

2022-2023

JOE SHOEMAKER SCHOOL

Innovation School Renewal Application



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## Letter to your School Community

Dear Shoemaker Families and Community,

Shoemaker is an innovation school and a member of the [EL Education](#) network of schools. We believe when students and teachers are engaged in work that is challenging, meaningful and adventurous learning and achievement flourish. Our definition of success combines student achievement, character and high quality work. Because our values align with more than just a standardized test score, we need flexibility and space for practices that allow innovation, creativity and most importantly a concerted focus on the whole child.

Our Innovation Plan Renewal seeks to support student success through flexibility in operational practices and the use and creation of specialized curricula.. Through the waivers requested in this application we can do the following:

- Use, adapt and design curriculum aligned with our mission and values focused on authentic products, character development and high quality work
- Provide additional professional development opportunities for staff including specialized training aligned with EL Education's instructional approach
- Streamline our Leadership Teams to better reflect our growing staff, give a voice to a significant portion of our school and increase coherence
- Utilize budget flexibility to increase revenue for our students

We began our Innovation Plan revision process during the 22-23 school year with all staff invited to provide input and ideas. Our Innovation Planning Committee facilitated conversations with their teams to provide clarity around revisions and seek input or questions which needed to be addressed with the entire staff. All teams were asked to complete this process to ensure all voices were heard. We shared and discussed the rationale behind each waiver request during Professional Development afternoons and during Collaborative School Committee (CSC) meetings. Waivers were discussed with the school and district's DCTA representatives. There is a clear understanding of how the plan strengthens our vision and mission. We strongly believe this innovation plan will provide Shoemaker the flexibility needed to achieve our vision for student success.

Sincerely,  
Christine Fleming  
Principal

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## Innovation Plan Narrative

### **Shoemaker School Mission, Vision, and Values**

The mission of Joe Shoemaker School is to ensure that all children achieve academic and personal excellence, experience joy in learning and use their individual and collective talents and passions to become effective learners and ethical citizens who contribute to a better world.

Shoemaker's vision is to provide a true Colorado education, embracing our urban and natural settings. Our school model integrates a strong school community, EL Education and ecological literacy. At Shoemaker joyous, purposeful learning is the norm and relationships matter. When students have a strong sense of belonging coupled with meaningful work they care about, no goal is too mighty.

Shoemaker is dedicated to providing a diverse student body with an innovative, intellectually rigorous academic experience. This powerful learning community nurtures the unique talents, strengths, and curiosity of each student. Shoemaker is an inclusive school that fosters each child's sense of wonder and adventure through exemplary standards of character, academic achievement, and social responsibility.

*Core Values* are risk-taking, success and failure; curiosity, imagination and inquiry; courage and discipline; an ethic of excellence, and leadership. EL Education schools are characterized by active instructional practices that build academic skills and student motivation; rigorous projects that meet the Common Core and Colorado Academic Standards and are connected to the real-world with a school-wide commitment to improved teaching and leadership practices. Learning expeditions are the primary way of organizing the curriculum. Learning expeditions are student-centered and designed so students have rigorous learning experiences that emphasize projects and products.

Below find additional information regarding our school model:

- [Curriculum and Assessment](#)
- [School Culture, Crew \(SEL\) and Student Engagement](#)
- [Restorative Approach and Discipline](#)
- [Black Excellence and Equity](#)
- [MLE Implementation Plan](#)

This innovation plan allows Joe Shoemaker School the flexibilities necessary to support staff with the time to engage in professional development, the freedom to implement Expeditionary Learning Curriculum to support the individual needs of all our students and school community, and a compensation philosophy to support staff with the duties and responsibilities to make this all possible.

Joe Shoemaker School's [Unified Improvement Plan \(UIP\)](#) / [UIP](#) goals and [Work Plan](#) focus on implementing a rigorous, custom-designed curriculum, extensive excursions for students to complete field work in the community, additional and specific teacher training and support, provide an adventure program, creativity with staffing structures and maintain unique community partnerships.

### **Innovation Plan Goals**

Innovation status supports us in improved outcomes for students as an intentional focus on relevance and relationships through curricula and tailored programming fosters more student engagement than a

traditional school focused on standardized test outcomes. We assert that the flexibilities we seek increase the likelihood of both teacher and student investment - leading to increased achievement. In addition, operational flexibilities allow us to be agile and quick to respond to changes in current reality. Specifically, through the waivers requested in this application we can do the following:

- Use, adapt and design curriculum aligned with our mission and values focused on authentic products, character development and high quality work
- Provide additional professional development opportunities for staff including specialized training aligned with EL Education's instructional approach
- Streamline our Leadership Teams to better reflect our growing staff, give a voice to a significant portion of our school and increase coherence
- Utilize budget flexibility to increase revenue for our students

Table 1. Innovation plan goals.

Performance Indicator/Other Assessment or Measure	Current/Baseline Performance	2022-2023 Goal	2023-2024	2024-2025*
Colorado State SPF <a href="#">Shoemaker SPF</a>	Accredited on Watch (Yellow) with 56% of possible points earned.	Meets Expectations	Meets Expectations	Meets Expectations
iStation, CMAS, Internal Interims	CMAS opportunity gaps exist as:	We decrease opportunity gaps by 5%	We decrease opportunity gaps by 5%	We decrease opportunity gaps by 5%
Internal, qualitative measures		Each equity cohort student has multiple opportunities throughout the year to effectively reflect and clearly communicate indicators of deep learning and growth as evidence of progress and accelerated growth toward grade level standards.	Each equity cohort student has multiple opportunities throughout the year to effectively reflect and clearly communicate indicators of deep learning and growth as evidence of progress and accelerated growth toward grade level standards.	<i>In order to become the primary advocate of their own education, each student will demonstrate mastery of knowledge and skills through a robust body of evidence including portfolios, student-led conferences, critique and revision as a body</i>

				of evidence adding texture to achievement standardized tests.
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## Innovation Plan Onboarding

### Onboarding Plan-New Teachers

- Leadership will provide all interviewed candidates access to the innovation plan and refer to it during the interview process.
- The New Teacher Ambassador(s), in partnership with a member of administration will provide new hires with an outline of our Innovation Plan during their onboarding [week] at the beginning of the school year.
- Leaders will highlight how innovation status will affect new hires throughout the school year.
- Leaders will field questions about the Innovation Plan and highlight the every three year vote of the plan.
- Leaders will highlight the benefits of our innovation plan and rationale behind it.
- Leaders will use this opportunity to tie in our EL Education philosophies.

### Onboarding Plan-New School Leaders

- The administration will provide new leaders with access to the Innovation Plan during the interview process and during their onboarding [week] at the beginning of the school year.
- Leaders will highlight how the Innovation Plan will affect their management of their team throughout the school year.
- Leaders will field questions about the Innovation Plan and highlight the every three year vote of the plan.
- Leaders will highlight the benefits of our innovation plan and rationale behind it.
- Leaders will use this opportunity to tie in our EL Education philosophies.

## Section I: Educational Program Flexibilities

Educational Program Flexibilities		
Flexibility Area	Detailed Flexibility and Rationale	Associated Waivers
Calendar	<p>Shoemaker may design their yearly calendar with the following in mind:</p> <ul style="list-style-type: none"> <li>• To provide additional professional learning that complements our school model of EL Education, Joe Shoemaker School leadership may modify the yearly calendar. These changes will provide additional time for both leader and teacher designed professional learning;</li> </ul>	<p>DCTA CBA:</p> <ul style="list-style-type: none"> <li>• Article 1-7: Definition of "School Year"</li> <li>• Article 8-1-1 - 8-1-5: Professional Standards-Calendar Subsections</li> </ul>

	<ul style="list-style-type: none"> <li>○ No more than 10 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 or trade days, if the contract year is extended to provide it ;</li> <li>○ Any professional development days that may not align with those scheduled by the district. These days will be scheduled with input from the CSC to best serve the school community;</li> <li>● Non-student contact days may be scheduled on holidays observed by the community.</li> <li>● The school year, for either or both staff and students, may start or end up to 10 days early or late to accommodate scheduling above.</li> </ul> <p>Shoemaker's yearly calendar may have fewer student contact days than the district calendar but will meet or exceed district and state minimum requirements for student contact. The weekly schedule may be increased to accommodate holidays that are important to our school community. The school will compensate staff for any additional time worked through a compensation philosophy.</p> <p>The yearly calendar will be developed no later than 60 days before the end of the school year by the principal in consultation of the CSC.</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>
Schedule/ Professional Standards	<p>Shoemaker may extend the workweek beyond 40 hours. This additional time will be used to support collaborative planning and professional development time. Evening meetings can be scheduled, as necessary, to implement the innovation plan in accordance with the innovation plan. Teachers will be compensated for this additional duty at their regular scheduled rate per Shoemaker's compensation philosophy or be compensated days, if the contract year is extended to provide it</p> <p>Shoemaker will make modifications to a teacher's self-directed planning time to accommodate for collaborative planning time to best serve our students. This includes Data Driven Instruction (DDI), coaching meetings, and grade level or team meetings.</p> <p>Teachers shall receive a minimum of three hundred (300) minutes of instructional planning time per week as outlined in the DCTA contract.</p>	<p>DCTA CBA:</p> <ul style="list-style-type: none"> <li>● Article 1-7: Definition of "School Year"</li> <li>● Article 8-2 - 8-10: Professional Standards- Calendar, Year, Day, Class Size &amp; Load</li> </ul> <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>All other aspects of Article 8 in the DCTA contract, besides those related to the 40 hour workweek, planning time, and those indicated in the Calendar flexibility, will be observed.</p>	<ul style="list-style-type: none"> <li>8-8-4 - <a href="#">DCTA 2022 Collective Bargaining Agreement</a></li> </ul>
Extra Duty Compensation	<p>The Principal will oversee the submission of additional hours worked through True Pay and will also be responsible for ensuring that all extra duty pay is provided to eligible staff.</p> <p>Shoemaker may work with the CSC each year to approve the <a href="#">compensation philosophy</a> that describes additional compensation for staff through 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. Shoemaker will work with DPS HR to ensure that all necessary processes are followed when developing the compensation philosophy.</p> <p>Shoemaker will seek to provide extra duty compensation for training like Summer Institute, participation in school events beyond contract hours such as Family Orientation, participation in school committees, etc. which will support the school by increasing family engagement, strengthen pedagogical content knowledge, enhance school culture and climate.</p>	<p>District Policy:</p> <p>CBA:</p> <ul style="list-style-type: none"> <li>DCTA - Article 28: Extra Duty 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>
Curriculum and Assessment	<p>Shoemaker has flexibility to adopt its own educational program, including selecting curriculum and textbooks. The School will carry out an educational program consistent with its approved innovation plan and will determine textbooks and curricular materials for use in its educational program. Shoemaker's education program will meet or exceed the minimum standards of the District and state. The School will select appropriate textbooks and/or equivalent learning materials by course and grade level in each academic core area. Textbooks and learning materials will align with the CCSS and CAS and will meet or exceed the district's standards.</p> <p>Curriculum development will be carried out by school personnel, consistent with the school's innovation plan, using all available resources. Changes to textbooks and instructional materials will be proposed by teacher teams and approved by the school leader consistent with the school's innovation plan.</p> <p>The school will regularly evaluate its education program and make changes to curriculum content, instruction, 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>assessments. The district will evaluate the impact of the school's education program as part of its 3 year review of the school's innovation plan in addition to the annual UIP review by the CSC.</p> <p>Shoemaker 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, Joe Shoemaker School will retain flexibility to make changes to our curriculum in accordance with state and legal requirements.</p> <p>Shoemaker's current selections for curricula:</p> <table><tr><th>Curriculum Subject</th><th>Commercial Program Name</th></tr><tr><td>Mathematics</td><td>Bridges K-5</td></tr><tr><td>Literacy ELA-S</td><td>Caminos /CKLA</td></tr><tr><td>Literacy ELA-E</td><td>Expeditionary Learning and Caminos / CKLA</td></tr></table> <p>Shoemaker's current selections for assessments:</p> <table><tr><th>Assessment Subject</th><th>Assessment Type</th></tr><tr><td>Literacy</td><td>I-station</td></tr><tr><td>Math</td><td>I-Station / Bridges Math</td></tr></table>	Curriculum Subject	Commercial Program Name	Mathematics	Bridges K-5	Literacy ELA-S	Caminos /CKLA	Literacy ELA-E	Expeditionary Learning and Caminos / CKLA	Assessment Subject	Assessment Type	Literacy	I-station	Math	I-Station / Bridges Math	
Curriculum Subject	Commercial Program Name															
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Literacy ELA-E	Expeditionary Learning and Caminos / CKLA															
Assessment Subject	Assessment Type															
Literacy	I-station															
Math	I-Station / Bridges Math															
Professional Learning	<p>Shoemaker may host our own professional learning days rather than attend district scheduled professional learning. Teachers will be provided additional planning time for backwards planning, departmentalized content training, or other school focused needs as indicated in the UIP. If district professional learning covers topics such as equity, staff may be asked to attend those sessions.</p> <p>School staff will still complete all training related to health, safety, and other legal compliance (including special education and Multilingual Education).</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>														
Supplemental and Enrichment Programming	<p>Shoemaker, in consultation with the CSC, will identify when hiring supplemental and enrichment educators without a teaching license would best support our school community. All applicable teachers will meet Multilingual Education requirements outlined in the Consent Decree, and teachers of</p>	<p>State Statute:</p> <ul style="list-style-type: none"><li>• 22-63-201: Employment - License;</li><li>• 22-32-110(1)(ee): Local Board Powers-Employ</li></ul>														

	core content will continue to meet licensure requirements, including special education licensure requirements.	teachers' aides and other non certificated personnel; <ul style="list-style-type: none"> <li>• 22-63-402. Disbursements</li> </ul>
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## Section II: Teaching/Staffing Flexibilities

Teaching/Staffing Flexibilities		
Flexibility Area	Detailed Flexibility and Rationale	Associated Waivers
Recruitment	<p>Shoemaker will not adhere to the district staffing cycle.</p> <p>In accordance with the Equal Pay for Equal Work Act, Shoemaker has the authority to hire staff as vacancies become known using a schedule that best meets the needs of Shoemaker. 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.</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>The school will consider all eligible applicants, including teachers who apply to transfer for vacancies. Any transfer will be subject to state law requiring that the transfer be recommended by the superintendent or their designee and that mutual consent be secured from both the teacher and the receiving principal. Transfers will not receive priority consideration except as required by federal law (e.g., ADA, Title VII transfers).</p> <p><u>Committee Name:</u> Interview Teams  <u>Brief Overview of Responsibilities:</u> The school leader shall be responsible for hiring all staff and shall implement a hiring process that best meets the needs of Shoemaker.. The interview teams support the hiring process.. The school leader will select members for flexible interview teams based on position available, staff members available to interview and interested grade level / department team members. Interview team decisions are made by consensus when possible. Should the Interview Team fail to reach consensus, the school leader shall</p>	<p>DCTA CBA:</p> <ul style="list-style-type: none"> <li>• Article 13-7 Hiring timelines</li> <li>• Article 13-8 Personnel Committee</li> <li>• Article 14-1 Summer School Teaching Positions</li> </ul>

	<p>cast the deciding vote. To the extent possible, the Interview Teams 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 Interview Teams.</p> <p><u>Interview Teams</u></p> <ul style="list-style-type: none"> <li>• Principal</li> <li>• Assistant Principal</li> <li>• Senior Team Leads or Members of the Instructional Leadership Team</li> <li>• Grade Level / Department Representatives</li> </ul>	
Reduction in Building Procedure	<p>The principal, in consultation with the CSC, will make decisions related to Reduction in Building Staff (RIBS) based on position only. Once the principal and CSC determine that the school will undergo a RIBS, all candidates currently in the position being reduced will be considered and the principal, in consultation with the Instructional Leadership Team, will make RIBS decisions based on performance, professionalism, and merit. For Shoemaker, all mentions of the 'Personnel Committee' will refer to our 'Interview Teams', described above under 'Recruitment'.</p>	<p>DCTA CBA:</p> <ul style="list-style-type: none"> <li>• 13-10-3 and 13-10-5 Reduction in Building Staff (RIBS)</li> </ul>

### Section III: School Management and Leadership

School Management and Leadership Flexibilities		
Flexibility Area	Detailed Flexibility and Rationale	Associated Waivers
School Leader Training and Development	Based on the specialized curriculum and Expeditionary Learning model, Shoemaker's principal may opt out of district training. Instead, the principal will attend EL Regional and National Trainings along with any other professional development aligned with the school model and vision.	<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>

## Section IV: Governance and Budget Flexibilities

### DCTA Contract

Governance and Budget Flexibilities			
Flexibility Area	Detailed Flexibility and Rationale		
School Committees	<p>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?</p> <p>Joe Shoemaker School will combine the SLT and ILT into one governing body referred to as the ILT (Instructional Leadership Team). In addition to the responsibilities required in the DCTA Agreement, the ILT will:</p> <ul style="list-style-type: none"> <li>• Meet a minimum of twice monthly</li> <li>• Assume the responsibilities of the SLT detailed in Article 5-5 of the DCTA contract</li> <li>• Assume the responsibilities of the ILT detailed in Article 5-6 of the DCTA contract</li> </ul>		
	Committee Name and Acronym	Members	Brief Overview of Responsibilities
	Instructional Leadership Team (ILT)	<p>Principal, Assistant Principal, STLs, Team specialists</p> <p>Once monthly, we will add in grade level, department and DCTA representatives once replacement of a separate STL.</p>	<ul style="list-style-type: none"> <li>• Meeting attendance</li> <li>• Hold school vision</li> <li>• Support building teachers' capacity throughout the building</li> <li>• Communicating ILT decisions to grade level teams</li> <li>• 1x/mo grade level, department and DCTA reps will attend ILT meetings to address operational</li> </ul>
			<p>District Policy:</p> <ul style="list-style-type: none"> <li>• BDF-R4 Collaborative School Committee</li> </ul> <p>CBA:</p> <ul style="list-style-type: none"> <li>• Article 5-5: School Leadership Team</li> <li>• Article 5-6: Instructional Leadership Team</li> </ul> <p>State Statute:</p> <ul style="list-style-type: none"> <li>• 22-32-126: Employment and Authority of Principals</li> </ul>

		and logistical topics	
<p><u>Committee Name:</u> Instructional Leadership Team (ILT)</p> <p><u>Brief Overview of Responsibilities:</u> ILT is responsible for all aspects of student achievement and the allocation of human and financial resources. Develops and monitors the school's Unified Improvement Plan. Reviews resources to ensure maximum usage for student achievement. ILT decisions are made by consensus. Consensus is defined as a majority decision. The ILT will meet once a month alongside grade level representatives to create a formal SLT system to address school wide issues and goals.</p> <p><u>Members:</u></p> <ul style="list-style-type: none"> <li>• Principal</li> <li>• Assistant Principal</li> <li>• Senior Team Leads</li> <li>• Team Specialists</li> <li>• Additional grade level, DCTA and department representatives (1x/month)</li> </ul> <p><u>Principal Recruitment and Selection:</u> The Shoemaker staff and CSC will work collaboratively with HR and the principal supervisor to ensure recruitment and hiring of school leadership aligns with the knowledge, skills and attitudes necessary as follows:</p> <p>The Shoemaker principal must:</p> <ul style="list-style-type: none"> <li>• Commit to an ongoing partnership with EL Education by: <ul style="list-style-type: none"> <li>◦ Allocating financial resources to maintain status as a network school</li> <li>◦ Maintain the founding vision of utilizing EL Education's school design integrated with environmental education, use of the adjacent natural space and stewardship as the school's core instructional program</li> </ul> </li> <li>• Demonstrate instructional leadership, an entrepreneurial spirit, drive and focus to excel.</li> <li>• Articulate and model a clear vision of the school and promote parent and community involvement.</li> <li>• Commit to serve a diverse student population.</li> <li>• Celebrate strengths and diverse student talents.</li> <li>• Strive for continuous improvement, critically consume data and use it to elevate student achievement.</li> <li>• Critically consume educational research to continually drive innovation and best practices</li> <li>• Demonstrate a track record and commitment to building positive culture and personal relationships</li> </ul>			

	<ul style="list-style-type: none"> <li>• Desire to be a leader in the educational landscape and make positive contributions to the field.</li> <li>• Support an apprenticeship model of teaching with a commitment to teacher preparation pipelines</li> <li>• Have experience teaching or leading in an EL Education school or demonstrate evidence of aligned practices and beliefs including: <ul style="list-style-type: none"> <li>o Prioritizing culture and character development</li> <li>o Project based learning and high quality work</li> <li>o Service Learning</li> </ul> </li> <li>• Have a minimum of five years of leadership experience and five years of classroom teaching experience.</li> </ul> <p>An effective and philosophically aligned school leader is critical to ensuring ongoing alignment to the school vision and integrity to the specialized model. The search for a school leader at Shoemaker will begin by reviewing the list of principal knowledge, skills, and attitudes that are outlined in the Innovation Plan with additions potentially developed by staff as well as parent groups. The school leader vacancy will be posted on both the Denver Public Schools job board but must also be posted on the EL Education website and social media outlets as well as promoted within the EL Education network. An interview team will be selected with input from the Instructional Leadership Team and the Collaborative School Committee to include parents, teachers, school administration, EL Education regional staff and district leadership. It is strongly recommended the interview team also include a community partner, specifically one with a depth of knowledge of Environmental Education. Interview questions and "look fors" will be developed by the interview team, which align with the list of knowledge, skills, and attitudes included in this plan.</p> <p>Finalists will be identified through an interview process, which will include a building walkthrough. All stakeholders will be able to meet and ask questions of the finalists at a public community event and provide input at the conclusion of the event. The interview team will forward no less than two finalists to the Superintendent. Final recommendation for hire will be the responsibility of the Superintendent and Board of Education who will select a candidate that best aligns with the skills outlined above - specifically a leader with experience and knowledge of the EL Education School Model (not excluded to EL Curricula).</p> <p>In addition to the responsibilities required in state statute, the CSC and ILT will work in partnership with the District to:</p> <ul style="list-style-type: none"> <li>• Identify 1 or more principal candidates (when a vacancy exists).</li> <li>• Identify an interview panel to conduct principal interviews consisting of the outgoing principal (or designee), at least 2 faculty/staff, at least 2 parents/guardians.</li> </ul>	
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	<ul style="list-style-type: none"> <li>• Recommend 2 final candidates to the superintendent (or designee) for the principal position or, if the CSC and ILT so choose, recommend a single candidate .</li> <li>• The superintendent (or designee) shall make a final hiring decision from among the candidate(s) or, if the superintendent determines that no candidate is sufficiently qualified, direct the CSC and ILT to work with the District to identify additional principal candidates.</li> </ul>	
Budgeting on Actual Teacher Salaries	Joe Shoemaker School currently budgets on actual teacher salaries and will continue to budget this way. This budgeting strategy allows Shoemaker to spend any additional budget on resources to support student learning and wellbeing.	No Associated Waivers

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## Waivers and Replacement Language

### Calendar

#### DCTA CBA:

- Article 1-7: Definition of "School Year"
- Article 8-1-1 - 8-1-5: Professional Standards- Calendar Subsections

#### 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 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 Instructional Superintendent. The school shall submit their calendar to the district in a timeframe as requested by the district in order to meet requirements for alignment with hiring/onboarding, transportation, facilities and other service provision.

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

### Schedule

#### DCTA CBA:

- Article 1-7: 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 will be observed (all references in article 8 to the SLT will refer to the SLT equivalent).

#### Extra Duty Compensation

##### DPS CBAs:

- DCTA - Article 28: Extra Duty Compensation

##### State Statute:

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

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

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

#### Curriculum and Assessment

##### State Statute:

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

The DPS Board authorizes the school to **develop an educational program that aligns to the mission and vision** of the school and supports the mission, vision, and goals stated in the innovation plan. The school 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.

#### 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 Instructional Superintendent 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.

#### 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); Art. 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, 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:**

- 13-10-3 and 13-10-5 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 13-10.

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

**State Statute:**

- 22-32-126: Employment and Authority of Principals

The School will utilize innovation status to **combine the School Leadership Team and Instructional Leadership Team** as described in the innovation plan.

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 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.

## 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.).

Engagement Opportunity	Participation Structure and Attendees	Links
<b>August 2022</b>  Shared innovation renewal information with staff and CSC	All staff meeting  CSC	
<b>January and February 2023</b>  Communicated innovation renewal information with staff and invited all interested stakeholders to participate	Weekly staff newsletters	
<b>February 27, 2023</b>  Emailed staff Innovation Renewal Plan draft and additional information regarding timelines	Email  All Staff	
<b>February and March 2023</b>  Held series of planning meetings with ILT, DCTA representative and all other interested stakeholders to create Innovation Renewal Application	Weekly meetings  ILT Administration DCTA Representative All other interested stakeholders	<a href="#">Agendas</a>
<b>March 2023</b>  Invited regional DCTA representative to Shoemaker to discuss Innovation Renewal topics with all interested / eligible voting staff.	DCTA visits	

<b>March 6th - March 16th, 2023</b>  Grade level team meetings with representatives sharing details of Innovation Renewal and waivers requested	Grade Level / Department Meetings	<a href="#">Agenda Template</a>
<b>March 16, 2023</b>  Staff meeting held to share Innovation Plan Renewal application and answer any clarifying questions about waivers, build consensus on waivers requested	Faculty Meeting	<a href="#">Slide Deck</a>
<b>March 20, 2023</b>  CSC meeting held to share Innovation Renewal Plan draft, response of staff and answer any clarifying questions	CSC Meeting  Parents Teachers Paraprofessionals Community	<a href="#">Slide Deck</a> <a href="#">Agenda</a>