

Montclair School of Academics and Enrichment

2022-2023

Innovation School Renewal Application



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Letter to Montclair Community

March 1, 2023

Dear Montclair Community,

I am excited to share that this spring, our school will be engaging in the Innovation School renewal process with Denver Public Schools. We are working in partnership with our teachers and our School Advisory Committee (SAC) to complete the renewal application. In May 2023, Montclair staff will vote on whether to approve the innovation plan. Later in the month, the DPS school board will vote on whether or not to renew our status as an innovation school.

There are currently 52 innovation schools and three Innovation Zones in Denver Public Schools. The intention behind innovation status is to allow schools the flexibility with their budgets, calendar, curriculum and programming to best meet their student and community needs. At Montclair, we are proud to be an innovation school and have leveraged these flexibilities to provide our students with great educational and enrichment opportunities. During my five years at Montclair, I have benefited from support and training tailored to my needs and goals as a leader for Montclair. Some examples of ways we currently utilize our Innovation Status:

- Flexibility in school calendar, including honoring our Muslim Community with the Eid al Fitr holiday
- Flexibility for our staff in professional development. We attend district trainings that support our school, and leave flexibility for our teachers to collaborate, learn and plan for the benefit of our students.
- We are able to post next year's openings immediately to obtain the best teacher candidates instead of following the district timeline

We have a committee of teachers to support our Innovation Renewal and draft our plan, which we will make available for feedback on our website. In the meantime if you have any questions or feedback please do not hesitate to reach out! susan_miller-curley@dpsk12.net

Be well,

Susan Miller-Curley, Principal

Montclair School of Academics and Enrichment

Innovation Plan Narrative

Montclair School of Academics and Enrichment was founded in 1943 and became one of the school's first innovation schools in 2008. Montclair serves one of the most diverse student bodies in Denver, with 81.1% Free or Reduced Lunch, 80% Students of Color, and 18 different home languages.

Vision: Every learner belongs, grows, and thrives.

Mission: We are a community that honors, values, and lifts up all of our learners. Through rigorous academics, an inclusive environment, and embedded enrichment, students reach their greatest potential.

Montclair Core Values:

- **Equity:** Each and every student receives what they need to be successful. We recognize institutional and systemic barriers and work collectively to break those barriers and form new paradigms of equity for all. Our personal journey with equity is never complete.
- **Achievement:** We strive for excellence. We approach academics and personal development with a growth mindset of setting goals and working toward them.
- **Diversity:** We celebrate and honor all cultures, nationalities, identities, and heritages. We seek to understand and learn from one another in our classrooms and community.
- **Community:** We practice the African concept of "Ubuntu: I am because you are." We intentionally create a safe and welcoming environment to learn, grow, and thrive.
- **Responsibility:** We own our successes and mistakes. We hold ourselves accountable for high standards in academics and behavior, even when no one is looking.
- **Kindness:** We take care of ourselves, one another, our community, and our environment.

Montclair is an ECE-5th grade school with an enrollment of 305 students in 2022-2023. We have two classes at each grade level and offer 3 different specials. Our school believes in inclusion and builds our schedule such that our special education teachers co-teach in math and most literacy classes K-5. Our goal is to continue to reduce historic opportunity gaps for our students of color, MLLs, and students with IEPs. Our innovation status is critical to realizing this goal in the following ways:

- *Summer Preparation:* Additional paid summer preparation and one additional TEAL day for extended unit and assessment planning, as well as Enrichment planning for the school year.
- *Early Release:* Early release days 1 afternoon/month used for MLL, Special Education and Interventionists to collaborate and plan with homeroom teachers.
- *Calendar:* Flexibility in school calendar, including honoring our Muslim Community with the Eid al Fitr holiday.
- *Professional Development Flexibility:* We attend district training that supports our school, and leave flexibility for our teachers to collaborate, learn and plan for the benefit of our students.

- *Hiring:* We post next year’s openings immediately, allow non-licensed staff to teach enrichment classes, and reduce teachers based on professionalism, performance and merit in order to retain the best staff for our students.

Montclair’s [UIP](#)

Innovation Plan Goals:

Continuing Innovation Status for Montclair will continue to support every student making growth at our school. Montclair serves one of the most diverse populations in Denver and the selected flexibilities outlined below will allow every student to grow and thrive in the following ways:

- Additional summer preparation, early release time, and 1 additional TEAL day allow all of our teachers to review data for each student, target their needs, and create new goals and teaching plans. These discussions and action plans set the course for closing historic opportunity gaps.
- Planning enrichment field trips and guest speakers at 1x/month/grade level is essential to carrying out the Enrichment part of our vision. Early planning for enrichment allows us to book experiences (and buses) that align to our curriculum and expand on our students’ view of the world around them.
- Our community includes a large number of families who observe Ramadan. After reading an article on White Supremacy culture a few years ago, our SAC decided to make the end of Ramadan, Eid Al-Fitr, a school holiday using our calendar flexibility.
- Our UIP is focused on Inclusion, and flexibility in professional development will continue to allow us to build a sustainable inclusion program with the on-site support of the district Special Education Inclusion team.

Table 1. Innovation plan goals.

Performance Indicator/Other Assessment or Measure	Students of Color Current Performance	Current/Baseline Performance	2022-2023 Goal	2023-2024	2024-2025*
Colorado State SPF	2022 Montclair SPF Overall Color in 2022: GREEN				
Early Literacy (iStation)	50.6% Tier 1	51.1% K-3 Tier 1	55% K-3 Tier 1 SOC: 55%	60% K-3 Tier 1	70% K-3 Tier 1
CMAS - Math	18% Meets or Exceeds	25% Meets or Exceeds (Maintained pre-pandemic achievement)	30% Meets or Exceeds SOC: 25% Meets of Exceeds	35% Meets or Exceeds	38% Meets or Exceeds

		level from 2019)			
CMAS - Language Arts	29% Meets or Exceeds	35% Meets or Exceeds (Exceeded pre-pandemic achievement level from 2019)	40% Meets or Exceeds SOC: 35%	45% Meets or Exceeds	50% Meets or Exceeds

Innovation Plan Onboarding

During the hiring process, our hiring committee shares that we are an Innovation School and why, and once hired, our new staff engage in a day-long on-site onboarding process that includes an overview of the Montclair Innovation Plan. When a new leader is hired, they are given access to the Innovation Plan to review as part of their hiring process and then meet with the outgoing principal to better understand the Innovation Plan and how it is to be implemented the following school year. The SAC provides the incoming principal with the school calendar that has been voted on, and in developing the UIP, the Instructional Superintendent supports the new Principal with strategies, especially in professional development, to support the school goals.

Section I: Educational Program Flexibilities

Educational Program Flexibilities		
Flexibility Area	Detailed Flexibility and Rationale	Associated Waivers
Calendar	<p>Montclair needs calendar flexibility in order to provide additional TEAL Days to our calendar to incorporate in-depth data analysis and planning for our teachers. We bring back teachers for paid additional days prior to school beginning to ensure our teachers have time for collaboration and unit planning. The following are the necessary calendar flexibility:</p> <ul style="list-style-type: none"> • Montclair'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. • Additional paid summer days (up to 3) for developing pacing, culturally responsive units, and assessment and data team cycles. • Additional holiday (1 day) to honor our Muslim Community: We take Eid al Fitr as a school holiday in April so our families can celebrate the end of Ramadan. 	<p>DCTA CBA:</p> <ul style="list-style-type: none"> • Article 1-7: Definition of "School Year" • Article 8-1-1 - 8-1-5: Contract Year Subsections <p>State Statute:</p> <ul style="list-style-type: none"> • 22-32-109(1)(n)(I): Schedule and Calendar • 22-32-109 (1)(n)(II)(A): Actual Hours of Teacher-Pupil Instruction and Contact • 22-32-109 (1)(n)(II)(B): School Calendar

	<ul style="list-style-type: none"> One additional professional development day each year decided on by SAC in order to engage in school-wide vertical planning. <p>The school calendar for the upcoming school year will be developed by February 1st of the current year by the SLT. The SAC will provide feedback on the calendar and the SLT will finalize by March 15th of the current year.</p> <p>Montclair Proposed Calendar for 2023-2024</p>	<ul style="list-style-type: none"> 22-33-102(1) Definition of "Academic Year"
Schedule	<p>In addition to the calendar flexibilities listed above for the school year, Montclair will also have 1 day per month early release for the purpose of vertical teaming and collaboration and inclusion planning between homeroom teachers, special educators, and MLL teachers. School will dismiss at 1:10 pm on early release days. State Statute 22-32-109 states the minimum days for elementary school at 160 days and hours of instruction at 990 hours. With our flexibility, Montclair exceeds the State Statute:</p> <p>Montclair Days of Teacher-Pupil Instruction: 172 days Montclair Minutes of Teacher-Pupil Instruction: 1201 hours</p> <p>Article 8 - Waivers are Indicated in this document</p> <p>The following have waivers: 8-1-2 Professional Learning Days/Parent Conference Day 8-1-2-3 Schedule for Grading 8-1-4 Evening Meetings 8-3-2 Elementary Planning 8-5-2 Elementary Teaching Load 8-7-2 SSP and Special Education Teachers 8-10-1 Class Coverage</p>	<p>DCTA CBA:</p> <ul style="list-style-type: none"> Article 1-7: Definition of "School Year" Article 8: Professional Standards-Calendar, Year, Day, Class Size & Load <p>State Statute:</p> <ul style="list-style-type: none"> 22-32-109(1)(n)(I): Schedule and Calendar 22-32-109(1)(n)(II)(A): Actual Hours of Teacher-Pupil Instruction and Contact 22-32-109(1)(n)(II)(B): School Calendar 22-33-102(1) Definition of "Academic Year"
Extra Duty Compensation	<p>Montclair may submit a compensation philosophy each year that describes additional compensation for staff through stipends and extra duty pay. Each year the compensation policy must be presented, discussed and approved by the SAC. The compensation philosophy document will be reviewed by HR and submitted to DPS compensation by the date indicated on the submission form.</p> <p>The Office Support II will oversee the submission of additional hours worked for staff members through True Pay no later than the Friday of the week those additional hours were worked. Principal will work with Office Support II to ensure that all stipends are provided to eligible staff.</p>	<p>District Policy:</p> <p>CBA:</p> <ul style="list-style-type: none"> DCTA - Article 28: Extra Duty Compensation DFPNSE - Article 19: Compensation <p>State Statute:</p> <ul style="list-style-type: none"> 22-32-109(1)(f): Local Board Duties Concerning Selection of Personnel and Pay

	<p>Montclair will work with DPS HR to ensure that all necessary processes are followed when developing the compensation philosophy.</p> <p>Proposed Compensation Philosophy for 2022-2023/2023-2024</p>																											
<p>Curriculum and Assessment</p>	<p>Montclair 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, Montclair will retain flexibility to make changes to their curriculum in accordance with state and legal requirements</p> <p>ILT will evaluate the curriculum’s ongoing effectiveness and cultural sustainability. When a new curriculum is considered outside the DPS flexibilities, ILT will solicit input from teaching staff who will potentially implement the curriculum.</p> <p>Montclair's current selections for curricula:</p> <table border="1" data-bbox="342 823 1219 1383"> <thead> <tr> <th>Curriculum Subject</th> <th>Commercial Program Name</th> </tr> </thead> <tbody> <tr> <td>SEAL</td> <td>Changing Perspectives</td> </tr> <tr> <td>ECE</td> <td>Heggerty (Early Lit), Bridges (Math), Tools of the Mind</td> </tr> <tr> <td>K-3 Literacy</td> <td>CKLA</td> </tr> <tr> <td>4-5 Literacy</td> <td>Expeditionary Learning</td> </tr> <tr> <td>K-5 Math</td> <td>Bridges</td> </tr> <tr> <td>K-5 Social Studies</td> <td>Amplify</td> </tr> <tr> <td>K-5 Science</td> <td>Amplify</td> </tr> </tbody> </table> <p>Montclair's current selections for assessments:</p> <table border="1" data-bbox="342 1457 1219 1787"> <thead> <tr> <th>Assessment Subject</th> <th>Assessment Type</th> </tr> </thead> <tbody> <tr> <td>ECE, Kindergarten</td> <td>TS Gold</td> </tr> <tr> <td>Literacy</td> <td>MAPs</td> </tr> <tr> <td>Literacy - READ Act</td> <td>Acadience DIBELS</td> </tr> <tr> <td>Math</td> <td>MAPs</td> </tr> </tbody> </table>	Curriculum Subject	Commercial Program Name	SEAL	Changing Perspectives	ECE	Heggerty (Early Lit), Bridges (Math), Tools of the Mind	K-3 Literacy	CKLA	4-5 Literacy	Expeditionary Learning	K-5 Math	Bridges	K-5 Social Studies	Amplify	K-5 Science	Amplify	Assessment Subject	Assessment Type	ECE, Kindergarten	TS Gold	Literacy	MAPs	Literacy - READ Act	Acadience DIBELS	Math	MAPs	<p>State Statute:</p> <ul style="list-style-type: none"> • 22-32-109(1)(t): Determine Educational Program and Prescribe Textbooks; • 22-32-109(1): Adopt Content Standards and Plan for Implementation of Content Standards
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<p>Professional Learning</p>	<p>To support the unique needs of our school in academics, equity, and social-emotional learning, Montclair may host our own professional learning days rather than attend district scheduled professional learning. Our professional development days will</p> <ol style="list-style-type: none"> 1) Respond to our student needs based on data. 2) Provide opportunity for staff to plan together in grade level, vertical, or inclusion teams. 3) Provide professional development on curriculum specifically selected by Montclair if different from district. 4) Focus on our values of equity and diversity in order to continue to improve our practice in closing historic opportunity gaps of marginalized groups. 5) Engagement in long-term planning to ensure that we are fulfilling our mission and vision of Montclair. <p>If district professional learning covers new curriculum training on core curriculum or interventions, staff may be asked to attend those sessions. School staff will still complete all training related to health, safety, and other legal compliance such as special education and multilingual education.</p> <p>Additionally, we will implement up to 3 additional professional learning days throughout the school year. Each year the SLT in collaboration with the SAC will determine an early release schedule. These days will be scheduled as a part of calendar development. As listed in the previous section, these days for 2023-2024 are included in this calendar.</p>	<p>State Statute:</p> <ul style="list-style-type: none"> • 22-32-109(1)(t): Determine Educational Program and Prescribe Textbooks; • 22-32-109(1): Adopt Content Standards and Plan for Implementation of Content Standards
<p>Supplemental and Enrichment Programming</p>	<p>Teaching positions that are responsible for supplemental or enrichment instruction will not require a teacher certificate unless otherwise required by law, including but not limited to: specials teachers and gifted and talented teachers. Teachers hired without the teacher certificate will have two full academic years to acquire the certification. This flexibility allows Montclair to hire experts in enrichment to support our mission and vision for the school.</p> <p>All applicable teachers will meet Multilingual Education requirements outlined in the Consent Decree, and teachers of core content will continue to meet licensure requirements, including special education licensure requirements.</p>	<p>State Statute:</p> <ul style="list-style-type: none"> • 22-63-201: Employment - License; • 22-32-110(1)(ee): Local Board Powers-Employ teachers' aides and other non certificated personnel; • 22-63-402. Disbursements

Section II: Teaching/Staffing Flexibilities

Teaching/Staffing Flexibilities		
Flexibility Area	Detailed Flexibility and Rationale	Associated Waivers
Recruitment	<p>The innovation school will not adhere to the district staffing cycle.</p> <ul style="list-style-type: none"> ● In accordance with the Equal Pay for Equal Work Act, Montclair 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. ● In addition to this posting, the school will engage in independent outreach efforts to recruit candidates outside of the centralized recruitment channels. <p><u>Committee Name:</u> Hiring Committee. The term “Hiring Committee” will be used in place of “Personnel Committee.”</p> <p><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 the innovation school. The hiring committee supports the hiring process, including being part of the interview team. The school leader may decide to include some or all members of the Hiring Committee in a particular interview panel. Hiring Committee decisions are made by consensus when possible. Should the Hiring Committee fail to reach consensus, the school leader shall cast the deciding vote. To the extent possible, the Hiring Committee shall include representatives from staffing areas that will be affected by the new hire. During school breaks, the school leader can fill positions without attempting to consult the Hiring Committee.</p>	<p>DCTA CBA:</p> <ul style="list-style-type: none"> ● Article 13-7 Hiring timelines ● Article 13-8 Personnel Committee ●
Reduction in Building Procedure	<p>The principal in consultation with the SAC will make decisions related to Reduction in Building Staff (RIBS) and selection of candidates for vacancies. Once the principal determines that the school will undergo a (RIBS) all candidates in a role with similar qualifications will be considered and the principal, in consultation with the SAC, will make RIBS decisions based on performance, professionalism, and merit. There will be no consideration groups taken into account.</p>	<p>DCTA CBA:</p> <ul style="list-style-type: none"> ● 13-10 Reduction in Building Staff (RIBS)

	<p>In line with our plan, we will make the decision based on professionalism, performance and merit. The following outlines exactly what this means for our process:</p> <ul style="list-style-type: none"> • Performance data will be considered for the current school year and the two years prior immediately preceding the current school year. This will include LEAP Observations and any other relevant data. • Professionalism data will be considered for the current school year and the two years prior immediately preceding the current school year. This will include Professionalism ratings and any other relevant data. • Merit will include: specialized certifications (i.e. National Boards, Certificates); Degree certifications beyond teaching license (i.e. Special Education, Linguistically Diverse, G/T); Specialized skills/ training (i.e. courses completed, skills gained in training); and any other relevant qualifications or information. <p>For Montclair, all mentions of the 'Personnel Committee' will refer to our 'Hiring Committee', described above under 'Recruitment'.</p>	
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Section III: Governance and Budget Flexibilities

Governance and Budget Flexibilities									
Flexibility Area	Detailed Flexibility and Rationale			Associated Waivers					
<p>School Committees</p> <p>Link to Article 5-5 Replacement Language</p>	<table border="1" style="width: 100%;"> <thead> <tr style="background-color: #d9d9f3;"> <th style="text-align: center;">Committee Name and Acronym</th> <th style="text-align: center;">Members</th> <th style="text-align: center;">Brief Overview of Responsibilities</th> </tr> </thead> <tbody> <tr> <td style="vertical-align: top;"> <p>School Advisory Committee (SAC)</p> <p><i>4 Teachers VOTED in by staff.</i></p> <p><i>Parents (4), Community Member (1), and non-DCTA members (1) - volunteers.</i></p> </td> <td style="vertical-align: top;"> <p>4 Teachers 1 Non-DCTA Staff Member 5 Parents 1 Community Member (non-parent) AP Principal (non-voting)</p> </td> <td style="vertical-align: top;"> <p>Parent, Community, and Staff Leadership and Accountability Team.</p> <ul style="list-style-type: none"> • Fulfills all responsibilities listed in state statute. • See Replacement Language for Responsibilities </td> </tr> </tbody> </table>	Committee Name and Acronym	Members	Brief Overview of Responsibilities	<p>School Advisory Committee (SAC)</p> <p><i>4 Teachers VOTED in by staff.</i></p> <p><i>Parents (4), Community Member (1), and non-DCTA members (1) - volunteers.</i></p>	<p>4 Teachers 1 Non-DCTA Staff Member 5 Parents 1 Community Member (non-parent) AP Principal (non-voting)</p>	<p>Parent, Community, and Staff Leadership and Accountability Team.</p> <ul style="list-style-type: none"> • Fulfills all responsibilities listed in state statute. • See Replacement Language for Responsibilities 	<p>District Policy:</p> <ul style="list-style-type: none"> • BDF-R4 Collaborative School Committee <p>CBA:</p> <ul style="list-style-type: none"> • Article 5-5: School Leadership Team • Article 5-6: Instructional Leadership Team <p>State Statute:</p> <ul style="list-style-type: none"> • 22-32-126: Employment and Authority of Principals 	
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		es
Senior Leadership Team (SLT) <i>4 Teachers VOTED by staff; 1 DCTA Representative</i>	Principal DCTA Rep 4 Teachers (2 Homeroom, 2 non-Homeroom)	School Planning, Culture and Bringing Teacher Voice to Table <ul style="list-style-type: none"> See Replacement Language for Responsibilities
Instructional Leadership Team (ILT)	Principal AP Senior Team Leads (STLs)	Instructional Priorities, Instructional Systems, Coaching and Evaluation <ul style="list-style-type: none"> See Replacement Language for Responsibilities

These are the minimum duties of the CSC as described in state statute:

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 Principal supervisor 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

	<p>parents' engagement in creating students' READ plans, in creating individual career and academic plans, and in creating plans to address habitual truancy.</p> <p>The Montclair SAC -School Advisory Committee - will fulfill all the duties listed for CSC as written in the statute. The SAC will make decisions by consensus. If consensus cannot be reached, the principal will have final decision making power.</p> <p>In addition to the responsibilities required in state statute, the SAC will work in partnership with the District to hire the principal. The partnership between SAC and District will include the following:</p> <ul style="list-style-type: none"> ● Identify 1 or more principal candidates (when a vacancy exists), including the reviewing of resumes. ● Identify an interview panel to conduct principal interviews consisting of SAC members. ● Include an Equity Task in the interview process that aligns with our Montclair Hiring Committee Protocol. ● SAC will be given time to debrief after initial interviews to debrief and make recommendations. ● Conduct interviews and community forums in person with translators. The community forum will include candidates' presentations, separate question and answer sessions with parents/community members and staff. Feedback and ranking will be gathered and added to the candidates portfolio. ● Recommend 2 final candidates to the superintendent (or designee) for the principal position or, if the SAC chooses, recommend a single candidate . ● 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 SAC to work with the District to identify additional principal candidates. 	
<p>Budgeting on Actual Teacher Salaries</p>	<p>Montclair currently budgets on actual teacher salaries and will continue to budget this way. This budgeting strategy allows Montclair to spend any additional budget on resources to support student learning and wellbeing. Following the district and school value of Equity, we use the additional funds to ensure that we have the staff and the instructional resources to meet all of our student needs.</p>	<p>No Associated Waivers</p>



Waivers and Replacement Language

Calendar

DCTA CBA:

- [Article 1-7: Definition of "School Year"](#)
- [Article 8-1-1 - 8-1-5: Contract Year 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: Professional Standards- Calendar, Year, Day, Class Size & Load](#)

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](#)
- [DFPNSE - Article 19: Compensation \(Paraprofessional Compensation\)](#)

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 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 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 **modify the School Accountability Committee, School Leadership Team, and Instructional Leadership Team as described in the Innovation Plan**. The CSC will comply with State Law on School Accountability Committees (summarized below).

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

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

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

The CSC will provide input into principal hiring as described in the innovation plan. The CSC 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
11/28/2023 SAC Meeting: Introduction of Innovation Plan Renewal Process	All SAC Members (Teachers, Paras, Administrators, Parents)	Agenda and Slide Deck 11-28-2022
3/1/2023 Letter to the Community Sent	Sent via ClassDojo and Messenger	Letter to Community
3/13/2023 SAC Meeting: Share update of the Innovation Renewal and Consensus on Compensation Plan	All SAC Members (Teachers, Paras, Administrators, Parents)	Agenda and Slide Deck 3-13-2023 Compensation Plan
Year-Long Staff Meeting and Email: Innovation Renewal Overview	Sent to Teachers, Paras, Office Staff	Ongoing 22/23 Montclair Momentum (Weekly Principal Communication) and Thursday Staff Meetings
12/6/2022 Innovation Renewal Committee Meeting	Principal, AP, and 4 Teachers (inc. DCTA Rep)	Montclair Innovation Folder - Accessible for All Staff
1/17/2023 Innovation Renewal Committee Meeting	Principal, 4 Teachers (inc. DCTA Rep)	Montclair Innovation Folder - Accessible for All Staff
2/21/2023 Innovation Renewal Committee Meeting	Principal, 4 Teachers (inc. DCTA Rep)	Montclair Innovation Folder - Accessible for All Staff
3/21/2023 Innovation Renewal Committee Meeting	Principal, AP, and 4 Teachers (inc. DCTA Rep)	Montclair Innovation Folder - Accessible for All Staff
2/2/2023 Staff Meeting: Update and Feedback Session	All Teachers	Slide Deck - Update and Feedback Session
3/23/2023 Staff Meeting: Update on Changes, Next Steps for Timeline	Teachers, Paras, Office Staff	Update - Montclair Momentum

4/13/2023 Para Meeting: Overview and Updates on Innovation Plan	Paras	Share Updates and Overview at Para Meeting
4/6/2023 Innovation Renewal Committee Feedback Request	Principal, AP, and 4 Teachers (inc. DCTA Rep)	Sent Final Draft of Plan to Committee for Comment
4/11/2023 Community Notice	Community	Share on Website, Send Communication to Community