

**2023-2024**

**Lake Middle School**



**Innovation School**

# New Application

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## Application Directions

This innovation application, which will become your innovation plan once approved by the DPS Board of Education, includes a short narrative section consisting of your school's mission, vision, and values, as well as goal setting. Each of the other sections asks about specific flexibilities and your school's interest and rationale for having those flexibilities. Here are some general directions for completing this application:

- ★ If your school is not interested in a specific flexibility, **please type N/A (do not delete rows)**.
- ★ As you answer questions related to each flexibility, please refer to the standards of quality below those questions to minimize section editing after submitting your draft plan for review.
- ★ Don't edit, remove, or add policies under the Associated Waiver column of each section. These waivers act in unison to grant each specific flexibility and as such need to be given in the groups as listed in this application.
- ★ The Authorizing & Accountability team will add waiver language to your plan during plan review. You are not responsible for writing that waiver language.
- ★ In the last two sections, you will be asked to share new flexibilities your school may be interested in and innovative practices at your school that are not related to waivers from policies. These sections are both optional and can be marked N/A if your school does not wish to utilize them.
- ★ To support the feedback and revision process, develop and submit the draft plan in Google docs. Once the plan is finalized, it will then be posted as a PDF.
- ★ Please reach out to [authorizing@dpsk12.net](mailto:authorizing@dpsk12.net) with any questions. For more information about innovation status and the flexibilities available for schools, please consult the [Innovation Guidebook](#).

## Supporting Documents for Completing the Innovation Application

The resources linked below provide additional context about innovation schools and the process of applying for innovation status, and are intended to support both new and existing innovation schools.

- [Innovation Guidebook](#): In order to ensure that teachers, leaders, and other school staff have clear information on innovation, district staff maintain this guidebook to provide clear information on: The innovation application and renewal process; common innovation flexibilities and how they impact processes as compared to district-run traditional schools; and links to related resources on flexibilities at innovation schools.
- [Compensation Philosophy template](#): Innovation schools seeking flexibility regarding extra compensation for time worked are required to create a school-based plan (called a "Compensation Philosophy") for extra duty pay and stipends, which may differ from collective bargaining agreements. This form must be submitted annually for review in the spring prior to the start of the school year. Schools newly applying for innovation status should not create this document until their innovation status is formally approved by the DPS Board, but should review the template so that they are familiar with expectations.
- [CSC District Handbook](#): Innovation schools may not waive C.R.S. 22-11-401 or 22-11-402, which require that schools have a School Accountability Committee that acts as an advisory body to the

school. However, innovation schools may waive DPS Policy BDF-R4 in order to change some of the structure or responsibilities of the CSC, as long as they are still aligned with statute. If seeking this flexibility, schools are encouraged to review the CSC handbook to ensure they are familiar with the statutory requirements for CSCs. Please contact the Authorizing & Accountability team for additional guidance prior to making any decisions regarding changes to your CSC.

- [Current Innovation Plans for All DPS Innovation Schools](#): In developing a new innovation plan, schools may find it helpful to review other plans for existing innovation schools. Please note, because this is the first year DPS is implementing its new format and structure for innovation plans, all plans for current innovation schools will look considerably different.
- Flexibilities afforded through innovation status are largely grounded in waivers to district policies, state statute, and the Collective Bargaining Agreement (CBA). While the Authorizing & Accountability team will support the school with developing the exact replacement waiver language corresponding to these policies, reflecting the intended flexibilities for the school, schools should be very familiar with the original policy language corresponding to their waivers. Below are links to these original policies.
  - [Denver Public Schools Administration Policies](#)
  - [Colorado Revised Statutes 2020: Title 22 "Education"](#)
    - Innovation schools typically waive a limited number of state statutes. It may also be easier to search for the specific statutory reference, rather than review the entirety of Title 22.
  - [Collective Bargaining Agreement between Denver Public Schools and Denver Classroom Teacher Association](#)

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## Letter to your School Community

April 2024

Dear Lake Community,

It is with great pleasure and pride to serve the community of Northwest Denver. Families continue to enroll their children at Lake Middle School due to our community responsive programming. Based on recent Student Perception Survey Data, 82% of students surveyed believe that Lake has high expectations for students and 84% believe our staff supports students. Our enrollment has continued to grow over the last six years from 268 to 622 students. Our school for the 22-23 school year was recognized as a "Platinum School" by Leverage Leadership Institute and Paul Bambrick-Sontoyo for the levers of data-driven instruction, planning, observation and feedback, and student culture.

As we navigate the landscape of education and strive to provide the best possible learning environment for our students, we want to take a moment to communicate the significance of our school's innovation status and its impact on our community.

Innovation status is crucial for our school as it grants us the flexibility and autonomy to tailor our educational approach to the unique needs of our students. It allows us to explore cutting-edge teaching methods, curriculum designs, and support systems that may not be feasible under traditional structures. This flexibility enables us to adapt quickly to changing educational landscapes, ensuring that our students receive the highest quality education that prepares them for the challenges of the future.

Our innovation status has been instrumental in fostering a dynamic and responsive educational environment. Some key uses of innovation at our school include:

**Personalized Learning:** We can tailor instructional methods to individual student needs, promoting a more effective and engaging learning experience.

**Teacher Professional Development:** Innovation status allows us to invest in continuous professional development for our educators, ensuring they stay abreast of the latest pedagogical research and teaching methodologies.

**Community-Responsive Programming:** Our commitment to innovation extends beyond the classroom. We actively engage with the community to identify its unique needs and incorporate them into our programming. Whether through partnerships with local businesses, cultural organizations, or community leaders, we strive to make our curriculum and extracurricular activities relevant and responsive to the diverse needs and interests of our community.

These uses directly benefit our students by providing them with a well-rounded education that goes beyond standard curricula. Our staff benefits from the autonomy to explore innovative teaching methods, fostering a culture of creativity and continuous improvement. Ultimately, these practices contribute to the overall growth and success of our school community.

We believe in collaborative decision-making and actively engage various stakeholders in the development of our innovation plan. This process involved:

Teacher Involvement: Our educators played a pivotal role in shaping the plan, providing insights into effective teaching practices and strategies that would benefit our students.

Parent and Student Feedback: We conducted surveys and meetings to gather input from parents and students, ensuring that their perspectives and expectations were considered in the planning process.

Community Collaboration: We sought input from the wider community through Collaborative School Committee and Coffee with the Principal in fostering a sense of shared responsibility for the success of our school.

Our innovation plan has garnered strong support from staff, students, families, and the surrounding community. The majority of staff members at our school express enthusiastic support for the plan, acknowledging its positive impact on teaching and learning. Additionally, surveys conducted among students and families indicate a high level of satisfaction with the innovative approaches implemented.

In conclusion, our commitment to innovation status is driven by a collective belief in providing the best possible educational experience for our students. We are grateful for the ongoing support of our families and community stakeholders as we continue to evolve and adapt to meet the needs of our students in an ever-changing world.

Thank you for your continued partnership in the education of our students.

Sincerely,

Amanda McDonald  
Principal

Lake Middle School

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## Innovation Plan Narrative

### A. School Mission, Vision, and Values

Achieving innovation status would greatly enhance Lake Middle School's ability to fulfill its mission by providing opportunities to explore diverse teaching methodologies tailored to the unique needs of its student body. With a rich history and commitment to excellence, Lake Middle School can leverage innovation to foster inclusive communities, promote academic excellence, and empower students to positively impact their communities in novel and impactful ways.

Mission, Vision, and History: Lake Middle School empowers and celebrates culture for all students to learn, grow, and develop strength of character to positively impact our communities.

Lake Middle School is a traditional public middle school in the Northwest area of Denver, Colorado. Lake Middle School, formerly known as Lake Junior High School, has deep roots in the City of Denver. The school opened its doors to students on September 8, 1926. Its outstanding academic offerings, location, historical architectural status and strong ties to thousands of local junior high graduates have made Lake the outstanding educational institution it is for more than 97 years. At Lake Middle School, our mission is to empower all students to achieve academic excellence, develop strength of character and build inclusive communities to impact our future. We offer grades 6-8 and currently have 622 students enrolled. See below for our current enrollment by Ethnicity. We have been able to increase enrollment significantly over the last 6 years and our student demographic has remained the same. Additionally, in Lake's UIP, one of the major improvement strategies is to focus on grade-level texts and tasks. Lake's innovation plan will support in ensuring that grade-level texts and tasks are in front of students each day. Success will be achieved when teachers engage in unit planning that incorporates lessons which feature grade-level texts and tasks. As a part of these lessons, teachers will identify the most productive struggle and students will be seen shouldering the cognitive lift. Teachers will backwards plan from interim assessments to ensure the most rigorous portions of texts and the most rigorous tasks are focused on. Leaders will work from the school's assessment calendar and facilitate weekly planning meetings to live-practice and coach teachers on facilitating student discourse that stamps the conceptual understanding.

Population and Demographics: For the 2023-2024 school year, Lake has enrollment for 622 student with the following demographic breakdown: 8% Black or African American, 80% Hispanic, 8% White, 23% Special Education, 44% English Language Learners. 88% of students qualify for free and reduced lunch.

Lake Middle School offers robust music and arts programming including:

- Music production
- DJ classes
- Podcasting
- Lake Knight Radio Station
- Drama
- Photography
- Art
- STEAM lab
- Physical Education
- Comprehensive Health
- Fitness and Nutrition

- Spanish Language Arts
- Spanish language Social Studies
  - Heritage speakers and dual-language students who choose to participate in our Spanish program leave Lake prepared to graduate high school having already completed a college minor in Spanish and the Seal of Biliteracy.
- Weekly character and community-building assemblies
- In- house Barbershop and huge light filled library

Our school values of Honor, Hard Work, Humility, and Generosity guide our Lake Knights as they learn and grow as part of our Lake Family! We have a student dean for each grade level and two dedicated social workers and a school psychologist to support students' mental health. Additionally, we have an in-school Denver Health Clinic and full-time school nurse to support physical health. We have collaborations with Denver DJ School, Colorado Uplift, City Year, and Outer Haven bring unique opportunities for engagement and character building. We have 4 center-based classrooms at Lake : Multi-Intensive, 2 Multi-Intensive Autism, and an Affective Needs classroom. We offer all DPS Middle School Sport:

- GIRLS: Basketball, Volleyball, Soccer, Softball
- BOYS: Soccer, Basketball, Baseball
- CO-ED: Cheer Squad, Cross Country, Flag Football, Tackle Football

Additionally we offer only at Lake: Wrestling, Boxing, Kayaking and year round sports clubs for free for additional practice after school.

**COURSE OFFERINGS**

<p><b>MULTI-MEDIA</b></p> <p>Lake Knight Radio Podcasting 101 Podcasting 201 Denver DJ School Music Production Journalism</p>	<p><b>THE ARTS</b></p> <p>STEAM Lab Art 101 Barbershop Photography Drama Drumline</p>	<p><b>ETHNIC STUDIES</b></p> <p>Chicano Studies Black History Native American History Asian American History Latinos in Action</p>
<p><b>HEALTH &amp; FITNESS</b></p> <p>Physical Education Weightlifting Comprehensive Health Sports</p>	<p><b>DUAL LANGUAGE</b></p> <p>Spanish Language Arts Spanish Social Studies Spanish Math Spanish Ethnic Studies</p>	<p><b>COMMUNITY LEADERSHIP</b></p> <p>Colorado Uplift Peer to Peer Leadership Class Student Restorative Coordinators</p>

At Lake, we live by the following core values: Humility, Honor, Hard Work, and Generosity.

**Honor:** We instill in our students a deep understanding of the importance of honesty, integrity, and ethical behavior. We encourage them to uphold a strong moral compass, recognizing that true success is achieved not only through accomplishments but also through the honorable path taken to reach those milestones.

**Humility:** Humility is the cornerstone of personal and academic growth. At Lake Middle School, we emphasize the value of staying humble in the face of success and resilient in the face of challenges. We believe that a humble learner is an open-minded learner, ready to embrace new ideas and perspectives.

**Hard Work:** We firmly believe that success is the result of dedication, perseverance, and a commitment to continuous improvement. Our school fosters a culture of hard work, where each student is encouraged to set high standards for themselves and diligently strive toward achieving their goals.

**Generosity:** Beyond academic achievement, we emphasize the importance of giving back to our community. Generosity is not just about material giving but also about sharing time, knowledge, and compassion. Our students learn that their actions can have a positive impact on those around them, fostering a sense of social responsibility.

## **B. Innovation Plan Goals**

Lake Middle School is interested in pursuing Innovation status in order to be able to best serve our students and community. Lake's mission is to empower all students to achieve academic excellence, develop strength of character and build inclusive communities to impact our future. We believe the following flexibilities will allow us to continue our goal of empowering the community and celebrating culture.

Lake believes in ensuring that we have a diverse staff that matches our student demographics. Students learn best when they can see themselves in the staff. We know that a team aligned in our beliefs is invaluable in achieving this mission. As such, we are advocating for the flexibility to not be required to select or accept teachers through limited term assignments as well as hire either licensed or non-licensed personnel for supplemental instruction or supervision. This allows us to maintain control over our hiring and ensure that all Lake Knights have chosen to be here and be part of our larger mission. Additionally, Lake would like to be able to provide extra-duty compensation and stipends to support retention and recruitment for positions that are hard to retain, and to compensate staff for engaging in additional responsibilities that they may choose to take on. With the consultation of SLT, we have learned that compensation is a factor in teacher retention. Furthermore, we would like to provide pay for performance in order to compensate for the time and energy that teachers of tested subjects give in order to ensure growth and achievement for all students. We know that growth and achievement for students is the ultimate goal, so teachers should be compensated in accordance with the extra hours, time, and work it takes to meet or exceed this goal.

For these reasons, the cost savings from moving to actuals vs. averages would allow us to create our own

compensation philosophy annually. Also, Lake would like to maintain their own school calendar in order to ensure individualized professional development that is specific to our schools and students' need for improvement that meet or exceed the minimum standards of the district and state. Lastly, supplemental programming will allow us to continue to bring in a wide-range of elective offerings in order to support students in discovering their passions. Diverse programming allows students to get robust and rich enrichment opportunities that are taught by experts in the field or the community.

Our school's innovation status, coupled with the specific flexibilities outlined in our comprehensive plan, stands as a powerful mechanism to propel us towards achieving various critical objectives. By strategically leveraging these flexibilities, we are poised to align seamlessly with the overarching goals set by the district. The inherent adaptability allows us to tailor our educational strategies to address the unique needs and challenges within our student community, positioning us not only as contributors to district-wide objectives but as pioneers of innovative practices that can be emulated across the educational landscape.

Within the confines of our innovation plan, the flexibilities granted by our innovation status serve as a linchpin for success. They provide the autonomy necessary to pursue personalized learning initiatives, ensuring that our educational approach is finely tuned to the diverse learning styles and needs of our students. Additionally, the flexibility in professional development opportunities ensures that our educators are equipped with the latest pedagogical insights, supporting our commitment to high-quality, forward-thinking instruction. To put students first, Lake Middle School would like the flexibility to implement high quality curriculums that will meet the needs of the students. The school is seeking approval or has already received approval for implementing these curricula and/or assessments. For new curricula or assessments that haven't been approved, the school affirms that district processes will be followed to implement that curricula.

Crucially, the innovation status plays a pivotal role in improving outcomes for our students. The freedom to integrate cutting-edge technologies into our curriculum enhances the learning experience, fostering digital literacy skills essential for success in the modern world. Data-driven decision-making, made possible through these flexibilities, empowers us to identify areas of improvement promptly and tailor interventions to meet individual student needs, thereby contributing to enhanced academic outcomes.

Beyond academic achievement, our innovation status allows us to take a holistic approach to student development. We can focus on nurturing well-rounded individuals through social-emotional learning initiatives, extracurricular activities, and community partnerships, aligning with our commitment to preparing students not only academically but for life beyond the classroom. In essence, our innovation status serves as the key enabler for realizing the district's goals, meeting the milestones set in our innovation plan, and, most importantly, ensuring positive and comprehensive outcomes for each and every student in our care.

Table 1. Innovation plan goals.

Performance Indicator/	Current/Baseline Performance	2024-2025 Goal	2025-2026	2026-2027
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Other Assessment or Measure																																																																																															
Math CMAS	<p>48 MGP</p> <table border="1"> <thead> <tr> <th>Proficiency Level</th> <th colspan="2">Did not yet meet expectations</th> <th colspan="2">Partially met expectations</th> <th colspan="2">Approached expectations</th> <th colspan="2">Met expectations</th> <th colspan="2">Exceeded expectations</th> <th colspan="2">Total</th> </tr> <tr> <th>School</th> <th>#</th> <th>%</th> <th>#</th> <th>%</th> <th>#</th> <th>%</th> <th>#</th> <th>%</th> <th>#</th> <th>%</th> <th>#</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>Lake Middle School</td> <td></td> </tr> <tr> <td>2017-2018</td> <td>128</td> <td>45%</td> <td>81</td> <td>29%</td> <td>53</td> <td>19%</td> <td>22</td> <td>8%</td> <td></td> <td></td> <td>284</td> <td>100%</td> </tr> <tr> <td>2018-2019</td> <td>109</td> <td>37%</td> <td>120</td> <td>40%</td> <td>46</td> <td>15%</td> <td>23</td> <td>8%</td> <td></td> <td></td> <td>298</td> <td>100%</td> </tr> <tr> <td>2021-2022</td> <td>165</td> <td>38%</td> <td>147</td> <td>34%</td> <td>80</td> <td>18%</td> <td>44</td> <td>10%</td> <td></td> <td></td> <td>436</td> <td>100%</td> </tr> <tr> <td>2022-2023</td> <td>149</td> <td>33%</td> <td>145</td> <td>33%</td> <td>101</td> <td>23%</td> <td>47</td> <td>11%</td> <td>4</td> <td>1%</td> <td>446</td> <td>100%</td> </tr> </tbody> </table>	Proficiency Level	Did not yet meet expectations		Partially met expectations		Approached expectations		Met expectations		Exceeded expectations		Total		School	#	%	#	%	#	%	#	%	#	%	#	%	Lake Middle School													2017-2018	128	45%	81	29%	53	19%	22	8%			284	100%	2018-2019	109	37%	120	40%	46	15%	23	8%			298	100%	2021-2022	165	38%	147	34%	80	18%	44	10%			436	100%	2022-2023	149	33%	145	33%	101	23%	47	11%	4	1%	446	100%	55 MGP	57 MGP	60 MGP
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Attendance	<p><b>Attendance Rate by School for Last 5 Years</b></p> <p>Selected School: Lake Middle School - 448 <span style="float: right;">Run date: 2/26/2024</span></p> <p>For rate (%) totals, select [No Grouping] for all grouping parameters</p> <table border="1"> <thead> <tr> <th>School</th> <th>2018-19</th> <th>2019-20</th> <th>2020-21</th> <th>2021-22</th> <th>2022-23</th> </tr> </thead> <tbody> <tr> <td>Lake Middle School</td> <td>84.90 %</td> <td>85.47 %</td> <td>86.39 %</td> <td>83.64 %</td> <td>82.90 %</td> </tr> </tbody> </table>	School	2018-19	2019-20	2020-21	2021-22	2022-23	Lake Middle School	84.90 %	85.47 %	86.39 %	83.64 %	82.90 %	86%	88%	90%																																																																															
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In order to meet these projected goals, teams will progress monitor on a weekly basis. Content teams will monitor growth through both formative and summative assessment, and will create weekly action plans through weekly data meetings. Additionally, teams will monitor via district unit and interim assessments and create and execute action plans based on data analysis of district assessment results in the Fall, Winter, and Spring. The attendance team will also meet weekly to progress monitor and action plan to ensure targets are met. Our innovation plan supports our work toward these goals by allowing us to hire quality staff who are able to engage in high quality data analysis and compensation for those staff as they meet goals in support of student achievement.

### C. Innovation Plan Onboarding

The staff and educator interview process will include a component where the school leader will explain what it means to be an innovation school and how that's different from a non-innovation school. Based on the content area where a new hire will teach, the content team will also address differences in curriculum, assessment, professional learning, etc.

New teachers and other staff hires will be supported to understand what our innovation status is and how our plan supports our community in-depth during the New Teacher Academy. Lake Middle School has a New Teacher Ambassador through our TLC model. This ambassador, in addition to our internal

instructional coaches and team specialist leaders, will onboard any new hires to our Innovation Plan and flexibilities. Our only waivers that impact the DCTA contract are related to pay and stipends. We have included staff in the writing and assessing of our Innovation plan.

New leader hires will be given a copy of the innovation plan prior to their interview and discussed at the interview. New leaders will meet with members of ILT and SLT to review the innovation plan and discuss how innovation impacts their work and the larger Lake school community.

Innovation Plan Summary	Standards of Quality - Innovation Plan Narrative <i>(For completion by the Authorizing &amp; Accountability Office)</i>
A. School Mission, Vision, and Values	<ul style="list-style-type: none"> <li>● The plan provides a clear summary of the school’s mission, vision, and values, as well as the school model.</li> <li>● The plan provides a detailed description of how innovation status will support the school with implementing its school model and achieving its mission, vision, and values. This description uses accessible and clear language so that both internal stakeholders at the school and external stakeholders/the general public can understand it.</li> <li>● The plan references the specific flexibilities identified throughout the plan in justifying how innovation status will support the school.</li> <li>● <i>If Applicable:</i> The plan explains the relevance of any attached school planning documents (UIP, SSP, comprehensive school design documents, etc.).</li> </ul>
B. Innovation Plan Goals	<ul style="list-style-type: none"> <li>● The plan identifies rigorous and measurable goals for the school for the next three years, including goals grounded in the State SPF (overall or specific performance indicators).</li> <li>● If the plan identifies school-specific goals, these goals are also rigorous and measurable. The plan includes a commitment to gather evidence on progress towards these goals for review during the school’s innovation process.</li> <li>● The plan provides a detailed description of how innovation status will support the school with accomplishing the identified goals.</li> </ul>
C. Innovation Plan Onboarding	<ul style="list-style-type: none"> <li>● The plan describes how new hires will learn about innovation status and how it affects their roles (for teachers, other school staff, and leaders) and confirms that candidates interviewing for DCTA-covered positions will be provided with a copy of the innovation plan.</li> <li>● The plan describes how new school leaders will learn about innovation status and the school’s specific plan, including how it affects their management of the school.</li> <li>● The plan identifies who is in charge of these onboarding responsibilities.</li> </ul>

## Section I: Educational Program Flexibilities

In the table below, use each prompt<sup>1</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 mark the row N/A.

Educational Program Flexibilities		
Flexibility Area	Detailed Flexibility and Rationale	Select Associated Waivers
Calendar	<p>Lake Middle School 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 curriculum, Lake Middle School will modify our yearly calendar. These changes will provide additional time for both leader and teacher designed professional learning;</li> <li>● No more than 4 additional professional learning days will be scheduled per year within the school 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. Additional professional learning will be primarily used for New Teacher Academy.</li> <li>● Lake teachers will not be required to attend district-mandated summer professional development; however, Lake Principal may ask teachers to attend site-based summer professional development in place of district-mandated professional development. Calendar flexibility for compensation time for parent/teacher conferences. The first three days of school will be a staggered start. The first day of school will be only for 6th grade Students, only 7th grade the next day, and only 8th grade students the following day. This will allow all students to focus on our values and expectations the first day and allow us to jump into instruction the first day with all students.</li> <li>● The last week of school for 8th graders will be designated for targeted instructional support for 8th grade students who are not meeting Continuation</li> </ul>	<p>DCTA CBA:</p> <ul style="list-style-type: none"> <li>● Article 1-8: Definition of "School Year"</li> <li>● Article 8-1-1</li> <li>● Article 8-1-2</li> <li>● Article 8-1-3</li> <li>● Article 8-1-4</li> <li>● Article 8-1-5</li> </ul> <p>Professional Standards- Calendar Subsections</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>● 22-33-102(1) Definition of "Academic Year"</li> </ul>

<sup>1</sup> The application lists flexibilities that schools have previously used and may choose to use again. DPS Authorizing and Accountability encourages schools to only select flexibilities that support the school.

	<p>academic expectations. 8th grade students who are meeting Continuation academic expectations will not be required to attend.</p> <ul style="list-style-type: none"> <li>• During standardized testing days, the ability to flex students schedules for early release.</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>• The CSC will gather and receive feedback from community stakeholders each year to best identify if a non-student contact day would benefit the community.</li> <li>• Lake Principal will not add any additional student contact days - other than 6th grade Academy.</li> </ul> <ul style="list-style-type: none"> <li>• The school year, for either or both staff and students, may start or end up to 5 days early or late to accommodate scheduling above. Lake's yearly calendar may have fewer student contact days than the district calendar but will meet any district requirements and meet or exceed state minimum requirements for student contact.</li> </ul> <p>The school will compensate staff for any additional time worked at the appropriate contract rate. 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 CSC, and approved by the SLT.</p>	
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**Standards of Quality - Calendar**  
*(For completion by the Authorizing & Accountability Office)*

- Describes all desired extensions or adjustments to the calendar year and affirms that the school calendar and schedule will meet or exceed the minimum state requirements for instructional time. While the school does not need to commit to a certain number of additional days or minutes, a limit of how many additional days/minutes may be added should be provided (e.g. additional summer PD will not exceed 5 extra days).
- If not included in the Schedule section, summarizes the process the school will follow for developing its calendar and/or schedule, including the role of the CSC/CSC-equivalent and/or SLT (if applicable).
- The plan confirms that teachers will be compensated for additional time worked through the school's compensation philosophy. If the flexibility includes the possibility of extending the contract year (e.g. adding additional instructional days or professional learning days beyond the number in the Collective Bargaining Agreement), the plan confirms that teachers will be paid at their regular scheduled rate.

<p>Schedule &amp; Professional Standards</p>	<p>Describe which schedule flexibilities your educational program requires and provide rationale in support of those flexibilities.</p> <p>Some examples of schedule flexibilities include:</p> <ul style="list-style-type: none"> <li>• Extending the workweek beyond 40 hours;</li> <li>• Changes to weekly teacher planning minutes;</li> <li>• Any changes to teacher class size or course load.</li> </ul>	<p>DCTA CBA:</p> <ul style="list-style-type: none"> <li>• Article 1-8: Definition of "School Year"</li> <li>• Article 8-2</li> <li>• Article 8-3</li> <li>• Article 8-4</li> <li>• Article 8-5</li> <li>• Article 8-6</li> <li>• Article 8-7</li> <li>• Article 8-8</li> <li>• Article 8-9</li> <li>• Article 8-10</li> </ul> <p>Professional Standards- Calendar, 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> </ul>
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**Standards of Quality - Schedule**  
*(For completion by the Authorizing & Accountability Office)*

- Provides a comprehensive description of what the school is maintaining vs. waiving within [Article 8-2 - 8-10](#).
- If not included in the Calendar section, summarizes the process the school will follow for developing or adjusting its schedule flexibilities, including the role of the CSC/CSC-equivalent and/or SLT (if applicable).

<p>Extra Duty Compensation</p>	<p>Identify which staff and their associated bargaining unit and 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, focused on staff retention and recruitment (e.g. if extra hours worked will be submitted via True Pay, who will make that submission and on what timeframe?). This approach aligns with our mission and vision by allowing us to prioritize investment in our educators, recognizing their invaluable role in empowering students to learn, grow, and positively impact their communities.</p>	<p>CBA:</p> <p>DCTA - Article 28: Extra Duty Compensation</p> <p>DFPNSE - Article 19: Compensation</p> <p>DAEOP - Article 10.2: Compensation</p> <p>State Statute:</p> <p>22-32-109(1)(f): Local Board Duties Concerning Selection of Personnel and Pay</p>
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**Standards of Quality - Extra Duty Compensation**  
*(For completion by the Authorizing & Accountability Office)*

- Includes an overview about the process that will be used to create a compensation philosophy, which at a minimum describes: the types of stipends and additional compensation that could be used at the school, which staff at the school would be eligible for this extra duty compensation, how stakeholders will be informed and involved in these decisions (CSC/CSC-equivalent and/or SLT approval is required), and 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?).
- Includes a link to the school's current compensation philosophy.
- Affirms the school will work with the DPS HR department to ensure that all necessary processes are followed, including an annual review of the school's compensation philosophy to ensure sustainability, transparency and equity.

Curriculum and Assessment

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?

Provide the current selections for curricula:

Curriculum Subject	Commercial Program Name
Language Arts	<p>Language Arts will implement a curriculum to meet ELA standards as well as to ensure that our students see themselves and the reality of the world is reflected in the texts we read and analyze together. We seek a curriculum which portrays minorities as dynamic and empowered protagonists related to our kids and move past the standard portrayal of minorities in roles of overcoming oppression.</p> <p>All instructional choices will continue to align with ELA Common Core Standards through text-first planning as promoted by the Secondary Literacy Department at DPS.</p>
Math	Math will continue to use the

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

		<p>Open-Up Curriculum for grades 6-8, aligned to the Common Core State Standards for Mathematics.</p> <p>While Lake will ensure all grade-level standards are addressed for each grade, Lake leadership may approve changes to the District prescribed Scope and Sequence for Open-Up to allow for flexibility in scheduling the sequence of particular units or concepts in a way that either makes logical sense or in a way that makes more sense when aligned to breaks, assessment schedule, or school events.</p> <p>For HS math courses offered at Lake, staff follows the curriculum and course sequence of the North High School Mathematics Department. Currently, this is the Integrated Math program through CPM. Should North HS change their curriculum, Lake will reevaluate our high school curriculum and determine if it makes sense for our students to continue with CPM or switch to align ourselves with North.</p>	
	<p>Science</p>	<p>Science will utilize NGSS standard aligned Amplify curriculum as the basis to engage students with grade-level tasks and lessons. We will also supplement our students' science understanding with experiments, presentations,</p>	

		and fairs.
	Social Studies	<p>Social Studies may continue to use supplemental resources provided by DPS and/or provided by outside resources, or use internally created curriculum and assessments that ensure all grade-level standards are addressed for each grade.</p> <p>All instructional choices will continue to align with SS Common Core Standards.</p>
	Physical Education	<p>Physical education may continue to use supplemental resources provided by DPS and/or provided by other outside resources that ensure that all grade-level standards are addressed for each PE course.</p> <p>All instructional choices will continue to align with PE Common Core Standards.</p>
	World Languages	<p>World Languages may continue to use supplemental resources provided by DPS and/or provided by other outside resources that ensure that all grade-level/course required standards are being addressed for each grade.</p> <p>All instructional choices will continue to align with World Language Common Core Standards.</p>
	Social Emotional Learning	<p>We will continue to utilize Upstream strategies to help our students understand their</p>

emotions and better interact with the world around them.

Provide the current selections for assessments:

Assessment Subject	Assessment Type
Language Arts	<p>Teachers will implement formative assessments from the Novel Education Partners curriculum for unit assessments.</p> <p>In addition to the formative assessment process that is embedded in unit planning, Lake will measure the overall progress of our student's literacy skills at least 3 times a year with summative assessments (other than CMAS).</p> <p>These summative assessments may include, DPS Interim Assessments, third party assessments (such as i-Ready), school created summative assessments that are approved by admin and department leadership, or some combination of the above.</p>
Math	<p>In addition to the normal formative assessment process that is designed by teachers, approved by department leadership, and embedded in unit planning, Lake will measure the overall progress of our student's math skills at least 3 times a</p>

		<p>year with summative assessments (other than CMAS).</p> <p>These summative assessments may include, DPS Interim Assessments, third party assessments (such as i-Ready/MAPS), school created summative assessments that are approved by admin and department leadership, or some combination of the above.</p>	
	<p>Science</p>	<p>In addition to the normal formative assessment process that is designed by teachers, approved by department leadership, and embedded in unit planning, Lake will measure the overall progress of our student's science skills at least 3 times a year with summative assessments.</p> <p>These summative assessments may include, DPS Interim Assessments, third party assessments (such as Amplify/MAPS), school created summative assessments that are approved by admin and department leadership, or some combination of the above.</p> <p>The Science Department may opt in to interim assessments or use items from the district curriculum bank.</p>	
	<p>Social Studies</p>	<p>Teachers will use their</p>	

	<p>professional judgment to determine if they will use and how they will modify district end of unit assessments to make them more engaging, relevant, and culturally responsive.</p> <p>Sometimes, assessments are used as in-class instructional tools rather than timed, standardized assessments.</p> <p>These assessments are generally designed by teachers, reviewed by the senior team lead, and embedded in unit plans.</p> <p>Lake may opt into DPS interim assessments after reviewing alignment with our curriculum.</p>	
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Standards of Quality - Curriculum and Assessment  
*(For completion by the Authorizing & Accountability Office)*

- Provides a table with the school's current and/or new selections for curriculum and assessment (including SEL curriculum). Schools that implement teacher designed curricula can note that and provide an example of the curricular materials that are used to support teachers if applicable. If utilizing teacher designed curricula, some rationale is provided regarding how that curricula is developed and monitored for effectiveness and cultural sustainability.
- The school is seeking approval or has already received approval for implementing these curricula and/or assessments. For new curricula or assessments that haven't been approved, the school affirms that district processes will be followed to implement that curricula.
- The school's curricular choice aligns with any guidance provided by the CDE (currently applicable for Elementary Literacy and Elementary Literacy Intervention).

Professional Learning	To support student success outcomes, Lake will host our own professional learning days and continue to have the option to attend district scheduled professional learning or attend	State Statute: ● 22-32-109(1)(t): Determine Educational Program and Prescribe
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	<p>professional development designed and delivered by Lake Instructional Leadership Team.</p> <p>Lake teachers will not be required to attend district-mandated summer professional development, however, Lake Principal may ask teachers to attend site based summer professional development in place of district-mandated professional development.</p> <p>Our Electives team/Essentials (World Language, Physical Education, Art, DJ School, Podcasting, STEAM, etc) find alignment and value in district learning, and have also been/can be Regional Team Specialists within their subject areas. Thus, they will lead and/or need to attend DPS training when appropriate/needed.</p> <p>Electives team/Essentials teachers who do not have specific aligned development with the district may have access and flexibility to find support and development beyond our professional development days (inside and outside of the district).</p> <p>Some examples of focus areas for professional learning include (but are not limited to): Rigorous Backwards Planning, Lesson Internalization, Culturally Responsive Education, Data Driven Instruction, Social Emotional Learning, Restorative Justice, Student dialogue strategies, Instructional strategies aligned to current LEAP cycle, and Equity.</p> <p>Although we may participate in many of the offered PD days, we value the opportunity to have professional learning days that align specifically with identified needs within Lake classrooms in regard to instruction and student learning. This is why we are requesting the waiver to not only increase our professional learning days throughout the year, but also supplement professional learning internally if that provides more beneficial learning to our staff and students.</p> <p>Additionally, we will implement no more than 4 professional learning days throughout the school year. These days will be</p>	<p>Textbooks;</p> <ul style="list-style-type: none"> <li>• 22-32-109(1): Adopt Content Standards and Plan for Implementation of Content Standards</li> </ul>
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	<p>scheduled as a part of calendar development, and will be spent on staff training related to school culture and instruction. We will engage in curriculum internalization, equity, restorative justice training, instructional teaching strategies and content standard alignment, and analyzing data driven instruction.</p> <p>Lake's instructional leadership team may opt out of district offered sessions during June and July leadership week. Lake staff may opt out of district offered professional development during TEAL week. Math and language arts senior team leads may opt out of district offered math and literacy professional development.</p> <p>School staff will still complete all training related to health, safety, and other legal compliances.</p> <p>Decisions to opt in or opt out of district professional development sessions will be made through collaborative discussions among members of the department in order to reach consensus. If the majority of the Department would like to opt into district professional development sessions, the Principal will honor that request. However, individuals can still opt-in to district sessions. It will be the responsibility of the instructional leadership team to ensure professional development opportunities are available for any staff that choose to opt-out of district sessions.</p> <p>Elective/essentials teachers will decide individually to opt-in or out of district professional development based on content-specific needs with input from their coach/evaluator.</p>	
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Standards of Quality - Professional Learning  
*(For completion by the Authorizing & Accountability Office)*

- Clearly describes how the school will determine when to implement different professional learning for the school staff than what is offered by the district, including areas where the school may seek to do so and how the school will ensure this professional learning is high quality.
- Addresses how this professional learning will be differentiated to meet the needs of all teachers.
- Affirms that school staff will still complete all training related to health, safety, and other legal compliance (such as special education and Multilingual Education).

<p>Supplemental and Enrichment Programming</p>	<p>The school may employ either licensed or non-licensed personnel for supplemental and enrichment instruction or supervision consistent with the innovation plan, and the DPS board may enter into employment contracts with non-licensed teachers 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.</p> <p>The school will employ licensed teachers for teaching of core content pursuant to state and federal law. Teachers of core content will meet licensure requirements, including special education licensure requirements. Core content areas are considered as: Language Arts; Reading, Math; Science; Foreign Language; Social Studies (Civics, Government, History, Geography, Economics); PE/Arts (Fine Arts). All core content teachers shall meet the federal and state requirements, and shall possess a valid Colorado teacher license.</p> <p>All applicable teachers will meet Multilingual Education requirements outlined in the Consent Decree.</p> <p>Possible supplemental / enrichment offerings could include yoga, leadership, dance, photography, creative writing, music production, cultural arts, podcasting, DJ school, and drum line.</p> <p>This waiver will allow the school to employ either licensed or non-licensed personnel for supplemental and enrichment instruction or supervision consistent with the innovation plan.</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 teachers' aides and other non certificated personnel;</li> <li>● 22-63-402: Disbursements</li> </ul>
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**Standards of Quality - Supplemental and Enrichment Programming**  
*(For completion by the Authorizing & Accountability Office)*

- Describes how the school’s educational programming would benefit from the flexibility to hire industry professionals without a teaching license to teach supplemental and enrichment programming.
- Describes how the school will determine when hiring non-licensed personnel to teach supplemental and enrichment programming offered at the school would be appropriate.
- Affirms that all applicable teachers will meet Multilingual Education requirements

outlined in the Consent Decree, and that teachers of core content will meet licensure requirements, including special education licensure requirements.

## Section II: Teaching/Staffing Flexibilities

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

Teaching/Staffing Flexibilities		
Flexibility Area	Detailed Flexibility and Rationale	Select Associated Waivers
Recruitment and Hiring	<p>Lake may have the flexibility to hire before the district timelines. This will allow us to procure the best candidates to meet the needs of our diverse student population.</p> <ul style="list-style-type: none"> <li>● In accordance with the Equal Pay for Equal Work Act, Lake 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, if there is a district hiring freeze, Lake will have flexibility to hire teachers, staff, and school leaders.</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>The school leaders and personnel committee shall be responsible for hiring all staff and shall implement a hiring process that best meets the needs of the innovation school. The personnel committee supports the hiring process, including being part of the interview team. Personnel Committee decisions are made by consensus when possible. Should the Personnel Committee fail to reach consensus, the school leader shall cast the deciding vote. During school breaks, the school leader can fill positions however, must first attempt to consult the Personnel Committee (PC).</p> <p>The Personnel Committee shall consist of the Principal as well as at least 3 teachers chosen by a vote of faculty, and possibly 1 non-teaching staff chosen by a vote of faculty. To the extent possible, the Personnel Committee is encouraged to invite representative(s) from the staffing area that will be affected by the new hire and be constituted as additional voting members. We are not requesting a waiver to Article 13-10 and we will follow the RIBS process as outlined in Article 13-10.</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>
Standards of Quality - Recruitment		

*(For completion by the Authorizing & Accountability Office)*

- Includes details about hiring process timelines the school will utilize and how DPS HR will be involved in hiring.
- If the school will implement a Hiring Committee or other structure different from a Personnel Committee: Includes details about the process and committees that will be used to hire new teachers (i.e. what committees will be utilized, how will these committees be formed, how will they interact with the school leader, CSC/CSC-equivalent, etc.).
- Includes details about how this process will support equitable hiring practices.
- Includes rationale supporting summer school hiring flexibilities.

Reduction in Building Procedure	Describe the process through which your school will make RIBS decisions if necessary.	DCTA CBA: <ul style="list-style-type: none"> <li>• 13-10 Reduction in Building Staff (RIBS)</li> </ul>
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**Standards of Quality - Reduction in Building Procedure**  
*(For completion by the Authorizing & Accountability Office)*

- Describes the alternative process through which the school will make RIBS decisions, if necessary, including who is responsible for those decisions and timelines.
- Details clearly the process through which criteria and consideration groups would be chosen, the timeline for determining these, and the stakeholders that would be involved (e.g. CSC/CSC-equivalent, Personnel Committee, etc.).

**If you are interested in RIB process flexibility, we recommend you consult your HR partner on what your desired process would be.**

### Section III: School Management and Leadership

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

School Management and Leadership Flexibilities		
Flexibility Area	Detailed Flexibility and Rationale	Select Associated Waivers
School Leader Training and Development	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.	State Statute: <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>

## Standards of Quality - School Leader Training and Development

*(For completion by the Authorizing & Accountability Office)*

- Clearly describes how the school leader will determine when to implement different coaching and professional learning for the school leader than what is offered by the district, including areas where the school leader may seek to do so and how they will ensure this coaching and professional learning is high quality.
- Confirms that the school leader will meet with their Principal Supervisor (i.e. Collaborative School Director) or Zone Executive Director as appropriate to make decisions about coaching and professional learning.
- Affirms that the school leader will still complete all training related to health, safety, and other legal compliance (such as special education and MLE).

## Section IV: Governance and Budget Flexibilities

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

Governance and Budget Flexibilities								
Flexibility Area	Detailed Flexibility and Rationale	Select Associated Waivers						
School Committees	<p>Will your school provide additional responsibilities to your CSC/CSC-equivalent or SLT (such as involvement in the Compensation Philosophy or principal hiring), combine the CSC and SLT, or otherwise make adjustments to school committees?</p> <p>Identify each school committee that will operate differently or with different members at your school. Describe the responsibilities of each committee. How will decisions by these groups be made? How will members of these groups be selected?</p> <table border="1" style="width: 100%; border-collapse: collapse; margin: 10px 0;"> <thead> <tr style="background-color: #f5f5f5;"> <th style="width: 33%; padding: 5px;">Committee Name and Acronym</th> <th style="width: 33%; padding: 5px;">Members</th> <th style="width: 33%; padding: 5px;">Brief Overview of Responsibilities</th> </tr> </thead> <tbody> <tr> <td style="height: 30px;"></td> <td></td> <td></td> </tr> </tbody> </table> <p>If your school is seeking this flexibility regarding your CSC/CSC-equivalent, these are the minimum statutory responsibilities of the CSC that must be preserved:</p> <ol style="list-style-type: none"> <li>1. Act as the school accountability committee for the school.</li> <li>2. Recommend to the principal priorities for spending school moneys 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 Accountability Committee and the Instructional Superintendent concerning Principal evaluations.</li> <li>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:               <ol style="list-style-type: none"> <li>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</li> </ol> </li> </ol>	Committee Name and Acronym	Members	Brief Overview of Responsibilities				<p>District Policy:</p> <ul style="list-style-type: none"> <li>● BDF-R4 Collaborative School Committee</li> </ul> <p>(If the SLT and CSC are combined):</p> <p>DCTA 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>
Committee Name and Acronym	Members	Brief Overview of Responsibilities						

	<p>ensure that the parents who serve on the CSC reflect the student populations that are significantly represented within the school;</p> <p>b. Assisting the District in implementing at the school the parent engagement policy adopted by the Board of Education; and</p> <p>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.</p> <p>Your CSC/CSC-equivalent must also meet the following minimum membership requirements:</p> <ol style="list-style-type: none"> <li>1. The principal of the school or the principal's designee;</li> <li>2. At least one teacher who provides instruction at the school;</li> <li>3. At least three parents or legal guardians of students enrolled in the school;</li> <li>4. At least one adult member of an organization of parents, teachers, and students recognized by the school; and</li> <li>5. At least one person who is involved in business or industry in the community.</li> </ol> <p>If your school increases the number of persons on the CSC/CSC-equivalent, the number of parents must exceed the number of representatives from the group with the next highest representation.</p>	
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**Standards of Quality - School Committees**  
*(For completion by the Authorizing & Accountability Office)*

- Provides a table documenting the makeup of each committee at the school impacted by the flexibility, including the number of members from each stakeholder group required on that body.
- Any changes to the CSC/CSC-equivalent follow [C.R.S. 22-11-401](#) and [22-11-402](#), which are unwaivable based on the Innovation Schools Act, including composition, roles, and responsibilities. By statute, the duties of a CSC as outlined in 22-11-402 are advisory. The CSC/CSC-equivalent meets statutory requirements in terms of composition, roles, and responsibilities.
- Includes the responsibilities of each school committee, with specific emphasis on how much oversight that body has on a given process (will the body be making a decision in partnership, advising, etc.). Also includes responsibilities that each school committee will not be involved with.
- Includes the process for selecting members of each school committee.
- Includes decision making process for each school committee.

- If applicable, includes specific details about how school committees will be involved in school leader hiring.

Budgeting on Actual Teacher Salaries	Lake Middle School is seeking to budget based on actual teacher salaries rather than district average teacher salaries. This approach aligns with our mission and vision by allowing us to prioritize investment in our educators, recognizing their invaluable role in empowering students to learn, grow, and positively impact their communities.	No Associated Waivers
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Standards of Quality - Budgeting on Actual Teacher Salaries  
*(For completion by the Authorizing & Accountability Office)*

- Provides a summary of the benefits of this budgeting strategy as it relates to implementing the school model and/or achieving the school’s mission, vision, and values.

**If you are interested in switching from budgeting on average teacher salaries to actual teacher salaries or from actuals back to averages, you must do the following:**

- Complete your innovation application and consent process by December 2023 (to adjust your renewal timeline, contact [authorizing@dpsk12.net](mailto:authorizing@dpsk12.net))
- Consult your financial partner and principal supervisor.

## Section V: Proposed Flexibilities (Optional)

In the table below, describe in detail each of the school’s proposed flexibilities, making sure to address the Standards of Quality for proposed flexibilities. As described in [DPS Policy ADE-R](#), schools seeking to request new or additional flexibilities should work with district staff to determine:

- The specific practice or practices the school would like to implement;
- The specific district policies, state statutes, and/or Collective Bargaining Agreements preventing or limiting the implementation of those practices;
- The rationale for how implementing those practices will support the school with implementing the school model and achieving the school’s mission, vision, and values; and
- How flexibility to implement these practices is still in alignment with district core values, and what level of replacement plan is necessary to implement them with fidelity.

In determining whether to approve new flexibilities included in an innovation plan, district staff will facilitate a review of the above components by the relevant district departments to ensure that all possible impacts have been accounted for, and that appropriate oversight is in place.

**To initiate this request process, please notify your Authorizing & Accountability contact as soon as possible.** New flexibilities must be reviewed and approved by the district prior to inclusion in a draft innovation plan.

Proposed New Flexibilities		
Flexibility Area	Detailed Flexibility and Rationale	Select Associated Waivers
	Describe any potential new flexibilities here. Please include rationale for how this new flexibility would support your school’s mission and vision.	<p><i>Optional: If you know to which policy this flexibility might require waivers, please list them here. A&amp;A will edit this section to match your final innovation plan.</i></p> <p>District Policy:</p> <ul style="list-style-type: none"> <li>•</li> </ul> <p>CBA:</p> <ul style="list-style-type: none"> <li>•</li> </ul> <p>State Statute:</p> <ul style="list-style-type: none"> <li>•</li> </ul>
<p>Standards of Quality - Proposed Flexibilities (For completion by the Authorizing &amp; Accountability Office)</p>		

- Provides a description of the flexibility and why this flexibility is being pursued.
- Description includes a process or system that will support implementing this flexibility (i.e. how governing bodies support or track this flexibility, which staff roles will be responsible for overseeing the flexibility, etc.).
- Rationale includes a connection to the school's mission, vision, and values.
- The School has received approval from the district to include this flexibility in its innovation plan.

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

In the table below, provide an overview of innovative practices you would like to share in your innovation plan that are not connected to waiver-based flexibilities.

*Please note: While the sharing of innovative practices is critical for collaboration between innovation schools to disseminate best practices, these innovative practices follow all state, district, and DCTA CBA policies. As such, these practices are subject to change throughout the term of this innovation plan.*

Innovative Practices	
Innovative Practice	Rationale and Specific Benefits
	Describe any school-specific innovative practices below. For each innovative practice, please include the rationale for using this practice as well as the benefits your school has seen with these practices in place ( <i>consider the information you can provide that would help another school leader decide if a practice like this might benefit their school community</i> ).

## Innovation Plan Waivers

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

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

- Public School Finance Act of 1994 (article 54 of title 22, C.R.S.);
- Exceptional Children's Educational Act (article 20 of title 22, C.R.S.);
- Data for school performance reports, including state assessments (Part 5 of Article 11 of Title 22, C.R.S.);
- Fingerprinting and criminal history record checks of educators and school personnel;
- Children's Internet Protection Act (article 87 of title 22, C.R.S.); Requirement to post online the list of waivers that have been obtained;
- State assessments (22-7-1006.3, C.R.S.);
- School Accountability Committees (22-11-401, C.R.S.);
- Requirement to post online the list of waivers that have been obtained (22-44-305, C.R.S.);
- Notification to parents of alleged criminal conduct by school employees (22-1-130, C.R.S.);
- Requirements concerning suspension and expulsion of students in preschool through second grade (22-33-106.1, C.R.S.);
- Provisions concerning discrimination based on hair texture, hair type, or a protective hairstyle that is commonly or historically associated with race (22-30.5-104(3), C.R.S., 22-32-110(1)(k), C.R.S., 22-63-206(1), C.R.S.); or
- Any statutes that are not included in Article 22, including but not limited to the Public Employees' Retirement Association Act (Article 51 of Title 24, C.R.S.).

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

- The Teacher Employment Compensation and Dismissal Act (TECDA), with the exception that schools may continue to seek waivers of C.R.S. 22-63-201, which permits flexibility on licensure for non-core content subjects and C.R.S. 22-63-402, which pertains to supplemental compensation;
- The following articles of the DCTA collective bargaining agreement
  - Article 7 (grievance rights);

- Article 8-1 (Contract Year), (subsections to 8-1 will still be waivable);
- Article 10 (Performance Improvement Process);
- Article 11 (complaints against teachers); and/or
- Article 30 (Professional Compensation System).

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

AB	School Performance Framework
ABA	School Performance Compact
ADE	Innovation in Education
AF	Charter Quality Authorizing Policy
EBAB	Hazardous Materials and Asbestos Management
ECA	Building Safety and Security Policy
FAP	Facility Allocation Policy
FF	Naming of Facilities
FN	Shared Campuses
FN-R	Regulation regarding Shared Campuses
IHBHD	Gilliam Center
IKE/IKE-R	Promotion, Retention and Acceleration of Students (specifically the requirement that parents/guardians agree with a retention decision)
JC	Student Assignment
JC-R	Regulation for Student Assignment
JF	Admission and Denial of Admission
JK	Student Conduct and Discipline Procedures
JK-R	Student Conduct and Discipline Procedures Regulation
JKA	Restraint of Students
JKA-R	Restraint of Students Regulation
JFABD	Homeless Students
JFABD-R	Regulation for Implementation of Homeless Student Policy
JFABE	Students in Foster Care
JFABE-R	Students in Foster Care Regulation
JHB	Student Attendance and Truancy
JHB-R	Regulation for Student Attendance
JHB-R2	Attendance Procedures for Different Learning Environments
JICF	Gang Activity Prevention
JICG	Use of Tobacco by Students
KDE	Emergency Management
EEA	Transportation
EEA-R1	Regulation for Transportation of Students in School Buses
EEA-R2	Student Transportation in Private Vehicles

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

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

<b>Engagement Opportunity</b>	<b>Participation Structure and Attendees</b>	<b>Links</b>
<b>Lake Middle January CSC Meeting</b>	<b>Collaborative School Committee</b>	<a href="#">Lake MS CSC</a>
<b>Coffee with the Principal</b>	<b>Parents</b>	
<b>Family Letter</b>	<b>All Parents of Lake MS</b>	<a href="#">Family Letter</a>
<b>Family Newsletter</b>	<b>All Parents of Lake MS</b>	File
<b>Shared Family Letter at Registration with All Families</b>	<b>All Parents of Lake MS</b>	<a href="#">Family Letter</a>
<b>Created 1-pager about waivers</b>	<b>All Parents of Lake MS</b>	<a href="#">1-pager</a>