



**2022-2023**

**Swigert International School  
Innovation School Review Submission**

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### Innovation Plan Narrative

#### School Mission, Vision, and Values

**Vision:**

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

**Mission:**

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

**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.

**Values:**

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.

**School Model:**

**International Baccalaureate Primary Years Program**

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 would be extremely difficult to

maintain without innovation status.. The flexibility in the calendar, staffing, curriculum and budget allow for the IB PYP program at Swigert.

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<sup>1</sup>. 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<sup>2</sup>.

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 trainings and several have also engaged in category 3 trainings. Teachers in grades K-3 also complete a week-long, intensive Orton Gillingham training as well as multiple other trainings 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 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

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<sup>1</sup> State of Texas Education Research Center. (2010). Evaluation of IB Programmes in Texas Schools. Texas A&M University.

<sup>2</sup> Education Policy and Evaluation Center. (2009). The Primary Years Programme Field Study. University of Georgia, IB Research Dept.

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 ISTATON, 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- ISTATON, CMAS, ACCESS, student writing samples, reading records, as well as any other relevant data points to evaluate the effectiveness of our curriculum in increasing student achievement.

*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.

Swigert International School is a member and supported by our collaboration with the Northeast Denver Innovation Zone(NDZ). Swigert would like to remain a part of the NDIZ and we greatly value the school collaboration, mission, strategic support and coaching, and ongoing professional learning that NDIZ provides. Our school goals align with the NDIZ zone goals articulated in the zone plan- specifically around equity, student agency and professional collaboration.

## **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,, 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 *tommorrow*.

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.

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## 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.

## NDIZ Goals

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; student satisfaction, and family engagement*. Leaders and teachers review data and set action plans weekly to respond to student needs. Zone resources, in collaborations with school educators, will direct resources to meet these goals.

### Academic Growth and Achievement

- Summative Goal: August 2026: All schools in NDIZ are green on State CDE Framework;
- Formative Goal: August 2024, 2025: Any school that decreases a band on the Framework, holds monthly data reviews and action planning with ED and one Board member. Zone resources focused on response.

### Academic Growth and Achievement for Students in Groups that are Historically Marginalized

- Summative Goal: August 2026: All schools in NDIZ have reduced achievement gaps across race, ability and language by 30%. All schools meet expectations on DPS MLE Program Review

- Formative Goal: August 2024, 2025: Each school reduces the achievement gap 10% each year in each group-race, ability, language. Any school that reduces achievement gaps by less than 10%, holds targeted, monthly data reviews that examine data across race, ability and language. School holds focus groups with each group of learners to determine root cause followed by action planning. ED and one Board member attend each monthly data review. Zone resources focused on response that includes educator training, family support, and ongoing student focus groups. Zone resources focused on response.

Student Satisfaction

- Summative Goal: All four schools increase the % of students who are satisfied with school engagement measured by the DPS student perception survey.
- Formative Goal: August 2024, 2025 any school that decreases in satisfaction more than 3% creates an action plan with School Student Voice Group and ILT to determine root cause of decrease in satisfaction. Zone resources focused on response.

Family Engagement

- Summative Goal: All four schools increase the % of families who are satisfied with school engagement measured by the Your Voice Survey.
- Formative Goal: August 2024, 2025 any school that decreases in satisfaction more than 3% creates an action plan with CSC to determine root cause and creates family focus groups. Zone resources focused on response.

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

Our mission, vision and values reflect a student culture and climate that we embody through our daily and persistent work an IB school - to create a space where students and staff voice is served through collaborative planning time, elevating student agency, focusing and infusing a global mindset and celebration of cultures from around the world, as well as a an inclusive student culture. This is accomplished through the flexibility of time- provided in the school calendar; flexibility in curriculum and professional learning as well . These flexibilities have allowed Swigert to be an IB school since the beginning and we are deeply committed to maintaining our IB program at Swigert. We are able to provide additional planning time for teachers to create engaging units of study and develop a rich, relevant curricular program and culture. Swigert teachers are able to opt out of district curriculum and professional learning in order to participate in professional learning adapted to current research, events as well as student need and interest. Swigert literacy data shows consistent gains in students reading at or above grade level(measured by ISTATON) by the end of the year, increasing from 91 percent in 2020 to 93 percent in spring 2021. Through a school survey of our parents in 2021 99 percent of parents said they wanted to retain an IB model at Swigert.

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 day with additional duty pay before the school year begins	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 to be flexible where we place our planning days throughout the year to align with IB Unit Planning.	and do so in a manner that supports the timing of these units.  Students are immersed in authentic, engaging, units of study full of resources that develop critical thinking, a global mindset, and diverse perspectives.
Curriculum	As an IB school our teachers collaborate to create engaging and authentic units tied to the Common Core State Standards and Colorado 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.  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.

- a. 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.

UIP - [Swigert UIP 2022-2023](#)

BEP: [Swigert BEP](#)

Monthly Map - [Swigert Monthly Map](#)

Innovation Plan Goals

- a. *At renewal, all schools will be considered based on their progress towards district goals, as set in Board policy ADE-R. Please detail any additional specific measurable goals you will use to measure the academic performance of the school as a result of implementing this innovation plan, including current performance in those areas.*

While students at Swigert have shown high academic achievement in literacy and math we see a gap between our white and black and brown student populations. We are closing our opportunity gaps in early literacy and this is due to our flexibility to use a targeted phonics based curriculum for our skills block as well as our use of additional FTE for literacy intervention. This is represented in our curriculum waiver and using funding strategically towards small group intervention training and support.

Our MGP 3-5th grade growth went down in our literacy MGP. 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 Swigert over the next three years.

- b. How will innovation status (including the specific flexibilities identified in the plan) support the school with accomplishing goals set by the district, goals set in the innovation plan, and improving outcomes for students?

Table 1. Innovation plan goals.

Performance Indicator/Other Assessment or Measure	Current/Baseline Performance	2022-2023 Goal	2023-2024	2024-2025*
Early Literacy ISTATION K-3	92.7% at grade level or above	95 % at grade level or above	96%at grade level or above	96% at grade level or above
CMASS Math 3-5th	70% meet or exceeding	75% meet or exceeding	80%meet or exceeding	80%meet or exceeding
CMASS Literacy 3-5th	67% meet or exceeding	75% meet or exceeding	80%meet or exceeding	80% meet or exceeding
ACCESS K-5	38% of our MLE's K-5 are bridging or expanding	50% of our MLE's K-5 are bridging or expanding	55% of our MLE's are bridging or expanding	60% of our MLE's are bridging or expanding

Classroom Environment	All teachers will score a 5 on LE Indicators  All teachers will have zones of regulation implemented and calm down spaces identified and used  All teachers will have diverse classroom libraries set up and used in their classroom	All teachers will score a 5-6 on LE Indicators  All teachers will have zones of regulation implemented and calm down spaces identified and used  All teachers will have diverse classroom libraries set up and used in their classroom	All teachers will score a 5-6 on LE Indicators  All teachers will have zones of regulation implemented and calm down spaces identified and used  All teachers will have diverse classroom libraries set up and used in their classroom	All teachers will score a 5-6 on LE Indicators  All teachers will have zones of regulation implemented and calm down spaces identified and used  All teachers will have diverse classroom libraries set up and used in their classroom
Diverse Perspectives	Teachers will have 4:6 units of study updated with diverse representation in their articles, histories and books by the end of the year	Teachers will have 5:6 units of study updated with diverse representation in their articles, histories and books by the end of the year	Teachers will have 6:6 units of study updated with diverse representation in their articles, histories and books by the end of the year	Teachers will have 6:6 units of study updated with diverse representation in their articles, histories and books by the end of the year

## 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:

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

<b>Widening of Gap</b>	<b>Poor</b>	<b>Moving</b>	<b>Closing Gaps</b>
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 group of students	25 point decrease in gaps of percentile rank between all students and group of students

- 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).

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- **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.**

### **Innovation Plan Onboarding**

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

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.

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

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 NDIZ 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 SAC 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.

- c. The SIS Leadership Succession Plan is as follows (In the case of needing to hire a new principal):

## **School Leadership Support, Accountability, and Hiring**

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 have space and training to support our valued teachers.<sup>3</sup> To build principal capacity, each NDIZ principal engages in:

- 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.

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.

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.

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.

In the event that the current school principal vacates the position, NDIZ will be responsible for implementing the process for hiring a new leader. In the absence of NDIZ, the School Accountability Committee will be responsible for implementing the principal selection process in consultation with DPS. The SAC will identify an interview team including school staff and community

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<sup>3</sup> 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>.

members and create selection criteria that align with the Innovation Plan. Final Selection: The Executive Director will choose candidate(s) in accordance with the decision making model to forward to the NDIZ Board and DPS Superintendent for final approval." Potential applicants who currently work at the school will not be able to participate in or attend any selection related meetings.

In partnership with the NDIZ Executive Director a neutral person will be invited to facilitate all faculty and parent/community meetings. The selection process will include:

- A work group to identify characteristics and criteria of desired new leaders that are consistent with the innovation plan.
- A parent/community meeting to identify characteristics and criteria of desired new leaders that are consistent with the innovation plan.
- Development of a job description based on faculty and parent/community input;
- Posting of position on DPS's website and other external outlets;
- Development of interview questions and selection criteria rubric based on job description and key leader attributes;
- Application screening and scoring;
- Conduct interviews including performance tasks such as classroom observations and feedback sessions;
- Reference checks on top candidates;
- Host a public symposium for finalists;
- Conduct site visits to finalist's current schools;
- SAC selects final candidates; with NDIZ Executive Director
- Submits recommendation of finalists to Superintendent for final selection;
- Announce position acceptance to staff, students, parents, and community.

### Section I: Educational Program Flexibilities

In the table below, use each prompt<sup>4</sup> 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	Describe which calendar flexibilities your educational program requires and provide rationale in support of those flexibilities.  Swigert International School may design their yearly calendar with the following in mind:	DCTA CBA: <ul style="list-style-type: none"> <li>● Article 1-7: Definition of "School Year"</li> <li>● Article 8: Professional Standards-Calendar,</li> </ul>

<sup>4</sup> 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.

	<ul style="list-style-type: none"> <li>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.</li> <li>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;</li> <li>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.</li> <li>Swigert's yearly calendar may have fewer student contact days than the district calendar but <b>will meet any requirements and state minimum requirements for student contact</b>.</li> <li>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.</li> </ul>	<p>Year, Day, Class Size &amp; Load</p> <p>State Statute:</p> <ul style="list-style-type: none"> <li>22-32-109(1)(n)(I): Schedule and Calendar</li> <li>22-32-109(1)(n)(II)(A): Actual Hours of Teacher-Pupil Instruction and Contact</li> <li>22-32-109(1)(n)(II)(B): School Calendar</li> <li>22-33-102(1) Definition of "Academic Year"</li> </ul>
<p>Extra Duty Compensation</p>	<p>Describe how staff will be compensated for extra time worked or additional responsibilities/activities through a <a href="#">compensation philosophy</a>, including an overview of how the school will handle that compensation process (e.g. if extra hours worked will be submitted via True Pay, who will make that submission and on what timeframe?)</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. NDIZ will support additional stipends depending on year budget, discussed and finalized in advance of the school year.</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 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 the</p>	<p>District Policy:</p> <p>CBA:</p> <ul style="list-style-type: none"> <li>DCTA - Article 28: Extra Duty Compensation</li> <li>DFPNSE - Article 19: Compensation</li> </ul> <p>State Statute:</p> <ul style="list-style-type: none"> <li>22-32-109(1)(f): Local Board Duties Concerning Selection of Personnel and Pay</li> </ul>



	<p>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>Describe the process your school will use to select curriculum and assessments. How will you monitor these materials to ensure its ongoing effectiveness and cultural sustainability?</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 Bridges Curriculum and for Science we use Amplify.</p> <p>Provide the current selections for curricula:</p> <table border="1" data-bbox="331 787 1330 1854"> <thead> <tr> <th data-bbox="331 787 574 888">Curriculum Subject</th> <th data-bbox="574 787 880 888">Specific Area</th> <th data-bbox="880 787 1330 888">Commercial Program Name</th> </tr> </thead> <tbody> <tr> <td data-bbox="331 888 574 1551" rowspan="3">Literacy</td> <td data-bbox="574 888 880 1171">           Language Block-Phonics, spelling and word analysis   <a href="#">OG Scope and Sequence</a> </td> <td data-bbox="880 888 1330 1171">Orton Gillingham ECE-5 Words Their Way 3-5</td> </tr> <tr> <td data-bbox="574 1171 880 1344">Language Block Phonemic Awareness</td> <td data-bbox="880 1171 1330 1344">Heggerty ECE-5</td> </tr> <tr> <td data-bbox="574 1344 880 1551">Reading Writing</td> <td data-bbox="880 1344 1330 1551">           IB Units based on <a href="#">IB PYP Curriculum Framework</a>            Jr. Great Books            Amplify Core Knowledge         </td> </tr> <tr> <td data-bbox="331 1551 574 1614">Math</td> <td data-bbox="574 1551 880 1614"></td> <td data-bbox="880 1551 1330 1614">Bridges Curriculum</td> </tr> <tr> <td data-bbox="331 1614 574 1719">Social Studies</td> <td data-bbox="574 1614 880 1719"></td> <td data-bbox="880 1614 1330 1719">           IB Units based on <a href="#">IB PYP Curriculum Framework</a> </td> </tr> <tr> <td data-bbox="331 1719 574 1854">Science</td> <td data-bbox="574 1719 880 1854"></td> <td data-bbox="880 1719 1330 1854">           Amplify and            IB Units based on <a href="#">IB PYP Curriculum Framework</a> </td> </tr> </tbody> </table>	Curriculum Subject	Specific Area	Commercial Program Name	Literacy	Language Block-Phonics, spelling and word analysis  <a href="#">OG Scope and Sequence</a>	Orton Gillingham ECE-5 Words Their Way 3-5	Language Block Phonemic Awareness	Heggerty ECE-5	Reading Writing	IB Units based on <a href="#">IB PYP Curriculum Framework</a> Jr. Great Books Amplify Core Knowledge	Math		Bridges Curriculum	Social Studies		IB Units based on <a href="#">IB PYP Curriculum Framework</a>	Science		Amplify and IB Units based on <a href="#">IB PYP Curriculum Framework</a>	<p>State Statute:</p> <ul style="list-style-type: none"> <li>• 22-32-109(1)(t): Determine Educational Program and Prescribe Textbooks;</li> <li>• 22-32-109(1): Adopt Content Standards and Plan for Implementation of Content Standards</li> </ul>
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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 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.

[Swigert Literacy Tiered Approach](#)  
[Swigert Literacy Model](#)

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** - [Swigert Assessment Policy](#)

Provide the current selections for assessments:

	Assessment Subject	Assessment Type
	Reading	ISTATION grades K-5 Running Records Core Phonics Survey CMAS Grades 3-5 Illuminate Interim Assessments Formative Assessments in the form of exit tickets, progress monitoring, etc.
	Writing	CMAS Grades 3-5 CommonCore Rubrics Core Phonics Survey Illuminate Interim Assessments Grade 3-5 On Demand Writing Assessments Spelling Assessments
	Math	Universal Math Individual Screener - Beginning of Year, Mid Year and EOY Bridges CheckPoints Bridges Unit Assessments CMAS Math Grades 3-5 Illuminate 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>Describe how your school will determine whether you will opt out of district professional development that is not aligned to your school's mission and vision. How will you ensure this professional learning is high quality and continues the professional growth of all teachers?</p> <p>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 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</p>	
	<p>State Statute:</p> <ul style="list-style-type: none"> <li>• 22-32-109(1)(t): Determine Educational Program and Prescribe Textbooks;</li> <li>• 22-32-109(1): Adopt Content Standards and Plan for Implementation of Content Standards</li> </ul>	

	<p>student data from CMASS, Istation, 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> <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 leave those rows blank.

Teaching/Staffing Flexibilities		
Flexibility Area	Detailed Flexibility and Rationale	Associated Waivers
Recruitment	<p>Describe how flexibility related to hiring timelines and committees will support your school</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 our 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</p>	<p>District Policy:</p> <ul style="list-style-type: none"> <li>● GDF/GCF: Staff Recruitment/Hiring</li> </ul> <p>DCTA CBA:</p> <ul style="list-style-type: none"> <li>● Article 13-7 Hiring timelines</li> <li>● Article 13-8 Personnel Committee</li> </ul>

	<p>teaching candidates. Over the past 4 years we have hired 4 PEBC student teachers in classroom teaching roles.</p> <ul style="list-style-type: none"> <li>• 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 staffing to ensure timely recruitment and posting for open positions through the district website.</li> <li>• In addition to this posting, the school will engage in independent outreach efforts to recruit candidates outside of the centralized recruitment channels.</li> </ul> <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 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>Reduction in Building Procedure</p>	<p>Describe the process through which your school will make RIBS decisions if necessary.</p> <p>Swigert seeks flexibility within <b>DCTA CBA Article 13-10</b> as it pertains to definition of the Personnel Committee. Swigert's Personnel Committee for the purpose of Reduction in Building Staff shall consist of:</p> <ul style="list-style-type: none"> <li>• The School Principal</li> <li>• The Assistant Principal(s)</li> </ul> <p>All other Articles within <b>DCTA CBA Article 13-10</b> shall be followed as written. Swigert seeks to lessen the burden on staff culture by engaging in these processes with the school's administrative leadership team.</p>	<p>DCTA CBA:</p> <ul style="list-style-type: none"> <li>• 13-10 Reduction in Building Staff (RIBS)</li> </ul>

### 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>Will your school seek autonomies related to principal training and development? If so, provide rationale for how district training will be replaced as these new trainings pertain to your school's educational programming.</p> <p>Swigert will be seeking autonomies related to principal training and development. Swigert's principal training and development is the responsibility of the zone Executive Director. 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 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.</p> <p>In 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 <a href="#">learning labs</a>. The community of practice topics and learning lab focus areas are selected by the leaders.</p> <p>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</p>	<p>State Statute:</p> <ul style="list-style-type: none"> <li>• 22-32-109(1)(jj): Identify Areas in which the Principal/s Require Training or Development</li> </ul>

	<p>practice, coaching teacher leaders, creating a culture system, aligning practice to UIP</p> <p>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.</p> <p>All school leaders also complete all training related to health, safety, and other legal compliance, which is monitored by the zone Executive Director.</p> <p>All principals and assistant principals are evaluated annually in alignment with LEAD.</p>	
<p>NDIZ School Leader Focus Areas &amp; Learning Targets</p>		

*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



	<ul style="list-style-type: none"> <li>• Create a professional learning plan that prioritizes a few key topics and spiral back to learning throughout the year</li> </ul> <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>	
	<p>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.</p>	

**Section IV: Governance and Budget Flexibilities**

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

Governance and Budget Flexibilities				
Flexibility Area	Detailed Flexibility and Rationale			Associated Waivers
School Committees	Describe how stakeholders will be involved in decision making through your school's CSC. How will decisions by these groups be made? How will members of these groups be selected?			District Policy: <ul style="list-style-type: none"> <li>• BDF-R4 Collaborative School Committee</li> </ul> (If the SLT and CSC are combined): CBA: <ul style="list-style-type: none"> <li>• Article 5-5: School Leadership Team</li> </ul> State Statute: <ul style="list-style-type: none"> <li>• 22-32-126: Employment and Authority of Principals</li> </ul>
	Committee Name and Acronym	Members	Brief Overview of Responsibilities	
	Swigert Staff	36 Teachers, specialists, specials teachers, MLE, GT, SPED, Assistant Principal, Para Professionals, Dean of Operations, School Psychologist, IB Coordinator	Votes on decisions that impact school including innovation status, innovation waivers, curriculum, staffing and budgeting. Staff votes through forms and majority input is included. Staff has opportunity for input. Principal and leadership team make final decisions.	

School Leadership Team	Membership: Senior Team Leads Assistant Principal Teachers including at least one member of the DCTA IB Coordinator School Psychologist	Leadership team is the conduit between grade level teams and admin. Leadership team meets bi monthly and provides feedback to leadership and consensus decision making for school based issues.
Innovation Teacher Council	Classroom Teacher DCTA Representative IB Coordinator	School based team that provided input on innovation renewal application
SAC	Parent Representation- 5 official members including community member 3 Teacher Representatives Assistant Principal Dean of Operations	SAC oversees Swigert budget, programing and staffing, innovation process and planning, calendar, and principal reveiw  A SAC Member also serves in the Swigert Personnel Hiring Committee for the school each year. SAC gives input and feedback on school issues and at times comes to consensus on important decisions.
Personnel Hiring Committee	Swigert Principal, Assistant Principal, 3 teacher representatives from different grade levels, SAC parent representative , PTA parent and a teacher representative (S) from the grade level being hired	Swigert hiring committee is a committee with a consensus process. Each member is provided a rubric for each piece of the hiring process and provides a recommendation to the Principal. Principal has final decision making in hiring.

	<p>Swigert SAC - school accountability committee provides the following: <a href="#">Swigert SAC Detailed Bylaws</a> and meets all statutory requirements for CSCs.</p> <ol style="list-style-type: none"> <li>1. Act as the school accountability committee for the school.</li> <li>2. Recommend the principal priorities for spending school money and formulating school budget requests.</li> <li>3. Advise and make recommendations to the Principal and Principal supervisor on the school improvement plan.</li> <li>4. Advise and make recommendations to the Board of Education on the school priority improvement or turnaround plan.</li> <li>5. Provide input and recommendations on an advisory basis to the District</li> <li>6. Accountability Committee and the principal supervisor concerning Principal evaluations.</li> <li>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:             <ol style="list-style-type: none"> <li>a. Publicizing opportunities to serve and soliciting parents to serve on the SAC. In soliciting parents to serve on the SAC, the SAC will direct the outreach efforts to help ensure that the parents who serve on the SAC reflect the student populations that are significantly represented within the school;</li> <li>b. Assisting the District in implementing at the school the parent engagement policy adopted by the Board of Education; and</li> <li>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.</li> </ol> </li> </ol>	
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Standards of Quality - School Committees

<p>Budgeting on Actual Teacher Salaries</p>	<p>Does your school currently, or do you seek to, budget on actual teacher salaries rather than district average teacher salaries or vice versa?</p> <p>Swigert International School currently budgets on actual teacher salaries and will continue to budget this way. This budgeting strategy allows Swigert to spend any additional budget on resources to support student needs, learning and overall well being.</p>	<p>No Associated Waivers</p>
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## 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 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.

## Schedule

**DCTA CBA:**

- [Article 1-8: Definition of “School Year”](#)
- [Article 8-2 - 8-10: Professional Standards](#)

**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](#)

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

Professional Learning

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

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

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

Curriculum and Assessment

**State Statute:**

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

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

The school’s curriculum will provide a program of instruction that enables students to meet or exceed the CCSS and CAS. The school will regularly evaluate its education program and make changes to curriculum content, instruction, and assessments.

Extra Duty Compensation

**DPS CBAs:**

- [DCTA - Article 28: Extra Duty Compensation](#)
- [DFPNSE - Article 19: Compensation \(Paraprofessional Compensation\)](#)
- [DAEOP - Article 10.2: Compensation \(Educational Office Professionals\)](#)

**State Statute:**

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

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

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

Supplemental and Enrichment Programming

**State Statute:**

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

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

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

Recruitment

**DCTA CBA:**

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

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

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

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

#### Reduction in Building Procedure

**DCTA CBA:**

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

The principal, with consultation from the CSC-equivalent, will follow the RIB process as described in the innovation plan or the process as outlined in Article 13-10.

#### School Leader Training and Development

**State Statute:**

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

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

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

#### School Governance and Committees

**District Policy:**

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

**CBA:**

- [Article 5-5: School Leadership Team](#)
- [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**. 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 principal supervisor concerning Principal evaluations.*
7. *Increase the level of parent engagement in the school. The committee's activities to increase parent engagement will include, but not be limited to:*



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

Membership in an Innovation Zone

**District Policy:**

- N/A

**CBA:**

- N/A

**State Statute:**

- [22-9-106: Local Board Duties Concerning Performance Evaluation for Licensed Personnel](#)
- [22-32-109\(1\)\(f\): Local Board Duties Concerning Selection of Personnel and Pay](#)
- [22-32-109\(1\)\(g\): Handling of Money](#)
- [22-32-110\(1\)\(h\): Local Board Powers Concerning Employment Termination of School Personnel](#)
- [22-32-109\(1\)\(t\): Determine Educational Program and Prescribe Textbooks](#)
- [Section 22-32-109\(1\)\(aa\): Adopt Content Standards and Plan for Implementation of Content Standards](#)
- [22-32-126: Employment and Authority of Principals](#)

**Zone Management and Supervision of District Employees**

The 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

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

When	Who	What	Next Steps
9/2/2022	Swigert Staff	Shared timeline Sought teacher and staff input and sought staff to support with the review and writing of new plan	Set timeline and asked via survey for staff input on school direction and teachers to volunteer for a committee to do additional work on the plan. Additional hours funded by NDIZ
9/20/2022 9/28/2022 10/12/2022	Leader Meetings with Zone Principals to work on collaboration and planning	Meet together to collaborate, share different ideas and provide input on school and zone plans	Set clear deadlines and timeline for next steps in the process
9/9/2022	Swigert Community	Letter describing innovation school and zone review process	Opportunity for parents to join input discussions for Innovation Zone and School Plans
9/19/2022 9/20/2022 9/28/2022 10/11/2022 10/13/2022 11/1/2022	Innovation Plan Teacher Committee Meetings		Teachers, Admin and IB Coordinator met to write and revise innovation review plan
11/2/2022	Swigert Staff	Staff read through plan added additions, comments and shared concerns Provided an anonymous survey for any additional questions, concerns or additions.	
	SAC Parent and Teacher Committee	Plan send for SAC members to review	
11/15/2022	SAC Parent and Teacher Committee	Shared plan and SAC provided input, revisions	Adjusting plan based on SAC meeting and discussion

		and additions.	
11/15/2022	Swigert Community	Letter describing the revisions and the plan send to Swigert community	Adjusting plan based on feedback from community

**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	Recruit-ment	School Leader Training & Dev	Budget	
Intensive support for new students	X	X		X			X	X	Will increase student growth, and student proficiency on CMAS Math and CMAS ELA Will decrease our opportunity gap for our black and brown students.
High expectations for learning	X	X	X	X		X	X	X	
Refine learning opportunities for staff, families, and community	X	X		X			X	X	