



2022-2023

**McAuliffe International School
Innovation School Review**

Table of Contents

[Letter to your School Community](#)

[Innovation Review Summary](#)

[Innovation Plan Narrative](#)

[Section I: Educational Program Flexibilities](#)

[Section II: Teaching/Staffing Flexibilities](#)

[Section III: School Management and Leadership](#)

[Section IV: Governance and Budget Flexibilities](#)

[Section V: Proposed Flexibilities \(Optional\)](#)

[Section VI: Innovative Practices Outside of Waivers \(Optional\)](#)

[Appendix A: Evidence of Engagement and Support from Administrators, Teachers and CSC](#)

[Appendix B: Innovation Plan Attestations](#)

Letter to your School Community

[McAuliffe Letter to the Community](#)

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. Innovation Zone mission, vision, and values.

We are a collective of innovative schools in Northeast Denver that empower leaders and educators, in partnership with our communities, to innovate practices that

result in authentic, relevant, and challenging education for students in schools that are unwaveringly committed to agency, equity, and innovation.

Vision:

The Northeast Denver Innovation Zone is an innovation laboratory that empowers and supports educators to innovate practice to respond to each student's needs.

NDIZ graduates are inquiring, knowledgeable, and caring young people who thrive today and develop the skills and agency to become innovators of good tomorrow.

c. 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.

d. 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 and the Northeast Denver Innovation Zone 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

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	McAuliffe International School may design their yearly calendar with the following in mind: <ul style="list-style-type: none"> To provide additional professional learning that compliments our curriculum, McAuliffe will modify our 	DCTA CBA: <ul style="list-style-type: none"> Article 1-7: Definition of “School Year”

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>yearly calendar. These changes will provide additional time for both leader and teacher designed professional learning;</p> <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 scheduled with input from the CSC and SLT to best serve the school community; ● 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>	<ul style="list-style-type: none"> ● 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)(n)(II)(B): School Calendar ● 22-33-102(1) Definition of "Academic Year"
Schedule	<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</p>	<p>DCTA CBA:</p> <ul style="list-style-type: none"> ● Article 1-7: Definition of “School Year” ● Article 8-2, 8-3-1, 8-5-1-2: Professional Standards-

	<p>time off for teachers of equal length. (OR Teachers will be compensated for this extra time in accordance with the DCTA contract).</p> <p>McAuliffe International School seeks to waive language within DCTA CBA Article 8-3-1 so that we may include up to 60 minutes prior to 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.. McAuliffe teachers' current contract day is from 8:10am to 4:10pm. Elective teachers teach a Zero Hour Class or an enrichment class (before the regular day starts from 8:15am to 9am Monday through Thursday), while core teachers use this time for IEP/504 meetings and planning. Classes officially start at 9:10am and end at 4:10pm.</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>All other aspects of Article 8 in the DCTA contract will be observed. McAuliffe International School is responsible for its own operations, which includes the school day schedule and calendar and ensuring the minimum number of teacher-pupil contact hours. McAuliffe International is not waiving anything related to healthy start times.</p>	<p>Calendar, Year, Day, Class Size & Load</p> <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" ● Healthy Start Times Resolution (2021)
<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</p>	<p>District Policy:</p> <p>CBA:</p> <ul style="list-style-type: none"> ● DCTA - Article 28: Extra Duty 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

	<p>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>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 1755 1219 1892"> <thead> <tr> <th data-bbox="342 1755 781 1822">Curriculum Subject</th> <th data-bbox="781 1755 1219 1822">Commercial Program Name</th> </tr> </thead> <tbody> <tr> <td data-bbox="342 1822 781 1892">Language Arts</td> <td data-bbox="781 1822 1219 1892">Achievement First/Reading</td> </tr> </tbody> </table>	Curriculum Subject	Commercial Program Name	Language Arts	Achievement First/Reading	<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
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

	<p>high-quality questioning, instruction, collaborative learning and assessments.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>Math - The McAuliffe Mathematics curriculum is written in-house and integrates the five domains of middle school</p>	
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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 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.

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.

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

	<p>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>	
<p>Professional Learning</p>	<p>Zone Schools and zone school leaders will participate in professional learning as determined by Zone Schools and the NDIZ, and shall not be required to attend district training or professional development, unless such practices or requirements are related to the health and safety of students, discrimination or harassment of students and employees, and/or other legally required trainings, or in cases when the BOE determines that the practice or requirement applies to all District managed schools and has not been subject to waiver.</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>State Statute:</p> <ul style="list-style-type: none"> • 22-32-109(1)(t): Determine Educational Program and Prescribe Textbooks; • 22-32-109(1): Adopt Content Standards and Plan for Implementation of Content Standards

	<p>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>	
Supplemental and Enrichment Programming	<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 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>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 • Teacher Employment, Compensation and Dismissal Act of 1990 Section 22-63-201: Employment - License Required – Exception • 22-63-402: Disbursements

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

<p>Recruitment</p>	<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, including teachers who apply to transfer for vacancies. Transfer will not receive priority consideration. MIS 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 Team shall consist of the: <ul style="list-style-type: none"> ○ 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 Personnel 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 Personnel shall 	<p>District Policy:</p> <ul style="list-style-type: none"> ● GDF/GCF: Staff Recruitment/ Hiring 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 <p>State Statute:</p> <ul style="list-style-type: none"> ● Teacher Employment, Compensation and Dismissal Act of 1990 Section 22-63-201: Employment - License Required – Exception
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	<p>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 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.</p> <ul style="list-style-type: none"> ● 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 candidates, not necessarily teachers currently in the District. Teachers will be compensated for summer school time as agreed upon in the innovation plan. ● 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. ● McAuliffe International has for the past nine years has used a waiver from Teacher Employment, Compensation and Dismissal Act of 1990 Section 22-63-201: Employment - License Required – Exception and seeks to retain that flexibility in order to continue allowing the school to hire unlicensed teachers in non-core content areas. (i.e. Fluent Language Speakers Spanish, Mandarin and French) 	
<p>Reduction in Building Procedure</p>	<p>McAuliffe seeks flexibility within DCTA CBA Article 13-10 as it pertains to the definition of the Personnel 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>DCTA CBA:</p> <ul style="list-style-type: none"> ● 13-10 Reduction in Building Staff (RIBS)

	<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>	
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Section III: School Management and Leadership

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

School Management and Leadership Flexibilities		
Flexibility Area	Detailed Flexibility and Rationale	Associated Waivers
<p>School Leader Training and Development</p>	<p>Zone Schools and zone school leaders will participate in professional learning as determined by Zone Schools and the NDIZ, and shall not be required to attend district training or professional development, unless such practices or requirements are related to the health and safety of students, discrimination or harassment of students and employees, and/or other legally required trainings, or in cases when the BOE determines that the practice or requirement applies to all District managed schools and has not been subject to waiver.</p> <p>The zone Executive Director co-designs professional learning structures and cadences, topics, and learning targets with the zone principals. The NDIZ also includes assistant principals in leader professional development. The NDIZ school leader focus areas for the next three years are agency, innovation, equity, and symmetry. Learning targets aligned to those focus areas (listed below for 22-23) will be adjusted each year. The structures that are in place to support school leader professional learning fall into three formats 1) zone collective learning 2) small group learning and 3) individual coaching.</p> <p>The zone collective learning structures are made up of a zone leader hub (shared website for resources and learning) and</p>	<p>State Statute:</p> <ul style="list-style-type: none"> • 22-32-109(1)(jj): Identify Areas in which the Principal/s Require Training or Development

quarterly equity learnings (“Innovation for Equity”). Example Innovation for Equity activities are student shadow, parent listening forums, and adjusting equity practice based on the design thinking process.

On opposite months, principals will engage in small group learning. The small group learning structures provide a choice for the 17 leaders in the zone: communities of practice or learning labs. The community of practice topics and learning lab focus areas are selected by the leaders.

In addition, individual leaders receive coaching on a 12-week coaching cycle, offered to 6 leaders at a time. Leaders co-select their coaching focus and some examples include improving classroom practice, coaching teacher leaders, creating a culture system, aligning practice to UIP

Finally, regardless of whether a school leader is on a 12-week coaching cycle with the Executive Director, the Executive Director meets with each zone school principal weekly or biweekly.

All school leaders also complete all training related to health, safety, and other legal compliance, which is monitored by the zone Executive Director.

All principals and assistant principals are evaluated annually in alignment with LEAD.

NDIZ School Leader Focus Areas and Learning Targets

Agency: I embrace my power, autonomy, and responsibility to dream big and act now to improve the student experience:

- Triangulate my beliefs, my practice, and current research to refine my practice
- Collect, analyze and share data on the impact of my work on student learning, belonging, and agency
- Ensure educators and students in my care experience agency and ownership of their learning

Innovation: I name and take concrete leaps in practice to improve learning, belonging, and agency for educators and students in my care:

- Implement routines to know learners deeply in order to take responsive leaps in my practice.
- Engage in ongoing reflection, embrace feedback from peers, and revise practice
- Make learning visible to build collective wisdom of educators in NDIZ

Equity: I increase my agency to embed equity and innovation in my professional practice:

- I reflect on my mindset and practice to work toward transformative change for equity and inclusion within the NDIZ
- I analyze my practice to hold myself accountable to high standards for each child; I use culturally responsive practices to support high expectations for all learners
- Implement routines and rituals to know families deeply and leverage their cultural assets to enhance learning, belonging, and agency
- Create and implement routines that allow learners to develop a sense of belonging, critical consciousness, and deep cognitive engagement

Symmetry: I accelerate high quality learning for students by providing high quality learning for educators:

- Provide time and space to read, write, talk, think, and make meaning of new learning
- Provide choice, voice, and safe space to create and apply relevant learning
- Name the symmetry between student and educator learning, belonging, and agency
- Create a professional learning plan that prioritizes a few key topics and spiral back to learning throughout the year

	<p>(Symmetry learning is centered on the idea that we know how humans learn and when adult learning mirrors what we know is best for kids, kids' learning improves.)</p> <ul style="list-style-type: none"> The principal will not be required to participate in district training not related to the innovation plan unless those trainings are agreed upon by the principal and Innovation Zone Director as part of the principal's professional development plan. 	
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Section IV: Governance and Budget Flexibilities

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

Governance and Budget Flexibilities		
Flexibility Area	Detailed Flexibility and Rationale	Associated Waivers
<p style="text-align: center;">School Committees</p>	<p><u>School CSC</u> - (will function as a combined CSC and SLT)</p> <p>The McAuliffe International combined SLT and CSC will be composed of:</p> <p>Positions assigned by the principal:</p> <ul style="list-style-type: none"> 1 Principal 1 Assistant Principal 1 Teacher <p>Positions selected by lottery (serving 1 year terms):</p> <ul style="list-style-type: none"> 4 Parents (one from business community and one from McAuliffe at Smiley Foundation) <p>DCTA Representation</p> <ul style="list-style-type: none"> 1 elected school-based representative <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>District Policy:</p> <ul style="list-style-type: none"> BDF-R4 Collaborative School Committee <p>(If the SLT and CSC are combined):</p> <p>CBA:</p> <ul style="list-style-type: none"> Article 5-5: School Leadership Team Article 5-6: Instructional Leadership Team <p>State Statute:</p> <ul style="list-style-type: none"> 22-32-126: Employment and Authority of Principals

	<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 Zone Executive Director on the school improvement plan. ○ Advise and make recommendations to the NDiZ Board of Education on the school priority improvement or turnaround plan. ○ Provide input and recommendations on an advisory basis to the Zone and or District ○ Accountability Committee and the Zone Director 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; ■ 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. <p><u>McAuliffe Personnel Committee -</u></p> <ul style="list-style-type: none"> ○ Principal ○ Assistant Principal of Academics ○ One or more teachers from within the department in which the vacancy exist <p>Responsibilities:</p>	
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- This committee will adhere to and be responsible for **DCTA CBA Articles 13-8-4 (13-8-4-1 and 13-8-4-2), 13-8-5 and 13-8-6.**

McAuliffe Personnel Committee for RIBS -

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

Responsibilities:

- This committee shall be responsible for all RIBS Procedures outlined within **DCTA CBA Article 13-10**

McAuliffe SLT (School Leadership Team) -

- Executive Director
- School Principal
- School Assistant Principals

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)

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

	See <i>School Leadership Transitions</i> section below.	
Sponsorships	<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

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	NDIZ understands the deep complexity of the role of the school leader and the critical importance of strong support. The principal creates the conditions for teacher quality and retention and must	<i>Optional: If you know to which policy this flexibility might require waivers,</i>

	<p>have space and training to support our valued teachers.² To build principal capacity, each NDIZ principal engages in:</p> <ul style="list-style-type: none"> • Coaching cycles with the Executive Director • The LEAD evaluation process and follow up with DPS Leader improvement plan if necessary (per DSLA master agreement), concerns of school leader misconduct will be reported to DPS in accordance with agreements with the district and will follow corrective action processes in partnership with DPS HR. • Ongoing professional learning as described by the NDIZ Professional Learning Plan. <p>NDIZ leaders collectively hold more than 40 years of experience as principals. It is critical that emerging leaders benefit from the wisdom and experience of NDIZ leaders, and therefore we have established the NDIZ leader apprentice model. NDIZ supports new principals in an apprenticeship model in the first year. Both the incoming and outgoing leader receive compensation commensurate with the principal role. Each principal pair will have clear roles and responsibilities for decision making and leader duties. Both leaders will be evaluated on the LEAD framework by the ED. Current principals are being trained in Executive Coaching to bolster their ability to coach incoming principal. NDIZ created this process in partnership with DPS HR.</p> <p>The process to hire and support new principals was co-created by NDIZ principals and outlined here: NDIZ principal hiring plan co-created with principals. Applicants to NDIZ leader roles will have a conversation and written documentation prior to selection to understand the unique role of being a Zone Principal including supervision by a third party nonprofit; understanding the goals and flexibilities in the innovation plan; and understanding the apprentice principal role.</p> <p>Once selected, new leaders will receive onboarding training including their status as a district employee who is supervised by a third party nonprofit; understand the goals and flexibilities in the innovation plan, and will meet with the Board and ED to discuss the unique governance structure of the zone.</p>	<p><i>please list them here. PMT will edit this section to match your final innovation plan.</i></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"> •
<p>District Transfers and Placement</p>	<p>In the previous DPS board policy language of GDE/GCF, it had stated that “the District” had the ability to make direct placements or transfers at will. McAuliffe International waived this board policy in</p>	

² Grissom, Jason A., Anna J. Egalite, and Constance A. Lindsay. 2021. “How Principals Affect Students and Schools: A Systematic Synthesis of Two Decades of Research.” New York: The Wallace Foundation. Available at <http://www.wallacefoundation.org/principalsynthesis>.

	<p>previous innovation plans to communicate that we would not accept direct placements or transfers from the district. The current language of DPS Board Policy GDE/GCF does not include this language. Additionally, it is understood by McAuliffe International that State Statue 22-63-206-5 Transfer-compensation-definitions states "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."</p>	
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Section VII: Innovation Zone (NDiZ)

Leader Succession Plan

The McAuliffe International leadership succession plan assures continuity in the implementation of the educational program in the event of school leadership changes. One of the benefits of forming a network of schools in the Innovation Zone model is that it creates more access to leadership opportunities, builds institutional knowledge, and builds an internal pipeline of talent.

The leadership succession plan includes a process for both internal succession (promotion of existing staff) and external recruitment and hiring of new leadership from outside the NDIZ community. NDIZ hires leaders that exhibit strong characteristics and evidence of accomplishments in growing agency, equity, and innovation.

Collaboration in the Northeast Denver Innovation Zone

Our School is proud to be a part of the Northeast Denver Innovation Zone. The following sections highlight some of the collaboration with the other three NDIZ Schools.

Northeast Denver Innovation Zone (NDIZ)

What is NDIZ?

We are the Northeast Denver Innovation Zone (NDIZ), and we are building a model for the future of public education where students and educators thrive with the implementation of agency, equity and innovation. NDIZ exists to create innovation space for educators and students from McAuliffe International School, McAuliffe Manual Middle School, Northfield High School, and Swigert International Elementary School. We are banded together by our close geographic area, our similar instructional model, and our commitment to dream big for children.

What does NDIZ Do?

The Zone creates space for NDIZ Educators to innovate experiences for student learning and belonging. The Zone is a non-profit organization that works in partnership with DPS to advocate for school

autonomy in time, calendar, budget, hiring, and curriculum. School autonomy in innovation zones is guaranteed by state law and proven to accelerate student learning and belonging. The Zone supports educators with

- Advocacy for School Autonomy
- High quality professional learning applying innovation by
- Support with school operations
- Zone family engagement
- Teacher and leader pipelines
- Recruiting and hiring educators, specifically diverse educators
- Data reviews to ensure equitable student growth, achievement, and belonging

NDIZ Mission: Mission:

We are a collective of innovative schools in Northeast Denver that empower leaders and educators, in partnership with our communities, to innovate practices that result in authentic, relevant, and challenging education for students in schools that are unwaveringly committed to agency, equity, and innovation.

Vision:

The Northeast Denver Innovation Zone is an innovation laboratory that empowers and supports educators to innovate practice to respond to each student's needs.

NDIZ graduates are inquiring, knowledgeable, and caring young people who thrive *today* and develop the skills and agency to become innovators of good *tomorrow*.

Our mission and vision continue to evolve with input and experience from educators, students, and families as we apply the mission and vision to our work in the community

Our Common Values Guide Our Path to Serve Student Learning and Belonging



Agency: Empowering learners with the independence, support, and encouragement to craft relevant goals and pathways of achievement.



Equity: Designing learning environments where each student feels accepted and connected and has the resources, confidence, and inspiration to thrive in the global community. We prioritize resources to close opportunity gaps across race, class, ethnicity, gender, sexual orientation, religion, ability, and language.



Innovation: Inspiring learners to stay curious, explore new perspectives, and take risks to reimagine learning.

Our Instructional Model: Our Foundation for Collaboration

A similar Instructional Model, grounded in ideas of International Baccalaureate (IB) and Expeditionary Learning (EL), provides NDIZ educators clarity in what and how to teach and provides common targets for collaboration, communities of practice, and learning labs (Marzano, 2020). This common NDIZ instructional model features:

- Equity: High academic standards with relevant, transdisciplinary work connecting students to each other and current events in the world.
- Critical Thinking: Students collaborate to make meaning of content. Research and inquiry drive learning.
- Agency: Learning how to learn is paramount. Students have agency in their own learning through goal setting, self assessment, peer feedback, and opportunities to innovate and revise.
- Community Service: Students apply their learning by engaging with interests beyond the classroom and serve their community.
- Character Development: Students practice collaboration, perseverance, self management, and goal-setting, which results in students who have the agency to innovate for good in their community.

Our schools are rigorous, high-performing schools that will serve more than 3,000 K-12 students in 2022, empowering learners with the independence, support, and encouragement to craft relevant goals and pathways of achievement. We prepare students for success in college, career, and community and are committed to delivering an excellent education in an inclusive school environment where all students thrive. In addition, all zone schools prioritize closing the opportunity gap by designing learning environments where each student feels they belong and has the resources, confidence, and inspiration to thrive in the global community. We prioritize resources to close opportunity gaps across

race, class, ethnicity, gender, sexual orientation, religion, ability, and language.

Zone Goals 2023-2025

Schools in NDIZ will use the CDE Unified Improvement Plan (UIP) to set and monitor goals for the following areas: academic growth, academic achievement; growth and achievement for historically marginalized groups of students in race, ability, and language. Additionally, schools will use an NDIZ created student and family satisfaction survey to measure perception twice per school year and monitor valid response rate. Leaders and teachers review data and set action plans to respond to student needs. Zone resources, in collaboration with school educators, will direct resources to meet these goals.

Academic Growth and Achievement

- Summative Goal: May 2025: All schools in NDIZ remain green with regards to growth on the State CDE School Performance Framework (SPF); On CDE SPF, all Zone schools meet or exceed academic achievement expectations as measured by CMAS and PSAT in math and ELA at least 2 out of 3 years (23-25). See rating column in chart below.
- Formative Goal: August 2024-2025: Any school that decreases a band of growth on the Framework, holds quarterly data reviews and action planning with ED and one Board member. Zone resources focused on response.

Academic Achievement for Students in Groups that are Historically Marginalized

- Summative Goal: August 2025: All schools in NDIZ will have reduced achievement gaps across race, ability and language. Progress towards this goal will be measured by the extent to which the percentile rank of each sub group's achievement in math and English, as measured by CMAS and PSAT/SAT on the CDE SPF moves towards the schools average percentile rank.

For Example:

7th Grade Math Achievement	2022 All Students	2022 Hispanic Students	2024 All Students	2024 Hispanic Students
Percentile Rank on CMAS	97	63	97	73

Widening of Gap	Poor	Moving	Closing Gaps
Percentile rank gap grew by 5 or more points	Gap in percentile rank remained the same.	3-24 point decrease in gaps of percentile rank between all students and	25 point decrease in gaps of percentile rank between all students and

- Formative Goal: Each school will set a goal, yearly, based on the percentile rank of each subgroup in math and English to close gaps on the previous years CDE SPF. Growth will be determined by the rubric above.

Student Satisfaction

- Summative Goal: All four schools increase the percentage of students who respond positively (agree or strongly agree) to items regarding school engagement, measured by the NDIZ student survey. The NDIZ survey is being used because 1) surveys are administered 2x a year. 2) Schools can monitor a valid response rate. This survey is under development with the experts on the NDIZ Board and will be a part of The NIDZ Agency, Equity, Innovation Framework (AEIF).
- Formative Goal: August 2023, 2024: Yearly, each school sets UIP goal based on student satisfaction the previous year.

Family Engagement

- Summative Goal: All four schools increase the percentage of students who respond positively (agree or strongly agree) to items regarding school engagement, measured by the NDIZ student survey. The NDIZ survey is being used because 1) survey administered 2x a year. 2) Schools can monitor a valid response rate. Items will collect data on family sense of belonging for those groups who are historically marginalized. This data will be part of the will be a part of The NIDZ Agency, Equity, Innovation Framework (AEIF)
- Formative Goal: August 2023, 2024 Yearly, each school sets UIP goal based on student satisfaction the previous year.

Waivers and Replacement Language

NDIZ schools intend 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

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).

McAuliffe International School seeks to waive language within **DCTA CBA Article 8-3-1** so that we may include up to 60 minutes prior to 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.

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.

All other aspects of Article 8 in the DCTA contract will be observed.

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”

McAuliffe International School is responsible for its own operations, which includes the school day and calendar and ensuring the minimum number of teacher-pupil contact hours. Responsibility for compliance with these laws rests with the school leader and is supported by the zone board, which will ensure compliance with these state laws. The school will develop a school day, including start and end time, and school calendar that meets or exceeds the minimum requirements for instructional days and instructional hours as outlined by the statute.

Professional Learning

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

The DPS Board authorizes the school to **develop professional development that aligns to the mission and vision of the school** and enables the school to implement the innovation plan. Zone Schools and zone school leaders will participate in professional learning as determined by Zone Schools and the NDIZ, and shall not be required to attend district training or professional development, unless such practices or requirements are related to the health and

safety of students, discrimination or harassment of students and employees, and/or other legally required trainings, or in cases when the BOE determines that the practice or requirement applies to all District managed schools and has not been subject to waiver.

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.

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-equivalent and HR for annual review. The compensation philosophy must be shared with the school's HR partner no later than the date specified in the innovation guidebook. If no date is specified in the guidebook, the compensation philosophy must be provided to the school's HR partner for review by March 1st.

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

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
- Teacher Employment, Compensation and Dismissal Act of 1990 Section 22-63-201: Employment - License Required – Exception

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

District Policy:

- GDE/GCF: Staff Recruitment/ Hiring

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 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. 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.”

In the previous DPS board policy language of GDE/GCF, it had stated that “the District” had the ability to make direct placements or transfers at will. McAuliffe International waived this board policy in previous innovation plans to communicate that we would not accept direct placements or transfers from the district. The current language of DPS Board Policy GDE/GCF does not include this language. Additionally, it is understood by McAuliffe International that State Statute 22-63-206-5 Transfer-compensation-definitions states “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.”

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

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 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).

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

Summary of State Statute

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

Meetings

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

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

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

The CSC will:

1. *Act as the school accountability committee for the school.*
2. *Recommend to the principal priorities for spending school moneys and formulating school budget requests.*
3. *Advise and make recommendations to the Principal and Instructional Superintendent on the school improvement plan.*
4. *Advise and make recommendations to the Board of Education on the school priority improvement or turnaround plan.*
5. *Provide input and recommendations on an advisory basis to the District*
6. *Accountability Committee and the Instructional Superintendent concerning Principal evaluations.*
7. *Increase the level of parent engagement in the school. The committee's activities to increase parent engagement will include, but not be limited to:*

- a. *Publicizing opportunities to serve and soliciting parents to serve on the CSC. In soliciting parents to serve on the CSC, the CSC will direct the outreach efforts to help ensure that the parents who serve on the CSC reflect the student populations that are significantly represented within the school;*
- b. *Assisting the District in implementing at the school the parent engagement policy adopted by the Board of Education; and*
- c. *Assisting school personnel to increase parents' engagement with teachers, including but not limited to parents' engagement in creating students' READ plans, in creating individual career and academic plans, and in creating plans to address habitual truancy.*

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).

Membership in an Innovation Zone

District Policy:

- N/A

CBA:

- N/A

State Statute:

- [22-9-106: Local Board Duties Concerning Performance Evaluation for Licensed Personnel](#)
- [22-32-109\(1\)\(f\): Local Board Duties Concerning Selection of Personnel and Pay](#)
- [22-32-109\(1\)\(g\): Handling of Money](#)
- [22-32-110\(1\)\(h\): Local Board Powers Concerning Employment Termination of School Personnel](#)
- [22-32-109\(1\)\(t\): Determine Educational Program and Prescribe Textbooks](#)
- [Section 22-32-109\(1\)\(aa\): Adopt Content Standards and Plan for Implementation of Content Standards](#)

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

Zone Management and Supervision of District Employees

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

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

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

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

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

Zone and Zone School Participation in District Professional Learning

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

Zone Fundraising

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

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

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
All Staff Meeting	10/7/22
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
Leadership Team Input	Weekly meetings
Innovation Zone Workshops	9/7/22, 9/21/22, 9/28/22, 10/12/22 and 10/26/22.

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.

MCAULIFFE INTERNATIONAL WAIVERS

	2019 Plan - Approved Waivers	2023 Plan Waiver List	Change from 2019 to 2023	Staff Vote Needed?
DPS Board Policy	BDF-R4: Collaborative School Committees	<u>BDF-R4 Collaborative School Committee</u>	No change	No
	<u>KHBA: Sponsorship Programs</u> /Revenue from Non Tax Sources	<u>KHBA - Sponsorship Programs</u>	No change	No
	IKE / <u>IKE-R</u> : Promotion, Retention, and Acceleration of Students		Removed	Yes
	GBEBA and GBEBA-R: Staff Dress, Accessories and Grooming for Certificated Staff (Teachers)		Removed	Yes
	GCF/GDF: Staff Recruitment/ Hiring [direct placements]	GCF/GDF: Staff Recruitment/ Hiring [direct placements]	No change	No
D C T A C	Article 1-7: Definition of "School Year"	<u>Article 1-7: Definition of "School Year"</u>	No change	No
	Article 2-4-1: Request for Waivers		Removed	Yes
	Article 5-4 and 5-5: School Leadership Team	<u>Article 5-5: School Leadership Team</u>	No change	No
		<u>Article 5-6: Instructional Leadership Team</u>	Added	Yes

B A	Article 8: Professional Standards Sets Teacher Calendar, Work Year, Work Day, Class Size and Teaching Load	<u>Article 8-1-1 - 8-1-5: Contract Year</u> <u>Article 8-2 - 8-10: Professional Standards</u>	No change	No
	Article 10: Performance Evaluations		Removed	Yes
	Article 11: Complaints Against Teachers/Administrative Leave/Corrective Action		Removed	Yes
	Article 13-7 Hiring timelines	<u>Article 13-7 Hiring timelines</u>	No change	No
	Article 13-8 Personnel Committee Reduction in Building Staff (RIBS)	<u>Article 13-8 Personnel Committee</u> <u>13-10 Reduction in Building Staff (RIBS)</u>	No change	No
	Article 14-1: Summer School and Evening School	<u>Article 14-1 Summer School</u> <u>Teaching Positions</u>	No change	No
	Article 20: Procedures for Conducting Reduction in Force		Removed	Yes
	Article 25: Procedures for Arranging Job Sharing Assignments and Half-Time	<u>Article 22 Job Sharing and</u> <u>Half-Time</u>	No change	No
	Article 28: Extra Duty Compensation (formerly Article 32?)	<u>DCTA - Article 28: Extra Duty</u> <u>Compensation</u>	No change	No
	Article 7: Grievance Policy	Article 7: Grievance Policy	No change	No
Assignments, Schedules and Transfer (Article 13): Describes District and School Procedures for Transfer and Reassignment of Teachers	Assignments, Schedules and Transfer (Article 13): Describes District and School Procedures for Transfer and Reassignment of Teachers	Added article 5 on TECDA language	Yes	

S T A T E S T A T U T E	Colorado State Statutes: Section 22-9-106: Local Board Duties Concerning Performance Evaluation for Licensed Personnel	Colorado State Statutes: Section 22-9-106: Local Board Duties Concerning Performance Evaluation for Licensed Personnel	No change	No
	Section 22-32-109(1)(f): Local Board Duties Concerning Selection of Personnel and Pay	<u>22-32-109(1)(f): Local Board Duties Concerning Selection of Personnel and Pay</u>	No change	No
	Section 22-32-109(1)(g): Handling of Money	<u>22-32-109(1)(g): Handling of Money</u>	No change	No
	Section 22-32-109(1)(n)(I): Schedule and Calendar	<u>22-32-109(1)(n)(I): Schedule and Calendar</u>	No change	No
	Section 22-32-109 (1)(n)(II)(A): Actual Hours of Teacher-Pupil Instruction and Contact	<u>22-32-109 (1)(n)(II)(A): Actual Hours of Teacher-Pupil Instruction and Contact</u>	No change	No
	Section 22-32-109 (1)(n)(II)(B): School Calendar	<u>22-32-109 (1)(n)(II)(B): School Calendar</u>	No change	No
	Section 22-32-109(1)(t): Determine Educational Program and Prescribe Textbooks	<u>22-32-109(1)(t): Determine Educational Program and Prescribe Textbooks</u>	No change	No
	Section 22-32-109(1)(aa): Adopt Content Standards and Plan for Implementation of Content Standards	<u>Section 22-32-109(1)(aa): Adopt Content Standards and Plan for Implementation of Content Standards</u>	No change	No
	Section 22-32-109(1)(jj): Identify Areas in which the Principal/s Require Training or Development	<u>22-32-109(1)(jj): Identify Areas in which the Principal/s Require Training or Development</u>	No change	No
22-32-110(1)(h): Local Board Powers Concerning Employment Termination of School Personnel	<u>22-9-106: Local Board Duties Concerning Performance Evaluation for Licensed Personnel</u>	No change	No	

Teacher Employment, Compensation and Dismissal Act of 1990 Section 22-63-201: Employment - License Required – Exception	<u>22-63-201: Employment - License</u>	No change	No
Teacher Employment, Compensation and Dismissal Act of 1990 Section 22-63-202: Contracts in Writing Duration Damage Provision		Removed	Yes
Teacher Employment, Compensation and Dismissal Act of 1990 Section 22-63-203: Renewal and Nonrenewal of Employment Contract		Removed	Yes
Teacher Employment, Compensation and Dismissal Act of 1990 Section 22-63-206: Transfer of Teachers - Compensation		Removed	Yes
Teacher Employment, Compensation and Dismissal Act of 1990 Section 22-63-301: Grounds for Dismissal		Removed	Yes
Teacher Employment, Compensation and Dismissal Act of 1990 Section 22-63-302: Procedure for dismissal - judicial review		Removed	Yes
Teacher Employment, Compensation and Dismissal Act of 1990 Section 22-63-401: Teachers Subject to Adopted Salary Schedule		Removed	Yes
22-63-402. Services - disbursements [employing non-licensed teachers non-core subjects]	<u>22-63-402. Disbursements</u>	No change	No

	22-7-1207:Advancement – decision – parental involvement [Promotion, Retention and Acceleration of Students]		Removed	Yes
	22-63-403, C.R.S. Teacher employment, compensation and dismissal act of 1990; payment of salaries		Removed	Yes
	Section 22-32-109(1)(cc):dress code policy for teachers and other school employees		Removed	Yes
	22-33-102(1) Definition of "Academic Year"	<u>22-33-102(1): Definition of "Academic Year"</u>	No change	No