

2025-2026 Innovation School Template

Swigert International School



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Cover Page for Colorado Department of Education and Checklist

Complete the following cover page for the Colorado Department of Education (CDE).

When submitting an Innovation Plan to the Colorado State Board of Education, the following document must be completed. For additional information about the submission process, please see CDE's Fact Sheet, [Innovation Act Waiver Requests](#). Please do not submit your requests via DropBox or as a Zip file.

School Name: Swigert International School

School District: Denver Public Schools

Contact for Innovation Plan (Name, Title, and Email): Shelby Dennis, Principal, Shelby_Dennis@dpsk12.net

Please answer the following questions to help CDE review the Innovation Plan as efficiently as possible.

Is this plan for a new school or an existing school? New / Existing

Has the school applied for status as an Alternative Education Campus (AEC)? Yes / No

(If yes, please explain: _____)

Has the school been assigned to a Priority Improvement or Turnaround plan? Yes / No

Is the school a recipient of the federal School Improvement Grant (1003(g))? Yes / No

An Innovation Plan **must be submitted along with the following documents:**

- A signed resolution from the local school board, signaling approval of the plan and intent to submit the plan to the State Board for its approval;
- A separate document listing the state laws and State Board rules that the school is seeking to waive, as well as "replacement plans" for each of those waivers (i.e., a description of the manner in which the school will comply with the intent of the waived statutes or rules and will be accountable to the state for such compliance); and
- A separate document showing the school's prior year budget (if an already existing school) and a proposed budget, including funding required for all innovations to be implemented. This budget should include all costs associated with innovations, including staffing costs, and information about any local, state, federal or private funds the school anticipates receiving.

An Innovation Plan **must include the following components:**

- A statement of the school's mission and why designation as an innovation school would enhance the school's ability to achieve its mission;
- A description of the innovations the school would implement;
- A description of the improvements in academic achievement that the school expects to achieve as a result of the innovations. For example, a school may expect to see a narrowing in achievement gaps, or a decreased dropout rate, or increased scores on state or local assessments;
- A list of the programs, policies, and/or operational documents at the school that would be affected by the innovations, and how these would be affected. For example, if a school proposes to extend the school year, that would affect the school's calendar. Other examples of programs/policies/documents that may be affected include the following:
 - the research-based educational program the school would implement;
 - the length of the school day and year at the school;
 - student promotion and graduation policies;
 - assessment plans; or
 - staffing and/or compensation plans;
- The school's prior year budget (if an already-existing school) and a proposed budget, including funding required for all innovations to be implemented. This budget should include all costs associated with

innovations, including staffing costs, and information about any local, state, federal or private funds the school anticipates receiving;

- ❑ An estimate of the cost savings and increased efficiencies that the school expects to see as a result of the innovations, if any;
- ❑ Evidence that a majority of the administrators employed at the school consent to designation as an innovation school;
- ❑ Evidence that a majority of the teachers employed at the school consent to designation as an innovation school. (Note: for a school that is seeking to waive one or more of the provisions of a collective bargaining agreement, the school plan must include evidence of approval of at least 60% of the members of the collective bargaining unit who are employed at the innovation school. The approval must be gathered by means of a secret ballot vote.)
- ❑ Evidence that a majority of the school accountability committee for the school consent to designation as an innovation school
- ❑ A statement describing the level of support for designation as an innovation school demonstrated by other persons employed at the school, students and parents of students enrolled in the school, and the community surrounding the school.
- ❑ A description of any statutes or any regulatory or district policy requirements that would need to be waived for the public school to implement its identified innovations; and
- ❑ A description of any provision of the collective bargaining agreement at the school that would need to be waived for the school to implement its identified innovations.
- ❑ Any additional information required by the local school board of the school district in which the innovation plan would be implemented.

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Letter to your School Community

Dear Swigert Families,

Over the past few months we have been going through a process to review our innovation plan as a school and also as an innovation zone. We have worked in partnership with our teachers, School Accountability Committee (SAC), Teacher Innovation Committee, and Swigert staff to complete a review submission, which will become our updated innovation plan.

There are 52 innovation schools in Denver Public Schools and three Innovation Zones. The driving force for innovation status was to allow schools to innovate and flex their budgets, calendar, curriculum and programming to meet student needs. Swigert has been an innovation school since its inception 14 years ago, and is proud to be one of these innovation schools in an innovation zone - [The Luminary Learning Network](#).

One of the benefits of being an innovation school is flexibility around curriculum, programming and resources. These flexibilities have enabled Swigert to be an IB school since the beginning and we are deeply committed to maintaining our IB program at Swigert. Our innovation plan provides additional planning time for teachers to create engaging units of study and develop a rich, relevant curricular program and school culture. Swigert is able to opt out of district curriculum and professional learning in order to participate in professional learning adapted to current research and events as well as student/teacher need and interest. Our teachers are drawn to this creative and student centered process; we have a 97% retention rate for our teaching staff. It would be incredibly challenging to maintain our IB status without being an innovation school. Our staff and student culture benefit from this flexibility and autonomy.

In our innovation plan we included the following:

Flexibility	Rationale	How it supports students and staff at Swigert
Calendar Time	In order to provide additional and strategic planning time for our teachers, we are requesting a waiver from the traditional DPS calendar. This allows us to provide additional planning days before the school year begins and to be flexible where we place our planning days throughout the year to align with IB Unit Planning.	The additional and flexible planning time allows teachers to plan authentic, engaging and student centered units that develop critical thinking, a global mindset, and integrate diverse perspectives and resources, and do so in a manner that supports the timing of these units.
Curriculum	As an IB school our teachers collaborate to create engaging and authentic units tied to the Colorado Common Core literacy and social studies along with Next Generation Science Standards.	Allows teachers the flexibility and autonomy to plan authentic, engaging and student centered units that develop critical thinking, a global mindset, and integrate diverse perspectives and resources. Students are immersed in authentic, engaging, units of study that develop critical thinking, a global mindset, and integrate diverse perspectives and resources.

Flexibility	Rationale	How it supports students and staff at Swigert
		Students take agency in creating authentic presentations of learning, giving back to the community around them, and inquiring into topics of interest locally and across the globe.
Professional Learning	Allows Swigert to create their own professional learning programming tailored to meet staff and student needs, along with current events and best educational practices, and collaborate with International Baccalaureate professional learning opportunities.	Tailors professional learning to student and staff needs in addition to the unique demands and requirements of the International Baccalaureate organization.
Hiring	Allows Swigert to open and fill positions earlier than the DPS timeline	Provides ample time to recruit and train teachers interested in the IB model and program. Supports the training for our systematic phonics based program- Orton Gillingham prior to the start of the school year, increasing time with kids during the school year.

The previous Innovation Plan was written in 2017 and then updated and voted on in spring of 2022. Because we have joined a different Innovation Zone and the Zone plan is up for renewal, our school innovation plan is also up for renewal. We have only adjusted two things in our plan: 1) switching over our school budget to averages for teacher salaries in order to save money and 2) changing the name of our School Accountability Committee to CSC - Collaborative School Committee.

If you have any questions about the process or current plan please reach out. If you want to learn more about the innovation plan and this process please join us next Wednesday, October 22nd at 4:00 in the Swigert Library. We appreciate your partnership and commitment to our school community.

Sincerely,

Shelby Dennis
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Amber Holthus-Pera
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[Swigert Community Kick Off Letter](#)
[Swigert Community Letter](#)

¹ [DPS Policy ADE](#) (Innovation in Education) includes several criteria that are not comprehensively addressed by this template. You may optionally choose to address these criteria as part of your letter: 1) How will innovation status help improve qualitative factors like school culture and parental involvement? 2) How will innovation status help promote equity of access to high quality support services for all students including multilingual learners and students with disabilities?

Innovation Plan Narrative

A. School Mission, Vision, and Values

Mission

Swigert International School strives to create innovative, intellectually curious students who share a sense of agency for creating a better and more peaceful world.

Vision

Swigert International School aims to develop knowledgeable, inquisitive, and caring young people through the collaboration of students, teachers, parents and community.

Values

Knowledgeable: SIS provides a challenging, and engaging and internationally-minded instructional program to encourage each child to reach his or her full potential.

Inquisitive: SIS inspires creativity, curiosity, and critical thinking through highly effective instructional practices, including the use of technology, the environment and community resources.

Caring: SIS develops respectful, service oriented students who care for themselves, their communities and the world around them.

Swigert International School believes in creating a diverse and inclusive learning environment where all differences are respected and celebrated; a place where everyone will be known, seen, and engaged in the school community and valued for who they are. We want every student to have a voice and agency in their learning and give back to the community around them through time and service. We value equitable educational opportunities for all students, especially those who have been historically marginalized such as our students of color. Our mission and vision is alive and present everyday in our school walls. We are intentional and diligent in creating an inclusive and thriving educational community.

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

The Swigert school community is deeply committed to both innovation status and membership in the Luminary Learning Network. However, in the event the LLN ceases operations, whether for reasons within or beyond its control, Swigert will retain its innovation school designation, and all associated waivers shall remain in effect while the school transitions to District supervision. The school will not be required to revise its innovation plan or conduct a new consent vote, and the existing plan will remain in effect until the next scheduled review cycle.

School Model:

Swigert's school model is centered on students and based on the International Baccalaureate Primary Years Program (PYP). The International Baccalaureate PYP is research-based and proven effective in schools across the nation and the globe. The PYP model is dependent on the commitment to a constructivist, inquiry-based approach to learning. This is addressed in the PYP by providing opportunities for staff and students to build meaning and refine understanding, principally through structured inquiry and collaborative processes. The IB program cannot be sustained without flexibilities in calendar, staffing, curriculum and budget..

An external evaluation of IB programs in Texas found that in addition to students making similar achievement gains, increases were found in teacher collaboration, authentic assessments, student motivation, critical thinking skills, and student global and cultural awareness . The educational program is updated and supported by the International Baccalaureate Organization and aligns well with the Swigert mission of developing students who are knowledgeable, inquisitive, and compassionate. PYP recognizes that it is important for students to develop content specific knowledge by making connections to big ideas and concepts that are relevant throughout the disciplines. Students will be taught using a Program of Inquiry which includes concepts, knowledge, skills, attitudes, and action. PYP includes the themes: Who We Are, Where we are in Place and Time, How we Express Ourselves, How the World Works, How we Organize Ourselves, and Sharing the Planet each year. Each grade level addresses these themes through reading, writing, science, math, art, social studies, and world language instruction. Case studies of PYP in Georgia identified the following successful strategies that are implemented at Swigert including whole-school immersion, collaborative planning, continuous training, resources allocated to the program, and community and leadership involvement.

All Swigert staff, including specialists, special education teachers, social emotional support staff, MultiLingual Education Teacher, Gifted and Talented Teacher, Principal and Assistant Principal, consistently participate in ongoing professional development in the IB PYP to gain new skills that allow successful implementation of our IB program. All staff have completed, at the minimum, the category 1 PYP training, over half have completed category 2 training and several have also engaged in category 3 training. Teachers in grades K-3 also complete a week-long, intensive Orton Gillingham training as well as multiple other training including , Brain Research, Reading etc. hosted by Project Zero, Columbia University, the PEBC among others. In addition, teachers will participate in 3 additional days of professional development in the IB PYP over the course of the school year and weekly data team (60 min) and weekly unit development meetings (60 min). All K-5 , admin and teachers and specialists have completed the CDE modules on the science of reading.

The design of six comprehensive, standards-based inquiry units is part of the curriculum development for the PYP. Teachers, with the support and facilitation from the IB Coordinator, develop their own six inquiry based units of study at each grade level. For this reason, we use the curriculum flexibility waiver. We use the DPS curriculum as a resource, but not as the only curriculum option. Process: IB units of study are developed and refined using the Common Core, Colorado State Standards and Next Gen Science Standards. Over the past ten years , the foundational IB units have been developed. At this point, we are refining, evolving and reflecting on each unit as it is taught to ensure that units meet or exceed all standards, make global connections for students, represent diverse perspectives that represent our student body, include BIPOC history, and are engaging and relevant for students. Grade level teams meet for one hour every week with the IB Coordinator to reflect, update and write current units. This process is ongoing for the life of the school. The coordinator guides the grade level teams through the IB themes, the CCSS, the assessments,

the learning experiences and the reflection component to develop each of the six units. The process is led by the coordinator who serves as a pedagogical leader in the school and all teachers actively participate. The standards guide the process which is very similar to a Backwards Design model. Every unit includes summative as well as formative assessments that are designed to evaluate student progress towards mastery of the standards taught in the unit. In addition to the formative assessments we closely monitor student progress with district and state assessments, including ISTATION, Illuminate Interims and CMAS. Our specific goals are set and monitored as a school community in our Black Excellence Plan and Unified Improvement Plan.

Tools: The tools the school uses are the CCSS, the CAS, multiple online resources, the IBO- (the online Curriculum Center for the International Baccalaureate) and the IB program standards. We utilize a backwards design template that the IB requires to design all of our units. This template has a heading that requires us to name the specific standards we will be teaching in each unit as well as the Colorado Academic Social Studies, Next Generation Science Standards, and CCS that will be taught in the unit. Teachers design a yearlong scope and sequence document that aligns the units to CCSS, CAS across the year. This scope also includes the required components of the IB program (learner profile, transdisciplinary skills, key concepts, provocation, essential questions).

Criteria: To evaluate the quality of curriculum developed and its alignment to CCSS and NGSS, we will closely monitor teacher created assessments, district interim assessment (Illuminate) benchmark assessments- STAR, CMAS, ACCESS, student writing samples, reading records, as well as any other relevant student achievement data points.

Professional Development: Teachers will have ongoing professional development related to both curriculum development as well as instructional practices including book studies, lab classroom experiences and IB conferences. We also use the DPS model for teacher and leader coaching and evaluation (LEAP and LEAD framework) to implement observation, coaching feedback model that ensures teachers receive ongoing feedback on their instructional practice as well as guidance and support in lesson planning and implementation. Swigert teachers meet weekly with their Senior Team Lead to review student data, monitor progress and revise instruction to meet student needs.

Innovation Plan Goals

Table 1. Innovation plan goals.

Performance Indicator/Other Assessment or Measure	Current/Baseline Performance	2025-2026 Goal	2026-2027	2027-2028
CMAS Literacy	70% meets or exceeds expectations	72% meets or exceeds expectations	74% meets or exceeds expectations	75% meets or exceeds expectations
CMAS Math	65% meets or exceeds expectations	67% meets or exceeds expectations	70% meets or exceeds expectations	75% meets or exceeds expectations

As detailed throughout this plan, innovation status provides the flexibility to align time, staffing, and professional learning with our school's model, ensuring educators have the conditions needed to drive student growth and meet District and school goals.

B. Innovation Plan Onboarding

Staff Onboarding

Swigert International School begins the process of educating potential staff members about what it means to be an innovation school before they are hired, as part of the interview process. We believe that it is crucial for employees to have an understanding of innovation status. The Swigert hiring committee provides candidates with a one pager outlining the major points of being an innovation school, and are given the opportunity to ask questions about Innovation at that time and prior to moving forward with next steps. During the interview process the candidate is given a tour of the school and the school leadership highlights the importance of innovation and how it is seen in the classroom. Teaching candidates are asked specific questions regarding curriculum design and IB in the process and asked to teach a lesson integrating the concepts that are key to our innovation status. The committee shares information about additional professional development hours and calendar changes prior to hiring. After being hired, new employees participate in a Swigert onboarding process to help them become familiar with everything "Swigert." Part of this process includes going through the details and flexibilities of being an innovation school, how that makes us different from a traditional district run school, and how that affects both students and staff. This training/onboarding is provided by the principal, assistant principal and other members of the school leadership team. The candidate will have opportunities to discuss and ask questions regarding innovation status and implications for staff with teachers on their grade level team or area of specialization.

Leader Onboarding

New leaders at Swigert participate in the same onboarding process described above for all teacher candidates. The hiring process for principals is outlined below within the LLN principal hiring process. They are also given time to read the entire innovation plan and ask clarifying questions to ensure understanding of all pieces of the plan as well as engage in conversations with our parent CSC committee about the rationale regarding how innovation status supports staff, students and families. They then spend additional time with the current leadership team discussing the specifics of leading in an innovation school before the start of the school year. The candidate will have opportunities to discuss and ask questions about innovation status as well as implications for staff with teachers on their grade level team or area of specialization.

Section I: Educational Program Flexibilities

In the table below, use each prompt² 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 mark the row N/A.

Educational Program Flexibilities		
Flexibility Area	Detailed Flexibility and Rationale	Select Associated Waivers

² The template lists flexibilities that schools have previously used and may choose to use again. DPS Authorizing and Accountability encourages schools to only select flexibilities that support the school.

<p>Calendar</p>	<p>Swigert International School may design their yearly calendar with the following in mind:</p> <p>To provide additional professional learning that compliments our curriculum and IB programming, Swigert will modify our yearly calendar. These changes will provide additional time for both leader and teacher designed professional learning; No more than 4 additional professional learning days will be scheduled per year (in addition to the number of professional learning days scheduled by the district). Teachers will be compensated for this additional professional learning at their regular scheduled rate if the contract year is extended to provide it.</p> <ul style="list-style-type: none"> • Some professional development days may not align with those scheduled by the district, for the purpose of aligning more closely with our IB units of study. These days will be scheduled with input from the ILT, IB Coordinator, and SAC to best serve the school community; • The school year, for either or both staff and students, may start or end up to 5 days earlier or later than the district calendar to accommodate the scheduling described above. • Swigert's yearly calendar may have fewer student contact days than the district calendar but will meet any district calendar requirements and state minimum requirements for student contact. • The yearly calendar will be developed no later than 60 days before the end of the school year by the principal in consultation with the ILT and SAC teams. The yearly calendar will be voted on by the SAC as well as the entire staff. The calendar will be submitted to DPS within the required timeframe to ensure alignment with Transportation, Facilities, etc. 	<p>DCTA CBA:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Article 1-8: Definition of "School Year" <input checked="" type="checkbox"/> Article 8-1-1 <input checked="" type="checkbox"/> Article 8-1-2 <input checked="" type="checkbox"/> Article 8-1-3 <input checked="" type="checkbox"/> Article 8-1-4 <input checked="" type="checkbox"/> Article 8-1-5 <p>Professional Standards- Calendar Subsections</p> <p>State Statute:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> 22-32-109(1)(n)(I): Schedule and Calendar <input checked="" type="checkbox"/> 22-32-109 (1)(n)(II)(A): Actual Hours of Teacher-Pupil Instruction and Contact <input checked="" type="checkbox"/> 22-33-102(1) Definition of "Academic Year"
<p>Extra Duty Compensation</p>	<p>Swigert International School will provide extra duty compensation through both extra duty pay and through stipends. Swigert's Office manager will oversee the submission of additional hours worked for additional duties/hours through True Pay no later than the Friday of the week those additional hours were worked. Swigert's Office Manager will be responsible for ensuring that all stipends are provided to eligible staff.</p> <p>Swigert International School may submit a compensation philosophy each year that describes additional compensation for staff through stipends and extra duty pay. The compensation philosophy document will be approved by the CSC, reviewed by HR and submitted to DPS compensation by the date indicated on the submission form</p> <p>Swigert International School may seek to provide extra duty compensation for school enrichments (academic and otherwise), community engagement events and IB activities, which will support</p>	<p>CBA:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> DCTA - Article 28: Extra Duty Compensation <input type="checkbox"/> DFPNSE - Article 19: Compensation <input type="checkbox"/> DAEOP - Article 10.2: Compensation <p>State Statute:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> 22-32-109(1)(f): Local Board Duties Concerning Selection of Personnel and Pay

	<p>the school by furthering student engagement and developing academic supports for students who may not otherwise be provided with them.</p>													
<p>Curriculum and Assessment</p>	<p>Swigert will participate in the universal flexibilities process when selecting a new curriculum, and will follow the district approval process if seeking to implement a new curriculum outside of this process. If curriculum flexibility is not provided by DPS, Swigert will retain flexibility to make changes to their curriculum in accordance with state and legal requirements.</p> <p>For math we follow the DPS selected Imagine Math Curriculum and for Science we use Amplify.</p> <p>Provide the current selections for curricula:</p> <table border="1" data-bbox="342 646 1219 1539"> <thead> <tr> <th data-bbox="342 646 781 709">Curriculum Subject</th> <th data-bbox="781 646 1219 709">Commercial Program Name</th> </tr> </thead> <tbody> <tr> <td data-bbox="342 709 781 993">Language Arts</td> <td data-bbox="781 709 1219 993">Orton Gillingham ECE-5 Words Their Way 3-5 Heggerty ECE-5 IB Units based on IB PYP Curriculum Framework Jr. Great Books Amplify Core Knowledge</td> </tr> <tr> <td data-bbox="342 993 781 1056">Math</td> <td data-bbox="781 993 1219 1056">Imagine Math Curriculum</td> </tr> <tr> <td data-bbox="342 1056 781 1161">Social Studies</td> <td data-bbox="781 1056 1219 1161">IB Units based on IB PYP Curriculum Framework</td> </tr> <tr> <td data-bbox="342 1161 781 1266">Science</td> <td data-bbox="781 1161 1219 1266">Amplify and IB Units based on IB PYP Curriculum Framework</td> </tr> <tr> <td data-bbox="342 1266 781 1539">SEL</td> <td data-bbox="781 1266 1219 1539">Zones of Regulation ECE-5th Grade Restorative Practices IB Learner Profile ECE-5th Grade Second Steps Mind Up 3-5th</td> </tr> </tbody> </table> <p>The effectiveness of all non-District curricula will be evaluated annually using available student data (CMAS, BESS, STAR, etc.).</p> <p>Swigert’s literacy block contains a consistent language block for all students ECE- 5th grade to target specific skills in phonemic awareness using Heggerty and phonics (both decoding and encoding) using Orton Gillingham in order to teach essential reading skills tied to the Science of Reading. All ECE-5 teachers, para professionals, interventionists, special education teachers and</p>	Curriculum Subject	Commercial Program Name	Language Arts	Orton Gillingham ECE-5 Words Their Way 3-5 Heggerty ECE-5 IB Units based on IB PYP Curriculum Framework Jr. Great Books Amplify Core Knowledge	Math	Imagine Math Curriculum	Social Studies	IB Units based on IB PYP Curriculum Framework	Science	Amplify and IB Units based on IB PYP Curriculum Framework	SEL	Zones of Regulation ECE-5th Grade Restorative Practices IB Learner Profile ECE-5th Grade Second Steps Mind Up 3-5th	<p>State Statute:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> 22-32-109(1)(t): Determine Educational Program and Prescribe Textbooks; <input checked="" type="checkbox"/> 22-32-109(1): Adopt Content Standards and Plan for Implementation of Content Standards
Curriculum Subject	Commercial Program Name													
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Math	Imagine Math Curriculum													
Social Studies	IB Units based on IB PYP Curriculum Framework													
Science	Amplify and IB Units based on IB PYP Curriculum Framework													
SEL	Zones of Regulation ECE-5th Grade Restorative Practices IB Learner Profile ECE-5th Grade Second Steps Mind Up 3-5th													

MLE teachers are trained in this approach. Each year Swigert trains new teachers and paraprofessionals in OG. Swigert also interweaves language teaching and OG refresh training in professional development throughout the year with the expertise of our early literacy specialists.

As part of our early literacy development process, we screen students in grades K-2 for dyslexia using a variety of assessments (Rosner Test of Auditory Analysis, Istation spelling subtest, Words Their Way Spelling Inventory, Shaywitz, and parent questionnaire). After determining markers for dyslexia, we inform parents and provide additional intervention services, if needed.

Our teacher teams collaboratively plan units of inquiry based on the Common Core Reading and Writing Standards, Colorado Social Studies and Next Generation Science Standards (NGSS). Teachers use the IB framework and backwards design process to create transdisciplinary units that fall under globally minded themes (Where We are in Place & Time, Who We Are, Sharing the Planet, How the World Works, How We Express Ourselves, & How We Organize Ourselves).

Teachers meet weekly with the IB Coordinator to fully plan these units of inquiry and incorporate all of the IB components. Each grade level team is also given a ½ day fully dedicated to planning their IB units with the IB coordinator. Literature is specifically selected to accommodate diverse learners while elevating the program of inquiry by grade levels. Literature is purposefully chosen to be globally diverse through its own voice authors as often as possible, which further elevates the IB framework and school mission of developing globally minded students.

IB Curriculum Framework
Swigert IB Year Long Scope and Sequence (POI) -Program of Inquiry

In addition to learning the content standards, our students are strategically taught how to be self sufficient learners through the IB approaches to learning, or ATLs (Self-Management, Social, Thinking, Research, and Communication Skills). These skills empower students to develop future-ready skills that will make a difference in the fast changing world.

Assessment

Provide the current selections for assessments:

Assessment Subject	Assessment Type
Reading	GOLD- ECE STAR grades K-5

		Running Records Core Phonics Survey CMAS Grades 3-5 Interim Assessments Formative Assessments in the form of exit tickets, progress monitoring, etc.	
	Writing	CMAS Grades 3-5 CommonCore Rubrics Core Phonics Survey Interim Assessments Grade 3-5 On Demand Writing Assessments Spelling Inventory	
	Math	Universal Math Individual Screener - Beginning of Year, Mid Year and EOY Imagine Math Math Grades K-5 Check Points and Unit Assessments Interim Assessments Grades 3-5 Formative Assessments in the form of exit tickets, progress monitoring, etc.	
	Science	CMAS 5th Grade End of Unit Assessments	
	Social Studies	CMAS 4th Grade End of Unit Assessments	
Professional Learning	<p>To support IB programming and Swigert curriculum, Swigert International School has the option to host its own professional learning days rather than attend district scheduled professional learning.</p> <p>Swigert provides a comprehensive, differentiated professional development plan that is responsive to the academic needs of students, the focused work and observations of ILT and schoolwide goals. Our Senior Team Leads and content area leads will continue to tailor professional learning to meet student needs based on data informed practices from observation and student data from CMASS, STAR , core phonics, etc. Specials teachers will attend teal day offerings from DPS. If district professional learning covers topics relevant to Swigert’s mission or goals, staff may be asked/request to attend those sessions.</p>		State Statute: <input checked="" type="checkbox"/> 22-32-109(1)(t): Determine Educational Program and Prescribe Textbooks; <input checked="" type="checkbox"/> 22-32-109(1): Adopt Content Standards and Plan for Implementation of Content Standards

	<p>Additionally, Swigert will implement 2 additional professional learning days throughout the school year. These days will be scheduled as a part of calendar development. The days will be scheduled as follows: One day of IB related professional development and planning will be given prior to the start of student contact days in August. Teachers will be compensated for the extra time on the day in August. An additional day will be added during the school year, at a time that coordinates with our IB units of study to support teacher preparedness.</p> <p>Swigert staff will still complete all district training related to health, safety, mandatory reporting, LEAP and other legal compliance issues.</p>	
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Section II: Teaching/Staffing Flexibilities

In the table below, use each prompt to describe in detail each of the school's requested existing teaching/staffing flexibilities, making sure to address the Standards of Quality for that specific flexibility. If your school is not interested in a specific flexibility, please mark the row N/A.

Teaching/Staffing Flexibilities		
Flexibility Area	Detailed Flexibility and Rationale	Select Associated Waivers
<p>Recruitment and Hiring</p>	<p>Because we are an IB school with a significant amount of training and onboarding needed, it is beneficial for Swigert to begin the hiring process as early as possible. This allows time to get employees the training needed before the start of the school year, without missing crucial time in front of students to complete the training. With early literacy model and a dedication to Orton Gillingham we also require significant training prior to the school year so teachers are not missing days with students during the school year. An earlier onboarding process allows us to support our teachers professional development needs and contributes to lower staff turnover. Swigert has maintained a 97% retention rate over the past 5 years. We also have a consistent partnership with PEBC to house student teachers for a full year of training and IB professional development and an earlier hiring and onboard process supports Swigert in retaining quality teaching candidates. Over the past 4 years we have hired 4 PEBC student teachers in classroom teaching roles.</p> <p>In accordance with the Equal Pay for Equal Pay for Equal Work Act, Swigert will post vacancies when they become open. Each school year, the school will work with the district Human Resources office to determine system availability, procedures and timelines for</p>	<p>DCTA CBA:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Article 13-7 Hiring Timelines <input checked="" type="checkbox"/> Article 13-8 Personnel Committee <input type="checkbox"/> Article 14-1 Summer School Teaching Positions

	<p>staffing to ensure timely recruitment and posting for open positions through the district website.</p> <p>In addition to this posting, the school will engage in independent outreach efforts to recruit candidates outside of the centralized recruitment channels.</p> <p>Swigert will only accept direct placements when mutually decided upon between the Principal and District. Swigert will give all qualified applications a fair hiring process.</p> <p>The school leader shall be responsible for hiring all staff and shall implement a hiring process that best meets the needs of the innovation school. The Hiring Committee is formed based on grade level representation from teacher teams, a CSC member, school administration and members of our SEL team. The Hiring Committee supports the hiring process, including being part of the interview team. The school leader may decide to include some or all members of the Hiring Committee in a particular interview panel. Hiring Committee decisions are made by consensus when possible. Should the Hiring Committee fail to reach consensus, the school leader shall cast the deciding vote. To the extent possible, the Hiring Committee shall include representatives from staffing areas that will be affected by the new hire. During school breaks, the school leader can fill positions without attempting to consult the Hiring Committee.</p> <p>Should the need arise to hire a new school leader, the school, as a member of the Luminary Learning Network, partners with its community and the LLN to identify the leader who best fits its unique mission and needs. The LLN works with the school to form a diverse selection committee and lead a transparent, collaborative process for identifying, interviewing, and recommending candidates in alignment with Denver Public Schools best practices. Final approval is granted by the LLN Executive Director, LLN Board, and DPS Superintendent. Following selection, the new leader is coached and supervised by the LLN Director of Leadership and Learning. For full details, see the LLN Zone Innovation Plan.</p> <p>While all qualified applicants will be considered, experience with Swigert International and the IB model are anticipated to carry significant weight in the committee's final recommendation. Particular consideration will be given to staff who have served in leadership positions at the school, as this background is recognized as a strong indicator of continuity for the school and readiness for effective leadership in our unique context.</p>	
<p>Reduction in Building Procedure</p>	<p>Swigert seeks flexibility within DCTA CBA Article 13-9 as it pertains to definition of the Personnel Committee. Swigert's Personnel</p>	<p>DCTA CBA: <input checked="" type="checkbox"/> 13-9 Reduction in Building Staff (RIBS)</p>

	<p>Committee for the purpose of Reduction in Building Staff shall consist of:</p> <ul style="list-style-type: none"> • The School Principal • The Assistant Principal(s) <p>All other Articles within DCTA CBA Article 13-9 shall be followed as written, including the determination of consideration groups and the timeline. Swigert seeks to lessen the burden on staff culture by engaging in these processes with the school's administrative leadership team. Swigert will interview all members of the staff impacted by the RIB process and determine next steps.</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 mark the row N/A.

School Management and Leadership Flexibilities		
Flexibility Area	Detailed Flexibility and Rationale	Select Associated Waivers
<p>School Leader Training and Development</p>	<p>Based on our IB programming and individual school needs, the Swigert Principal may opt out of district training. Instead, the Principal will attend LLN specific principal training and support sessions including coaching and evaluating from the LLN Director of Leadership and Learning as well as evaluation by the LLN Executive Director, The quality of the training will be determined by impact on teacher professional development, observational data from teachers, student data, and survey data including overall culture and climate. The Swigert principal is evaluated by the LLN using the LEAD framework for evaluation in alignment with the district timeline. The Principal will also be part of the Collaborative Evaluation Tool used by DPS to provide feedback to the school leader from all staff at the school site.</p> <p>The principal will meet with their LLN Principal Supervisor annually to make decisions about coaching and professional learning and will still complete all training related to health, safety, equity and other legal compliance (such as special education and MLE).</p>	<p>State Statute: <input checked="" type="checkbox"/> 22-32-109(1)(j): Identify Areas in which the Principal/s Require Training or Development</p>

Section IV: Governance and Budget Flexibilities

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

Governance and Budget Flexibilities				
Flexibility Area	Detailed Flexibility and Rationale			Select Associated Waivers
School Committees	Committee Name and Acronym	Members	Brief Overview of Responsibilities	District Policy: <input checked="" type="checkbox"/> BDF-R4 Collaborative School Committee (If the SLT and CSC are combined): DCTA CBA: <input type="checkbox"/> Article 5-5: School Leadership Team <input type="checkbox"/> Article 5-6: Instructional Leadership Team State Statute: <input checked="" type="checkbox"/> 22-32-126: Employment and Authority of Principals
	Swigert CSC	The membership of the CSC will include at least 7 voting members, with parents constituting the largest group. These are the recommended committee members -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	Swigert CSC provides strategic guidance on budget, staffing, programing, UIP, and calendar. The CSC provides support to make sure that initiatives are aligned to Swigert Mission and Vision as well as school named priorities. Here are the CSC responsibilities and requirements: -Act as the school accountability committee for the school. -Recommend to the principal priorities for spending school money and formulating school budget requests. -Advise and make recommendations to the Principal and Principal supervisor on the school improvement plan. -Advise and make recommendations to	

			<p>the Board of Education on the school priority improvement or turnaround plan.</p> <ul style="list-style-type: none"> -Provide input and recommendations on an advisory basis to the District Accountability Committee and the Principal supervisor concerning Principal evaluations. -Increase the level of parent engagement in the school. <p>The committee's activities to increase parent engagement will include, but not be limited to:</p> <ul style="list-style-type: none"> -Publicizing opportunities to serve and soliciting parents to serve on the CSC. <p>In soliciting parents to serve on the CSC, the CSC will direct the outreach efforts to help ensure that the parents who serve on the CSC reflect the student populations that are significantly represented within the school;</p> <ul style="list-style-type: none"> -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 	
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			limited to parents' engagement in creating students' READ plans, in creating individual career and academic plans, and in creating plans to address habitual truancy.	

- a. To satisfy a requirement of the Innovation Schools Act, below this section's flexibility table, describe any cost savings or efficiencies the school anticipates as a result of innovation status. As part of the school's template, please also submit a current-year budget and a projected budget for the first year of innovation status.

Attachment - 3-Year Budget³

FY25 Budget:

Total Summary by Category (Sub-Account)	Total Budgeted	% of Total Budgeted	FTE	Current Students per FTE
Full Time - Admin	\$ 301,031	5%	2.00	307.00
Full Time - Protech (includes Fellows)	\$ -	0%	0.00	0.00
Full Time - Clerical	\$ 118,098	2%	2.00	307.00
Full Time - Teacher (DCTA & Deans)	\$ 4,710,020	82%	44.49	13.80
Part Time	\$ 296,036	5%	6.89	89.15
Discretionary/Non-Salary Sum	\$ 303,219	5%		

Discretionary Summary by Category	Total Budgeted	% of Total Discretionary
Extra Pay/Stipends/OT	\$ 107,038	35%
Professional Contracts	\$ 29,000	10%
Other Purchased Services	\$ 67,000	22%
Supplies & Materials	\$ 64,181	21%
Technology/Property	\$ 10,000	3%
Reserve	\$ -	0%
Other	\$ 26,000	9%

FY26 (and projected FY27) Budget:

³ You may work with your Budget Partner to meet this budget request. Please contact the Authorizing & Accountability team to determine support needed.

Total Summary by Category (Sub-Account)	Total Budgeted	% of Total Budgeted	FTE	Current Students per FTE
Full Time -Admin	\$ 301,031	5%	2.00	307.00
Full Time - Protech (includes Fellows)	\$ -	0%	0.00	0.00
Full Time - Clerical	\$ 118,098	2%	2.00	307.00
Full Time - Teacher (DCTA & Deans)	\$ 4,710,020	82%	44.49	13.80
Part Time	\$ 296,036	5%	6.89	89.15
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Other Purchased Services	\$ 67,000	22%
Supplies & Materials	\$ 64,181	21%
Technology/Property	\$ 10,000	3%
Reserve	\$ -	0%
Other	\$ 26,000	9%

Innovation Plan Waivers

In order to implement their desired flexibilities, innovation schools may request waivers from district policies, state statute and rules, and from applicable collective bargaining agreements. The school is responsible for identifying the flexibilities that would best support the school, while district staff will support the school in developing the specific waivers and replacement plan language that would enable the school to best access those flexibilities. Once you have determined the flexibilities your school would like to pursue, the Authorizing & Accountability Office will identify the necessary waivers to implement your flexibilities and develop the exact replacement policy language, in consultation with the school to ensure it accurately represents the desired flexibility. For information on current flexibilities for innovation schools, see the [Innovation Guidebook](#). Once you have developed your draft innovation plan, the specific waivers will be inserted at the end of the plan.

In developing an innovation plan, schools should be aware that federal requirements cannot be waived under the Innovation Schools Act process. This would include, for example, provisions of the Individuals with Disabilities in Education Act and Every Student Succeeds Act. In addition, the following state laws and regulations may not be waived (this list is not exhaustive):

- Public School Finance Act of 1994 (article 54 of title 22, C.R.S.);
- Exceptional Children’s Educational Act (article 20 of title 22, C.R.S.);
- Data for school performance reports, including state assessments (Part 5 of Article 11 of Title 22, C.R.S.);
- Fingerprinting and criminal history record checks of educators and school personnel;
- Children’s Internet Protection Act (article 87 of title 22, C.R.S.); Requirement to post online the list of waivers that have been obtained;
- State assessments (22-7-1006.3, C.R.S.);
- School Accountability Committees (22-11-401, C.R.S.);
- Requirement to post online the list of waivers that have been obtained (22-44-305, C.R.S.);
- Notification to parents of alleged criminal conduct by school employees (22-1-130, C.R.S.);

- Requirements concerning suspension and expulsion of students in preschool through second grade (22-33-106.1, C.R.S.);
- Provisions concerning discrimination based on hair texture, hair type, or a protective hairstyle that is commonly or historically associated with race (22-30.5-104(3), C.R.S., 22-32-110(1)(k), C.R.S., 22-63-206(1), C.R.S.); or
- Any statutes that are not included in Article 22, including but not limited to the Public Employees' Retirement Association Act (Article 51 of Title 24, C.R.S.).

In accordance with the DPS Board's [Executive Limitation 12 \(Employee Treatment\)](#), further explained in [this memo](#), the Superintendent will not recommend approval of any innovation plan that seeks to waive:

- The Teacher Employment Compensation and Dismissal Act (TECDA), with the exception that schools may continue to seek waivers of C.R.S. 22-63-201, which permits flexibility on licensure for non-core content subjects and C.R.S. 22-63-402, which pertains to supplemental compensation;
- The following articles of the DCTA collective bargaining agreement
 - Article 7 (grievance rights);
 - Article 8-1 (Contract Year), (subsections to 8-1 will still be waivable);
 - Article 10 (Performance Improvement Process);
 - Article 11 (complaints against teachers); and/or
 - Article 30 (Professional Compensation System).

Additionally, in accordance with [ADE-R](#), the Superintendent will not recommend approval of innovation plans that seek to waive any of the following DPS Policies:

AB	School Performance Framework
ABA	School Performance Compact
ADE	Innovation in Education
AF	Charter Quality Authorizing Policy
EBAB	Hazardous Materials and Asbestos Management
ECA	Building Safety and Security Policy
FAP	Facility Allocation Policy
FF	Naming of Facilities
FN	Shared Campuses
FN-R	Regulation regarding Shared Campuses
IHBHD	Gilliam Center
IKE/IKE-R	Promotion, Retention and Acceleration of Students (specifically the requirement that parents/guardians agree with a retention decision)
JC	Student Assignment
JC-R	Regulation for Student Assignment
JF	Admission and Denial of Admission
JK	Student Conduct and Discipline Procedures
JK-R	Student Conduct and Discipline Procedures Regulation
JKA	Restraint of Students
JKA-R	Restraint of Students Regulation
JFABD	Homeless Students
JFABD-R	Regulation for Implementation of Homeless Student Policy
JFABE	Students in Foster Care
JFABE-R	Students in Foster Care Regulation
JHB	Student Attendance and Truancy
JHB-R	Regulation for Student Attendance

JHB-R2	Attendance Procedures for Different Learning Environments
JICF	Gang Activity Prevention
JICG	Use of Tobacco by Students
KDE	Emergency Management
EEA	Transportation
EEA-R1	Regulation for Transportation of Students in School Buses
EEA-R2	Student Transportation in Private Vehicles

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

Please explain and link any documentation of staff and community engagement conducted by the school in designing and writing the innovation plan. This could include a description and list of staff and/or community meetings held regarding innovation, materials used during these meetings or in the development of the plan, committees or teams utilized to write the innovation plan, trackers used to monitor engagement communication, or any other means by which the school engaged its community or gathered feedback on the innovation plan. When describing these engagement opportunities, please also include how many people attended and how participation was structured (i.e. open to everyone, committee with specific membership, etc.).

Swigert International School:

Dates	Engagement Opportunity	Participation Structure and Attendees	Links
8.7.2025	Letter out		Letter
8.28.2025	Community Meeting	The school community was invited to Back to School Night to attend administrative sessions around school wide initiatives and programming. The community sessions included information about the innovation renewal and process to parents, families and community members. There was time allotted for questions and answers	
9.10.2025	School Accountability Meeting	All community members invited to meeting and SAC/Teacher members represented	Slides
9.10.2025	PTA Meeting	All community members were invited including PTA leadership.	
9.15.2025	Staff Update	Swigert Staff Members	Staff Meeting Slide Show
9.29	Writing Meeting	Nora Colter- DCTA Susan Cohen-Second Grade Teacher Shelby Dennis-Principal Amber Holthus-Pera	
9.30.2025	Staff Meeting	All Staff Bailey Holyfield Frank Coyne	Slides
10.08	SAC Meeting	Shelby Dennis-Principal SAC Members	SAC Meeting Slides

		Two Teachers 5 Additional Community members	
10.22	Community Engagement Meeting	Invited Community to come learn about the Innovation Plan, Revisions and Process	Community Letter
11.14	Letter of Support	Letter of support written by SAC and PTA representatives per CDE requirements	Letter

Waivers and Replacement Language

If components of this innovation plan, including associated waivers, become impossible to implement due to changes in law, collective bargaining obligations, safety requirements, or operational capacity constraints, the District and Innovation Zone will collaboratively initiate the formal innovation plan revision process required under C.R.S. 22-32.5. Until revisions are approved, the District will make reasonable efforts to support implementation to the extent practicable.

Calendar

DCTA CBA:

- [Article 1-8: Definition of "School Year"](#)
- Article 8-1-1
- [Article 8-1-2 Professional Learning Days/Parent Conference Day](#)
- Article 8-1-3
- Article 8-1-4
- Article 8-1-5

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](#)
- [22-33-102\(1\): 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 calendar 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 or SLT-equivalent must vote to approve the final calendar, which must be approved no later than the date specified in the innovation guidebook. If no date is specified in the guidebook, the final calendar will be approved no later than April 15th.
- Input from parents and teachers will be sought prior to scheduling in-service programs and other non-student contact days. This calendar shall serve as the academic calendar for the school. All calendars shall include planned work dates for required staff in-service programs. Once a calendar is adopted, any further changes must be approved by the district. Such changes shall be preceded by adequate and timely notice of no less than 30 days, except for emergency closing or other unforeseen circumstances as determined by the district.
- A copy of the upcoming school-year calendar shall be provided to all parents/guardians of students who are currently enrolled. The approved upcoming school year calendar will be placed on the school's website prior to May 1 of the prior academic year and a copy shall be provided to the school's principal supervisor. The school shall submit their calendar to the district in a timeframe as requested by the district in order to meet requirements for alignment with hiring/onboarding, transportation, facilities and other service provision.

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

8-1-1 - Newly hired educators shall have access to orientation and/or comparable training opportunities on a schedule that is reasonable and approved by the school.

8-1-2 & 3 - In addition to the district’s professional learning days, a maximum of 2 more additional professional learning days will be scheduled each year. If the contract year is extended, teachers will be compensated for additional professional learning days at their regular rate. Any professional development days that do not coincide with those of the district, will be scheduled with input from the CSC to better serve the school community. Notice of professional development days will be provided at least ninety (90) days prior to the end of the school year.

8-1-4 - Aside from the standard 40-hour work week, educators may also be required to participate in 2 evening events as part of their contractual obligations.

8-1-5 - The school will establish terms governing any special conditions related to an educator's assignment.

Extra Duty Compensation

DPS CBAs:

- [DCTA - Article 28: Extra Duty Compensation](#)

State Statute:

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

The School has the authority to **determine its own compensation philosophy to provide school determined extra-duty pay and to compensate employees based on school priorities** including activities such as, but not necessarily limited to, additional time, additional roles and responsibilities, coaching, tutoring, professional development or for performance incentive pay, provided that the School submits a Compensation Philosophy to their CSC and HR for annual review and approval. The compensation philosophy must be shared with the school’s HR partner no later than the date specified in the innovation guidebook. If no date is specified in the guidebook, the compensation philosophy must be provided to the school’s HR partner for review by March 1st.

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

Curriculum and Assessment

State Statute:

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

The DPS Board authorizes the school to **develop an educational program that aligns to the mission and vision** of the school and supports the mission, vision, and goals stated in the innovation plan. The school will continue to follow the district’s curriculum and assessment flexibility process as long as the district continues to operate a process through which schools are provided with curriculum flexibilities. The school may maintain this flexibility if the district changes its policy on curriculum and assessment.

The school’s curriculum will provide a program of instruction that enables students to meet or exceed the CCSS and CAS. The school is required to adhere to the READ Act requirements in CRS 22-7-1201 thru 22-7-1214. The school will regularly evaluate its education program and make changes to curriculum content, instruction, and assessments.

Professional Learning

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

The DPS Board authorizes the school to **develop professional development that aligns to the mission and vision of the school** and enables the school to implement the innovation plan. As described in the innovation plan, the School will participate in district-provided coaching and professional development except when such coaching or professional development contradicts the successful implementation of the innovation plan and/or the mission/vision of the school.

The school will continue to follow the district’s curriculum and assessment flexibility process.

In determining the School’s PD and coaching schedule, the principal supervisor will collaborate with the Principal to ensure that district PD and coaching supports the School in implementing the goals of the innovation plan. The School must participate in all training required for health, safety, equity, and other legal compliance.

Recruitment & Hiring

DCTA CBA:

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

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

The school leader shall be responsible for hiring all staff and shall implement a hiring process that best meets the needs of the innovation school. The school leader, with consultation from the CSC, may establish a hiring committee as described in the innovation plan to provide input into hiring decisions. To the extent possible, the hiring committee shall include representatives from staffing areas that will be affected by the new hire.

During school breaks, the principal can fill positions without attempting to consult the personnel committee or the school’s replacement for the personnel committee.

Reduction in Building Procedure

DCTA CBA:

- [13-9 Reduction in Building Staff \(RIBS\)](#)

The principal, with consultation from the CSC, will follow the RIB process as described in the innovation plan or the process as outlined in Article 13-9.

School Leader Training and Development

State Statute:

- [22-32-109\(1\)\(jj\): Identify Areas in which the Principal/s Require Training or Development](#)

In accordance with the innovation plan, the Principal will participate in district-provided coaching and professional development **except when such coaching or professional development contradicts the successful implementation of the innovation plan and/or the mission /vision of the school.**

In determining the Principal's PD and coaching schedule, the principal's supervisor will collaborate with the Principal to ensure that district PD and coaching supports the school leader and/or leadership team in implementing the goals of the innovation plan.

School Governance and Committees

District Policy:

- [BDF-R4 Collaborative School Committee](#)

(If the CSC is more involved in principal hiring)

State Statute:

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

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

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

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

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

The CSC will not:

1. Participate in the day-to-day operations of the school;

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

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

Summary of State Statute

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

Meetings

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

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

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

The CSC will:

1. Act as the school accountability committee for the school.
2. Recommend to the principal priorities for spending school moneys and formulating school budget requests.
3. Advise and make recommendations to the Principal and Instructional Superintendent on the school improvement plan.
4. Advise and make recommendations to the Board of Education on the school priority improvement or turnaround plan.
5. Provide input and recommendations on an advisory basis to the District Accountability Committee and the Instructional Superintendent concerning Principal evaluations.
6. Increase the level of parent engagement in the school. The committee's activities to increase parent engagement will include, but not be limited to:
 - a. Publicizing opportunities to serve and soliciting parents to serve on the CSC. In soliciting parents to serve on the CSC, the CSC will direct the outreach efforts to help ensure that the parents who serve on the CSC reflect the student populations that are significantly represented within the school;
 - b. Assisting the District in implementing at the school the parent engagement policy adopted by the Board of Education; and
 - c. Assisting school personnel to increase parents' engagement with teachers, including but not limited to parents' engagement in creating students' READ plans, in creating individual career and academic plans, and in creating plans to address habitual truancy.

Membership in an Innovation Zone

District Policy:

- N/A

CBA:

- N/A

State Statute:

- [22-9-106: Local Board Duties Concerning Performance Evaluation for Licensed Personnel](#)
- [22-32-109\(1\)\(f\): Local Board Duties Concerning Selection of Personnel and Pay](#)
- [22-32-109\(1\)\(g\): Handling of Money](#)

- [22-32-110\(1\)\(h\): Local Board Powers Concerning Employment Termination of School Personnel](#)
- [22-32-109\(1\)\(t\): Determine Educational Program and Prescribe Textbooks](#)
- [Section 22-32-109\(1\)\(aa\): Adopt Content Standards and Plan for Implementation of Content Standards](#)
- [22-32-126: Employment and Authority of Principals](#)

Zone Management and Supervision of District Employees

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

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

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

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

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

Zone and Zone School Participation in District Professional Learning

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

Zone Fundraising

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

provide an accounting to the district regarding funds raised on behalf of Zone Schools in accordance with a Professional Services Agreement.

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