-1-2 <input checked="" type="checkbox"/> Article 8-1-3 <input checked="" type="checkbox"/> Article 8-1-4 <input checked="" type="checkbox"/> Article 8-1-5 <p>Professional Standards-Calendar Subsections</p> <p>State Statute:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> 22-32-109(1)(n)(I): Schedule and Calendar <input checked="" type="checkbox"/> 22-32-109 (1)(n)(II)(A): Actual Hours of Teacher-Pupil

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>scheduled with input from the CSC and SLT to best serve the school community;</p> <ul style="list-style-type: none"> ● Non-student contact days may be scheduled on holidays observed by the community. <ul style="list-style-type: none"> ○ The CSC and SLT will gather and receive feedback from community stakeholders each year to best identify if a non-student contact day would benefit the community. ● The school year, for either or both staff and students, may start or end up to 10 days early or late to accommodate scheduling above. <p>McAuliffe International School's yearly calendar may include more student contact days than the district calendar and will meet or exceed any district calendar requirements and state minimum requirements for student contact. The weekly schedule may be increased to accommodate holidays that are important to our school community. The school will compensate staff for any additional time worked beyond the DCTA contract.</p> <p>The yearly calendar will be developed no later than 60 days before the end of the school year by the principal in consultation of the combined CSC and SLT, the length of time the school will be in session during the next following school year.</p>	<p>Instruction and Contact</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> 22-32-109 (1)(n)(II)(B): School Calendar <input checked="" type="checkbox"/> 22-33-102(1) Definition of "Academic Year"
<p>Schedule</p>	<p>For over a decade McAuliffe International School has held the flexibility and waivers to control the schedule and school day, providing a greater level of student contact hours. The increase in school hours has historically led to academic outcomes and opportunities that surpass those of other Denver Public Middle Schools.</p> <p>McAuliffe will continue to engage in conversation with district operations to explore options around the length of the school day.</p> <p>McAuliffe International School may, on occasion, seek to waive DCTS CBA Article 8-2 to extend the workweek beyond 40 hours. This additional time will be used to support community engagement and/or to meet the needs of community programming like our Back-to-School Festival and Locker Set-Up days. These extra minutes will be exchanged for compensated time off for teachers of equal length. (OR Teachers will be compensated for this extra time in accordance with the DCTA contract).</p>	<p>DCTA CBA:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Article 1-8: Definition of "School Year" <input checked="" type="checkbox"/> Article 8-2 <input checked="" type="checkbox"/> Article 8-3 <input checked="" type="checkbox"/> Article 8-4 <input checked="" type="checkbox"/> Article 8-5 <input checked="" type="checkbox"/> Article 8-6 <input checked="" type="checkbox"/> Article 8-7 <input checked="" type="checkbox"/> Article 8-8 <input checked="" type="checkbox"/> Article 8-9 <input checked="" type="checkbox"/> Article 8-10 Professional Standards- Calendar, Year, Day, Class Size & Load <p>State Statute:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> 22-32-109(1)(n)(I): Schedule and Calendar <input checked="" type="checkbox"/> 22-32-109 (1)(n)(II)(A): Actual

	<p>McAuliffe International School seeks to waive language within DCTA CBA Article 8-3-1 so that we may include up to 60 minutes outside of the student contact day as part of the teachers self-directed instructional planning time to accommodate collaborative planning and data evaluation during the student contract day. McAuliffe International School will provide, at a minimum, the self-directed planning minutes provided in the DCTA Collective Bargaining Agreement..</p> <p>McAuliffe International School seeks to expand upon language within DCTA CBA Article 8-5-1-2 to include elective courses beyond "Music and Physical Education classes". McAuliffe offers a robust array of electives (including journalism, visual art, STEM, and theater) in which this article may be applied. The process for setting higher daily class size limits, as stated in this article 8-5-1-2, will be followed.</p>	<p>Hours of Teacher-Pupil Instruction and Contact</p> <p><input checked="" type="checkbox"/> 22-32-109 (1)(n)(II)(B): School Calendar</p> <p><input checked="" type="checkbox"/> 22-33-102(1) Definition of "Academic Year"</p>
<p>Extra Duty Compensation</p>	<p>McAuliffe International School will provide extra duty compensation that meets or exceeds the district's hourly and daily rates through both extra duty pay and through stipends.</p> <p>McAuliffe's Office Manager will oversee the submission of additional hours worked for additional duties/hours through True Pay when timesheets are completed and payroll is submitted at the end of each pay cycle. The Office Manager will be responsible for ensuring that all stipends are provided to eligible staff.</p> <p>McAuliffe International School 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. The compensation philosophy will be available to all staff once it is reviewed by HR and submitted to DPS compensation.</p> <p>McAuliffe International School may seek to provide extra duty compensation for school enrichments (academic and otherwise), community engagement events and DEI Work, which will support the school by furthering student engagement and developing academic support for students who may not otherwise be provided with them.</p>	<p>CBA:</p> <p><input checked="" type="checkbox"/> DCTA - Article 28: Extra Duty Compensation</p> <p><input type="checkbox"/></p> <p>State Statute:</p> <p><input checked="" type="checkbox"/> 22-32-109(1)(f): Local Board Duties Concerning Selection of Personnel and Pay</p>

	<p>McAuliffe International School will work with DPS HR and Compensation to ensure that all necessary processes are followed when developing the compensation philosophy.</p>													
<p>Curriculum and Assessment</p>	<p>McAuliffe International School will 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 may maintain this flexibility if the district changes its policy on curriculum and assessment.</p> <p>The school will regularly evaluate its education program and make changes to curriculum content, instruction, and assessments to ensure it meets or exceeds CCSS and CAS.</p> <p>At McAuliffe, our core curriculum supports student mastery of the Colorado Academic Standards (CAS) which are aligned to the Common Core State Standards (CCSS). Science curriculum is aligned to the Next Generation Science Standards (NGSS). All core content units reflect backward design, with summative tasks driving daily objectives which then dictate classroom learning experiences. Teachers deliver lesson plans prepared by a lead planner, a designated teacher leader for each core area who develops the daily lessons from existing, proven resources (Achievement First curriculum for language arts and social studies; Amplify for science; in-house curriculum for mathematics). This model ensures a consistent, high-quality experience for students regardless of teacher experience level.</p> <p>Provide the current selections for curricula:</p> <table border="1" data-bbox="342 1255 1219 1860"> <thead> <tr> <th data-bbox="342 1255 781 1325">Curriculum Subject</th> <th data-bbox="781 1255 1219 1325">Commercial Program Name</th> </tr> </thead> <tbody> <tr> <td data-bbox="342 1325 781 1430">Language Arts</td> <td data-bbox="781 1325 1219 1430">Achievement First/Reading Reconsidered</td> </tr> <tr> <td data-bbox="342 1430 781 1499">Science</td> <td data-bbox="781 1430 1219 1499">Amplify</td> </tr> <tr> <td data-bbox="342 1499 781 1646">Math</td> <td data-bbox="781 1499 1219 1646">School Created Sample 8th grade math unit found here</td> </tr> <tr> <td data-bbox="342 1646 781 1751">Social Studies</td> <td data-bbox="781 1646 1219 1751">Achievement First/OER Big History/UCLA Big Era History</td> </tr> <tr> <td data-bbox="342 1751 781 1860">SEL</td> <td data-bbox="781 1751 1219 1860">UnCommon Schools Dean of Students Curriculum</td> </tr> </tbody> </table>	Curriculum Subject	Commercial Program Name	Language Arts	Achievement First/Reading Reconsidered	Science	Amplify	Math	School Created Sample 8th grade math unit found here	Social Studies	Achievement First/OER Big History/UCLA Big Era History	SEL	UnCommon Schools Dean of Students Curriculum	<p>State Statute:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> 22-32-109(1)(t): Determine Educational Program and Prescribe Textbooks; <input checked="" type="checkbox"/> 22-32-109(1)(aa): Adopt Content Standards and Plan for Implementation of Content Standards
Curriculum Subject	Commercial Program Name													
Language Arts	Achievement First/Reading Reconsidered													
Science	Amplify													
Math	School Created Sample 8th grade math unit found here													
Social Studies	Achievement First/OER Big History/UCLA Big Era History													
SEL	UnCommon Schools Dean of Students Curriculum													

Provide the current selections for assessments:

Assessment Subject	Assessment Type
Language Arts	In house interim program/ iReady
Math	In house interim program
Social Studies	Unit level assessments
Science	Unit level assessments

Because we have multiple years of data from these internal assessments, we are able to identify shifts in student performance early and respond to those issues through adjustments in instruction. In addition, we are able to track progress toward goals outlined in the UIP and [Black Excellence Plan](#).

ELA - In the language and literature classes at McAuliffe International School, we provide a rigorous and engaging curriculum that empowers students to interact with and comprehend challenging text and engage in meaningful discussions. In creating our language and literature curriculum, we start by using an established, vetted curricula such as Achievement First and Reading Reconsidered as the foundation for our units. The Senior Team Leads (teacher leaders) in the department then work to curate the daily lessons and objectives to ensure that each lesson meets the needs of our unique learners. This model ensures that objectives, exit tickets, and texts are consistent across classrooms and provides support for high-quality questioning, instruction, collaborative learning and assessments.

All units and lessons are grounded in the CCSS with rubrics used to assess students on summative assessments. Foundational interactive reading skills are established through close reading, giving all students access points to grade-level text while requiring them to make meaning on their own and then to extend that understanding through collaboration with peers.

Our writing program aims to develop student autonomy in writing. The curriculum spirals in grades six through eight with each grade level providing instruction in analytical, research, and narrative writing. Students are explicitly taught planning strategies for writing so they have tools to effectively unpack

writing assignments and develop an effective plan on their own. In addition, our writing program grounds students in the art of analysis writing by emphasizing to students that every sentence has a purpose and developing their abilities to write with clarity and intent. All instruction works to create thoughtful, autonomous writers.

In order to achieve consistent, high standards within our teams, each language arts grade level team meets weekly to go over the week's objectives and exit tickets and intellectually prepare the most significant and challenging lessons. It is during this time that we determine common misconceptions and prepare access points for all of our learners and analyze and ground ourselves in exemplar lesson expectations and assessments. As teams, we also plan for progress monitoring and feedback so that each teacher meets with as many students as possible during the heart of the lesson in order to ensure mastery of the day's and unit's objectives.

Our curriculum and instruction constantly evolves through weekly Data Team meetings in which we meet as grade level teams to evaluate the results of formative and summative assessments and monitor the progress of all students in relation to the Common Core State Standards. As a team, English Language Arts (ELA) teachers determine necessary instructional strategies to move all learners and what is necessary to reteach to ensure understanding. We also use this time to specifically track the progress of our students who have not yet achieved proficiency.

Math - The McAuliffe Mathematics curriculum is written in-house and integrates the five domains of middle school mathematics as articulated by the Common Core State Standards. This integration of standards maximizes mathematical connections between domains while emphasizing student development of the CCSS Mathematical Practices. Our integrated curriculum design is built on learning progressions. Learning progressions build number sense, perseverance in problem solving, abstraction and representation, and mathematical communication with both major and supporting content. Learning progressions span weeks, units, a given year, or multiple years of the program.

By intentionally crafting logical learning progressions throughout the three year program, we are able to utilize a task-based instructional approach that places the intellectual lift on students rather than teachers. Teachers pose real-world or

mathematical tasks to students to meet new learning objectives. Students work tasks independently or collaboratively while the teacher monitors student work and thinking. When the task work time concludes, the teacher facilitates an actionable class conversation around the student work and thinking. This class conversation makes student thinking visible and stamps new understanding. Thus, each day's lesson is driven by student thinking and intuition.

Our tasks are rigorous and written to grade level standard. Each task has a "low floor" and a "high ceiling." Intentional task design and sequencing promotes equitable access to mathematical content and mathematical practice. Implementing this instructional model has allowed us to move from perceived ability "tracking" to heterogeneous classrooms. It provides all students the opportunity to access grade level mathematics, to develop conceptual understanding, to engage in mathematical thinking, to critique the thinking of others, and to extend their mathematical thinking.

Students learn and grow at different rates, and our weekly independent practice assignments reflect this fact. All practice assignments reinforce learning progressions and are cumulative by design. This ensures that we never leave a skill or concept behind; every student has multiple opportunities to grow to mastery in conceptual and procedural understanding throughout the school year. Applying concepts, skills and procedures in context and cumulatively develops strong mathematical habits of mind. Our students cannot rely on replicating procedures they do not understand. Instead, they are required to think critically to problem-solve. Cumulative practice assignments necessitate the identification of important and irrelevant information, the selection of appropriate mathematical tools, and strategy development. This type of practice cultivates flexible thinking and mathematical independence in our students.

Intellectual preparation meetings are facilitated weekly by the curriculum writer to ensure teachers feel confident delivering daily lessons. These meetings focus teachers on the most important mathematics of the week and explain how the mathematical understanding developed within each learning objective fits into the overall learning progression. Because the end goal is to create students who are doers of mathematics, our teachers are also doers of mathematics in these meetings. Teachers work mathematical tasks in multiple ways, brainstorm potential student strategies and misconceptions that will arise,

and collaboratively craft targeted questions based on the student work they anticipate.

Weekly formative data tasks, bi-weekly quizzes, and interim assessments are used to measure student mastery of learning objectives. Each assessment prioritizes mathematical modeling and mathematical explanation. Grade level teams meet on a weekly basis for Data Teams to analyze student work on assessments. The meetings are designed to simultaneously assess student progress, diagnose gaps in understanding, and build teacher capacity in analyzing student work and responding to student thinking. Data Teams meetings also provide the opportunity for mathematical content knowledge and pedagogical content knowledge to be shared among team members.

Sample materials may be found [here](#).

Science - The sciences program at McAuliffe is grounded in the Next Generation Science Standards (NGSS). The Next Generation Science Standards center around the belief that all students can develop the skills and content required to be a critical consumer of information. Our program empowers students to be able to make sense of the world around them and develop the critical thinking, problem solving, data analysis, and interpretation skills they will need outside of school. To accomplish this, teachers employ a variety of instructional strategies to promote an inquiry-led approach in which students do not just memorize a set of scientific facts, but rather engage in figuring out how and why science phenomena happen. At McAuliffe, our curriculum is Amplify Science for Lawrence Hall which is grounded in the Next Generation Science Standards (NGSS). This robust curriculum has students play the roles of scientists and engineers to design solutions to real-world problems.

Our program is intentionally integrated meaning that students learn life, earth and physical science every year. In addition, content and skills each year build off of each other, with similar topics appearing vertically across grade levels but with a different area of focus. For instance in sixth grade students study traits and reproduction; in seventh they study natural selection, and in eighth the focus is evolution. This spiral builds both a foundation and depth of understanding for students' sciences education.

Our program is designed by a lead planner. This model supports teachers and students by providing a framework for excellence

for the lessons. Teachers meet weekly with the lead planner to deep dive the weekly lessons. During this time, teachers unpack the objective and exemplar for the major check for understanding of the lesson and develop lines of questioning to support students at all ability levels to move towards mastery of the day's objective. This is also the time where we identify the science skills and concepts students need to practice in order to be successful on the summative assessment for the unit. Teachers then prepare the lessons even further by developing scaffolds for individual students in their class who will benefit from them.

The science program is designed with the end-in-mind. Our assessment program requires students to apply what they have learned through an original phenomenon in a new and different situation. Students are required to analyze evidence, construct a claim in order to develop an argument that is grounded in scientific principles. Teachers use the daily objectives as checks for understanding throughout their lessons to ensure that all students are making progress towards the end goal. We meet every other week for Data Teams to analyze student work and develop action steps to address misconceptions in the content.

Social Studies - At McAuliffe, our social studies curriculum is designed to provide the historical context for the complex globalized world in which they live. In sixth and seventh grade, students focus on World History. In eighth grade, students focus on United States History. We ground students in conceptual understanding and essential content knowledge so that they can be critical thinkers as we analyze multiple perspectives within primary and secondary sources. With an emphasis on analyzing sources, McAuliffe social studies classes give students the tools they need to be critical consumers of materials. Through engaging in research tasks and authentic performance tasks, students are able to understand the real-world application of their historical skills and content. At the end of eighth grade, students come to understand the human experience through many different lenses.

Within each grade-level curriculum, we have a common set of practices that supports our students to meet these goals. Our lessons are curated from Achievement First curriculum as well as the OER Big History Project and UCLA's Big Era History. Each grade level focuses on analyzing primary sources to transform them into historians. As students delve into a source's meaning, understand the context of the source, and determine the perspective of that source, they are better able to understand

	<p>history. In addition to primary source analysis, we focus on historical writing skills. Just like we want students to understand the context of the history they are studying, we want them to be able to weave the context into their writing so that they can understand and explain the big picture.</p> <p>Each grade-level at McAuliffe has a unique annual performance task. In sixth grade, students take part in Shark Tank- researching best economics practices to create their own product and develop the marketing and financing plan. In seventh grade, students deeply research a history topic of choice based on a given theme for National History Day. They write research papers and then create a presentation unique to their topic. In eighth grade, students participate in Congressional Hearings where students take their understanding of the Constitution and make sense of how it plays out in the law today. All three of these projects are presented in front of a panel of judges from the community.</p> <p>In order to monitor our students' success, we have regular progress monitoring. In the classroom, our teachers actively monitor during independent work time during the second half of the lesson. This active monitoring gives teachers an opportunity to provide students academic feedback so that students can have another at-bat and improve their work. Every other week (or, every 5 lessons), we have grade-level Data Teams to determine next steps in building our students reading, writing and historical content. After each Data Team, we have an action plan that each teacher executes in his or her classroom. For every unit that includes an essay task (about 3 a year per grade), we calibrate our scoring through a protocol. We do this to make sure that we are all aligned in what proficient sixth, seventh, or eighth grade writing looks like. In addition to the formal progress monitoring structures, each teacher receives regular classroom coaching to ensure that daily progress monitoring is happening.</p> <p>SEL - McAuliffe has implemented an advisory program for students for twenty minutes each day. During this time, students practice SEL skills through lessons on character development (UnCommon schools Dean of Students curriculum) as well as support with executive functioning tasks and self-management.</p>	
Professional Learning	McAuliffe International school leaders will participate in professional learning as determined in collaboration with the Collaborative Director , and shall not be required to attend district	State Statute: <input checked="" type="checkbox"/> 22-32-109(1)(t): Determine Educational

	<p>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.</p> <p>At McAuliffe, we believe supporting access and high achievement for all students depends upon teacher competency in several key areas and our professional development program supports teacher capacity in the following areas: being the classroom leader and building relationships with students, strong intellectual preparation and active monitoring, high ratio instruction that prioritizes student engagement, and using student work to drive instruction.</p> <p>We support new teachers with foundational professional development upon their arrival at McAuliffe and provide year round support for all staff in these critical areas. We begin the year with an initial professional development plan and adjust based on bi-weekly ILT walkthroughs and debriefs.</p> <p>Professional learning at McAuliffe is grounded in Teach Like a Champion and staff has attended the following “train the trainer” workshops in order to support high quality professional development:</p> <ul style="list-style-type: none"> - Engaging Academics - Check for Understanding - Reading Reconsidered - Building Culture <p>McAuliffe will implement 3-4 additional professional learning days throughout the school year. These days will be scheduled as a part of calendar development.</p> <p>School staff will still complete all training related to health, safety, and other legal compliance</p>	<p>Program and Prescribe Textbooks;</p> <p><input checked="" type="checkbox"/> 22-32-109(1)(aa): Adopt Content Standards and Plan for Implementation of Content Standards</p>
<p>Supplemental and Enrichment Programming</p>	<p>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</p>	<p>State Statute:</p> <p><input checked="" type="checkbox"/> 22-63-201: Employment - License;</p> <p><input checked="" type="checkbox"/> 22-32-110(1)(ee): Local Board Powers-Employ teachers' aides and other non</p>

	<p>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.</p> <p>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.</p> <p>All applicable teachers will meet Multilingual Education requirements outlined in the Consent Decree, and teachers of core content will meet licensure requirements, including special education licensure requirements.</p>	<p>certificated personnel;</p> <p><input checked="" type="checkbox"/> 22-63-402: Disbursements</p> <p><input checked="" type="checkbox"/> 22-32-109(1)(f): Local Board Duties Concerning Selection of Personnel and Pay</p>
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Section II: Teaching/Staffing Flexibilities

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

Teaching/Staffing Flexibilities		
Flexibility Area	Detailed Flexibility and Rationale	Associated Waivers
Recruitment	<ul style="list-style-type: none"> In order to compete with charter schools and to access the largest and most diverse candidate pool possible, we need a flexible hiring timeline, McAuliffe International School requests to waive DCTA CBA Article 13-7. McAuliffe International does expect the right offered through TECDA Section 22-63- 206-5 “Nothing in this section shall be construed as requiring a receiving school to involuntarily accept the transfer of a teacher. All transfers to positions at other schools of the school district shall require the consent of the receiving school.” McAuliffe will post vacancies when they become open. The school will work with the district HR office to post positions through the district website. In addition to this posting, the school will engage in independent outreach efforts to recruit candidates outside of the centralized recruitment channels. The school will consider all eligible applicants, 	<p>DCTA CBA:</p> <p><input checked="" type="checkbox"/> Article 13-7 Hiring Timelines</p> <p><input checked="" type="checkbox"/> Article 13-8 Personnel Committee</p> <p><input checked="" type="checkbox"/> Article 14-1 Summer School Teaching Positions</p>

including teachers who apply to transfer for vacancies. Transfer will not receive priority consideration. McAuliffe has operated in this way for the past 11 years and we have found that diverse and high-quality educators begin to seek options for employment as early as possible. If the Human Resources department is unable to support this request due to resource restraints we would seek to solve for this through collaborative problem solving (i.e. training for School-Based Office Manager to post positions for McAuliffe through the District's Talent Acquisition System or similar programs).

- McAuliffe International School seeks to waive **DCTA CBA Article 13-8-2** as it pertains to the definition or composition of the Personnel Committee, which will be renamed the Hiring Committee. The McAuliffe International Hiring Committee shall consist of the:
 - Principal
 - Assistant Principal of Academics
 - One or more teachers from within the department in which the vacancy exists.

- McAuliffe International School seeks to waive **DCTA CBA Article 13-8-3**. The educator(s) within the Hiring Committee will be appointed by the principal or designee from within the department where the vacancy exists.

- McAuliffe International School seeks to waive within **DCTA CBA Article 13-8-7** to state that the Hiring Committee shall operate all year, with the exception that outside of the school year the principal may gain consent to interview and hire autonomously after making a good faith effort to assemble as many of the Hiring Committee or alternates as may be available. This is an important flexibility as we have witnessed through nationwide teacher shortages high-quality teacher candidates are in very high demand. The flexibility to move expeditiously on hiring outside the school year often results in high-quality educators in front of students.

- McAuliffe International School seeks to waive **DCTA CBA Article 14-1-1** McAuliffe International School will fill summer school positions with its own teachers to the extent possible. Should additional teachers be necessary, the school will fill those positions with the best possible

	<p>candidates, not necessarily teachers currently in the District. Teachers will be compensated for summer school time as agreed upon in the annual compensation philosophy.</p> <ul style="list-style-type: none"> McAuliffe International School seeks to waive DCTA CBA Article 22. Job sharing, or converting from a full-time employee to a half-time employee, may be requested by regularly assigned full-time equivalent teachers who wish to work only half time. Teachers who wish to request job sharing or half-time positions shall submit their request in writing to the school's principal. The principal shall review and determine whether any requests for job sharing, or converting to half-time positions are approved or denied. All approved job sharing or half-time positions shall be for one (1) year at a time. 	
Reduction in Building Procedure	<p>All mentions of the 'Personnel Committee' will refer to our 'Hiring Committee', described above under 'Recruitment'. McAuliffe seeks flexibility within DCTA CBA Article 13-10 as it pertains to the definition of the Hiring Committee. McAuliffe's Hiring Committee for the purpose of Reduction in Building Staff shall consist of:</p> <ul style="list-style-type: none"> The School Principal The Grade Level Assistant Principals Assistant Principal of Academics. <p>All other Articles within DCTA CBA Article 13-10 shall be followed as written. Implementation of the RIBS process at the school level creates an incredibly fragile culture amongst the entire school community. McAuliffe International School seeks to lessen the burden on staff culture by engaging in these processes with the school's administrative leadership team.</p>	<input checked="" type="checkbox"/> DCTA CBA: 13-10 Reduction in Building Staff (RIBS)

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>The principal, assistant principals, and Senior Team Leads (Instructional Leadership Team) may opt out of all District Professional Development sessions- to include but not limited to June/July Leadership Weeks, Green Weeks, Universal Meetings, Math/Literacy SLT Professional Development Sessions, and Middle School Collaborative Meetings in order to meet the immediate needs of school-based operational needs.</p> <p>The principal will work with the Collaborative Director to determine a year-long professional development plan aligned to the school vision and mission which will include accountability measures as part of LEAD.</p> <p>All school leaders also complete training related to health, safety, and other legal compliance. All principals and assistant principals are evaluated annually in alignment with LEAD.</p>	<p>State Statute:</p> <p><input checked="" type="checkbox"/> 22-32-109(1)(jj): Identify Areas in which the Principal/s Require Training or Development</p>

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><u>School CSC</u> - (will function as a combined CSC and SLT)</p> <p>The composition of CSC in any given year shall be determined by the principal and in accordance with state law and the guidelines below. The McAuliffe International combined SLT and CSC will be composed of:</p> <ul style="list-style-type: none"> ● 1 Principal ● 1 Assistant Principal ● At least one Elected Educator ● At least one community member 	<p>District Policy:</p> <p><input checked="" type="checkbox"/> BDF-R4 Collaborative School Committee</p> <p>(If the SLT and CSC are combined):</p> <p>DCTA CBA:</p> <p><input checked="" type="checkbox"/> Article 5-5: School Leadership Team</p>

	<p>Positions selected by lottery (serving 1 year terms):</p> <ul style="list-style-type: none"> ● At least 4 Parents <p>DCTA Representation</p> <ul style="list-style-type: none"> ● 1 elected school-based representative <p>The CSC will not:</p> <ol style="list-style-type: none"> 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). <p>Parent Members of the combined SLT and CSC will nominate themselves for these positions. If more nominations are provided than are needed the names will be selected at random to fulfill the roles required. Remaining nominated names will be recorded in the case a member were to resign their role. The voting members of the CSC will make decisions by consensus. When a consensus cannot be reached the school principal will have the final say.</p> <p>In addition to the responsibilities required in state statute, the combined SLT and CSC will:</p> <ul style="list-style-type: none"> ● Meet at least once a month; ● Adhere to all expectations of Board Policy BDF-R4 ○ Act as the school accountability committee for the school. ○ Recommend to the principal priorities for spending school moneys and formulating school budget requests. ○ Advise and make recommendations to the Principal and on the school improvement plan. ○ Advise and make recommendations to the Board of Education on the school priority improvement or turnaround plan. ○ Provide input and recommendations on an advisory basis to the District Accountability Committee and the Instructional Superintendent concerning Principal evaluations. ○ Accountability Committee concerning Principal evaluations. ○ Increase the level of parent engagement in the school. The committee's activities to increase parent engagement will include, but not be limited to: <ul style="list-style-type: none"> ■ 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; 	<p><input checked="" type="checkbox"/> Article 5-6: Instructional Leadership Team</p> <p>State Statute:</p> <p><input checked="" type="checkbox"/> 22-32-126: Employment and Authority of Principals</p>
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- Assisting the District in implementing at the school the parent engagement policy adopted by the Board of Education; and
- 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.

McAuliffe Administrative Team-

- School Principal
- School Assistant Principals

Responsibilities

- Overall and day to day school operations

McAuliffe ILT (Instructional Leadership Team) -

- Principal
- Assistant Principals
- Math - (at least one member from the following departments appointed by the principal)
- Language Arts - (at least one member from the following departments appointed by the principal)
- Social Studies - (at least one member from the following departments appointed by the principal)
- Science - (at least one member from the following departments appointed by the principal)
- Electives - (at least one member from the following departments appointed by the principal)
- Special Education / Mental Health - (at least one member from the following departments appointed by the principal)

Responsibilities:

Support the academic mission, vision and instructional and cultural goals of McAuliffe International School. This includes but is not limited to:

- Teacher observation and coaching
- PD Planning and Delivery
- Data Driven Research and Analysis
- Weekly ILT Meetings and Instructional Rounds

	<p>See <i>School Leadership Transitions</i> section below.</p> <p><u>Educator Cabinet</u> Beginning in 2024-2025, McAuliffe will form an Educator Cabinet whose purpose will be to advise on school operations including but not limited to:</p> <ul style="list-style-type: none"> ● Calendar ● School Day ● Teacher Work Day ● additional operational issues as determined by the administrative team <p>The Educator Cabinet shall include but not be limited to:</p> <ul style="list-style-type: none"> ● At least one core teacher per grade level ● At least one elective teacher ● At least one special education teacher ● At least one member of the mental health team ● At least one representative from the Community Office/Main Office staff <p>This Educator Cabinet shall be elected by staff and shall provide input as issues arise. If consensus cannot be reached by the Educator Cabinet, the issue shall be resolved by the Administrative Team.</p>	
<p>Sponsorships</p>	<p>The School shall have the ability to request and secure school-based sponsorships to support student and community engagement independent of the district according to the following policies:</p> <ol style="list-style-type: none"> 1. The sponsorship must not compromise or show inconsistency with the beliefs, values of the district and school. 2. The sponsorship will not alter any district owned resources unless permission is granted by the district. 3. The sponsorship does not create a real or perceived conflict of interest with school administrators or staff. 4. The sponsorship agreement will be reported to the district budget office at least 30 days before an agreement is to take effect. The budget office will have the ability to refuse the agreement only in situations where said agreement will adversely impact funding arrangements for other schools in the district more than it would benefit McAuliffe International School because it would be in conflict with existing fund regulations (such as federal grants) 	<p>District Policy:</p> <ul style="list-style-type: none"> ● KHBA: Sponsorship Programs

Budgeting on Actual Teacher Salaries	McAuliffe International School currently budgets on actual teacher salaries and will continue to budget this way. This budgeting strategy allows McAuliffe to spend any additional budget on resources to support student learning and wellbeing.	No Associated Waivers
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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
School Leadership Transitions		•



Waivers and Replacement Language

McAuliffe International *intends to secure approval of their community stakeholders for all revisions to their existing innovation plans.*

Calendar

DCTA CBA:

- [Article 1-8: 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.

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 than 60 days before the end of the school year by the principal in consultation of the combined CSC and SLT.
- 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 Instructional Superintendent. The school shall submit their calendar to the district in a timeframe as requested by the district in order to meet requirements for alignment with hiring/onboarding, transportation, facilities and other service provision.

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

Schedule

DCTA CBA:

- [Article 1-8: Definition of “School Year”](#)
- [Article 8-2 - 8-10: Professional Standards- Calendar, Year, Day, Class Size & Load](#)

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

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”

Extra Duty Compensation

DPS CBAs:

- DCTA - Article 28: Extra Duty Compensation

State Statute:

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

The School has the authority to determine its own compensation philosophy to provide school determined extra-duty pay and to compensate employees based on school priorities including activities such as, but not necessarily limited to, additional time, additional roles and responsibilities, coaching, tutoring, professional development or for performance incentive pay, provided that the School submits a Compensation Philosophy to their CSC 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 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](#)
- [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. In determining the School's PD and coaching schedule, the Collaborative Director will collaborate with the Principal to ensure that the school's PD and coaching plan supports the School in implementing the goals of the innovation plan. The School must participate in all training required for health, safety, equity, 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](#)
- 22-32-109(1)(f): Local Board Duties Concerning Selection of Personnel and Pay

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); Arts. 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 13-8-2, 13-8-3, and 13-8-7 Personnel Committee
- Article 14-1-1 Summer School Teaching Positions
- Article 22 Job Sharing and Half-Time

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

McAuliffe International School seeks to waive within **DCTA CBA Article 13-8-7** to state that the Hiring Committee Personnel shall operate all year, with the exception that outside of the school year the principal may gain consent to interview and hire autonomously after making a good faith effort to assemble as many of the Hiring Personnel Committee or alternates as may be available. This is an important flexibility as we have witnessed through nationwide teacher shortages high-quality teacher candidates are in very high demand. The flexibility to move expeditiously on hiring outside the school year often results in high-quality educators in front of students.

The Innovation School will fill summer school positions with its own teachers to the extent possible. Should additional teachers be necessary, the school will fill those positions with the best possible candidates, not necessarily teachers currently in the District. Teachers will be compensated for summer school time as agreed upon in the annual compensation philosophy.

McAuliffe will post vacancies when they become open. The school will work with the district HR office to post positions through the district website. In addition to this posting, the school will engage in independent outreach efforts to recruit candidates outside of the centralized recruitment channels. The school will consider all eligible applicants, including teachers who apply to transfer for vacancies.

Reduction in Building Procedure

DCTA CBA:

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

McAuliffe seeks flexibility within **DCTA CBA Article 13-10** as it pertains to the definition of the Hiring Committee. McAuliffe's Hiring Committee for the purpose of Reduction in Building Staff shall consist of:

- The School Principal
- The Grade Level Assistant Principals
- Assistant Principal of Academics.

The principal, with consultation from the school's administrative leadership team, 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 coaching and professional development as it supports 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's supervisor will collaborate with the Principal to support 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](#)
- [Article 5-6: Instructional 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 School Collaborative Committee, creating the CSC**. The CSC will comply with State Law on School Accountability Committees (summarized below).

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

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

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

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

The CSC will not:

1. Participate in the day-to-day operations of the school;
2. Be involved in issues relating to individuals (staff, students, or parents) within the school; or
3. Be involved in personnel issues other than principal hiring (the School Personnel Committee will stand alone according to the current DPS/DCTA contract).

Educator Cabinet

Beginning in 2024-2025, McAuliffe will form an Educator Cabinet whose purpose will be to advise on school operations including but not limited to:

Calendar

School Day

Teacher Work Day

additional operational issues as determined by the administrative team

The Educator Cabinet shall include but not be limited to:

At least one core teacher per grade level

At least one elective teacher

At least one special education teacher

At least one member of the mental health team

At least one representative from the Community Office/Main Office staff

This Educator Cabinet shall be elected by staff and shall provide input as issues arise. If consensus cannot be reached by the Educator Cabinet, the issue shall be resolved by the Administrative Team.

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

Summary of State Statute

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

Meetings

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

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

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

The CSC will:

1. *Act as the school accountability committee for the school.*
2. *Recommend to the principal priorities for spending school moneys and formulating school budget requests.*
3. *Advise and make recommendations to the Principal and Instructional Superintendent on the school improvement plan.*
4. *Advise and make recommendations to the Board of Education on the school priority improvement or turnaround plan.*
5. *Provide input and recommendations on an advisory basis to the District Accountability Committee and the Instructional Superintendent concerning Principal evaluations.*
6. *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.*

School Sponsorships

District Policy:

- [KHBA - Sponsorship Programs](#)

The school has the authority to collect revenue directly from sponsorships, so long as any revenue collected is processed through the appropriate district system (currently My School Bucks), which will then be directed to the school. This revenue is subject to district oversight.

The school shall have the ability to request and secure school-based sponsorships independent of the district according to the following policies:

1. The sponsorship must not compromise or show inconsistency with the beliefs, values of the district and school.
2. The sponsorship will not alter any district owned resources unless permission is granted by the district.
3. The sponsorship does not create a real or perceived conflict of interest with school administrators or staff.
4. The sponsorship agreement will be reported to the district Office of Finance at least 30 days before an agreement is to take effect. The Office of Finance will have the ability to refuse the agreement only in situations where said agreement will adversely impact funding arrangements for other schools in the district more than it would benefit the school or because it would be in conflict with existing fund regulations (such as federal grants).

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

Feedback/Input on School Renewal Submission:

Equitable innovation requires empathizing with the user and adjusting based on user input. This Innovation review has given our community another opportunity to collectively reflect and dream big for our students. The school renewal submission was created by and for the following stakeholders on the following dates. School renewal plans included input from these stakeholders. After the first round of the application, we will continue to engage our community and seek input from all stakeholders on our school plan.

	McAuliffe International Stakeholder Meetings
CSC	9/9/22, 9/15/22, 10/3/22, 11/3/22 and 11/3/22, 3/2/23, 4/19/23

	7/31/23, 8/7/23, 10/19/23, 11/10/23, 11/30/23, 12/14/23
All Staff Meeting	10/7/22, 3/2/2023, 1/2/2024 , 4/30/2024
School Renewal Teams	9/1/22, 9/8/22, 9/22/22, 9/29/22, 10/6/22, 10/13/22, 10/20/22, 11/3/22 and 11/17/22 2/16/23, 4/18/23, 5/3/23 10/5/23, 10/11/23, 10/18/23, 10/25/23, 11/8/23, 11/10/23, 11/29/23, 12/5/23, 12/8/23
Leadership Team Input	Weekly meetings

Summary of Innovation Strategies, Flexibilities, and Student Impact

Strategy	Flexibilities Needed to Implement								Student Impact (see specific goals in Table 1)
	Calendar and Schedule	Extra Duty	Curric & Assess	Professional Learning	Supp & Enrich program	Recruitment	School Leader Training & Dev	Budget	
Intensive support for new students	X	X		X	X		X	X	Will increase student growth and student proficiency on CMAS Math and CMAS ELA
High expectations for learning	X	X	X	X	X	X	X	X	
Refine learning opportunities for staff, families, and community	X	X		X			X	X	

In addition, the School Committees flexibility allows McAuliffe to restructure school governance to have more stakeholder voices included, and the RIBs flexibility allows McAuliffe to maintain a positive staff culture.