



TREVISTA

AT HORACE MANN

2022-2023

Trevista at Horace Mann Innovation School Renewal Application

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Letter to your School Community

This letter is one way that community stakeholders can get an overview of how innovation status impacts your school. It gives an overview that can help families and community stakeholders understand why the school is seeking renewal of its status and how the school has used Innovation status. Be sure to respond to these questions:

- Why is it important for the school to continue to have innovation status?
- What has changed in the plan and why?
- What are the most important uses of innovation at your school? How do these uses benefit students, staff, or the school?
- How were staff and stakeholders engaged in the development of the plan?

Please limit your letter to a maximum of 2 pages

[Trevista Letter to School Community](#)

Innovation Plan Narrative

Mission

Trevista at Horace Mann exists to serve the unique physical, social, emotional, linguistic, and academic needs of all students. The community of Trevista is committed to creating and maintaining a child-centered and caring environment where teaching and learning recognize the diversity, gifts, and culture of all members and ensure students are both supported and challenged to meet their highest potential as members of an evolving global society.

Vision

Our community is invested in the college and career readiness of all students achieved through our relentless commitment to and accountability for:

- A safe, respectful, supportive, and inclusive school environment,
- Highly engaging and rigorous instruction,
- Language-rich and culturally responsive classrooms,
- Bilingualism and biliteracy through the Dual Language Program and
- Collaboration with and among all families, students and staff.

History

Trevista at Horace Mann began in the Fall 2008 school year as an ECE-8th Grade School to serve the community in Denver's Northside who had previously attended Smedley Elementary School, Remington Elementary School, and/or Horace Mann Middle School.

The Smedley Elementary Stars community opened its doors in 1902, Horace Mann Middle School Tigers in 1932, and Remington Elementary Rockets in 1954 and they each operated as such until the Spring 2008 when all three were closed, respectively, and consolidated at the Horace Mann campus.

The name Trevista is a portmanteau with “Tre” standing for the three original schools and “vista” representing a single vision for the success of all children from the three school communities.

When Trevista opened its doors at Horace Mann, a new mascot was also adopted for the new school: the Falcon. Falcons are emblems for success, victory, and rising above a situation. They represent visionary power, wisdom, and guardianship. The Falcon also carries with it a message of transition and change. All of these characteristics being very suitable for the new school.

In the 2011-2012 school year, Trevista was designated a turnaround school which meant that the school was put on an accountability clock with the state and needed to act quickly to improve. During the spring 2012, a new principal was selected and going into the 2012-2013 school year, an almost completely new staff began the turnaround journey together.

During the 2012-2015 school years, Trevista made significant changes and improvements as measured by the school performance framework. During this time, Trevista also celebrated being a high growth school, an honor that only 40 of nearly 200 schools earn. With the high growth status, Trevista was the highest growth elementary and middle school, respectively, in the northwest. Trevista’s middle school also brought home a lot of hardware in sports including division championships for boys’ basketball and girls’ volleyball.

In the winter 2014-15, the DPS school board voted to close the Trevista middle school program at the recommendation of the leadership team due to declining enrollment. The TNLI zone program had been moved to another nearby middle school which impacted enrollment which was already small and declining.

In the fall of 2015, Trevista opened its doors as an elementary school and underwent a rebranding process. After the first year as an elementary school, Trevista earned green status on the School Performance Framework (SPF)! This news has excited the Trevista community because we have gone from “Red” (the lowest rating) to the second highest rating, “Green” and we are officially off of the state accountability clock. We received a green rating again in 2017 and 2018. In 2019 we saw a decrease in growth scores for both our Multilingual Learners and our students with disabilities and our SPF rating dipped to yellow. In 2022, we once again received a rating of meeting expectations through the Colorado Department of Education due to our increase in growth scores for our Multilingual Learners and high academic growth in addition to earning the Governors’ Distinguished Improvement Award.

Time:

Flexibility of time has allowed us to support and retain effective educators, greatly impacting student achievement. Trevista has struggled with retaining effective educators. Much like the national narrative, high poverty schools typically staff less experienced educators and are less likely to retain high performing educators. Trevista’s innovation plan seeks to improve the chances of having a mid-career teacher with effective experience. Trevista is a teaching academy and we have used the teaching academy model to build the capacity of educators starting as their time as a para, to a student teacher, an associate teacher, then finally as a classroom teacher. Trevista currently has 2 classroom teachers that have started as paras in the teaching academy, and 2 associate teachers that started as paras. We believe that providing the learning necessary to be successful in a highly impacted school and having a school culture connection will allow us to retain these teachers and they have proven to outperform more experienced peers that are hired from outside of the teaching academy.

We are building the capacity of young educators by incorporating additional planning days into the school calendar. We have seen that this allows for intentional planning, utilization of student data, and more professional development to support the execution of lessons provides a far superior educational experience for our students vs. having more days at schools with less effective planning, use of data, and overall teaching. We utilize additional days at the beginning of the school year and then strategically place days throughout the school year on Mondays. We have chosen Mondays specifically for teachers to have effective plans ready for the week to come after rejuvenating during the weekend.

We are also working on sustaining teachers, specifically teachers of color, in a highly impacted school. The amount of work can carry an overwhelming burden of expectations that impacts the personal lives of our staff. Incorporating more days into the school schedule for teachers to learn, analyze data, and plan allows them to have more time outside of school to connect with family, friends, and meet their personal needs. We are also intentional about when we plan our extra days to support staff self care. For example, providing a day after a break so that staff can completely disconnect during the break. This year we have seen an improvement in teacher attendance with only 1% of possible absences occurring during August 2022 - October 2022. 17 DCTA staff members have perfect attendance and 18 days total among the other 11 staff members were requested, 11 of those days were personal days for major life events within their family. While we are still working to improve our overall retention rates, the culture of the school feels promising and our retention goal for teachers is to be above 90% in 2023 from our current rate of 75%.

Human Resources:

Our innovation plan allows for Trevista to recruit and select teachers that demonstrate characteristics of the model. We also build a selection committee for each open position vs. a personal committee for all positions. This allows us to be nimble when hiring, ensuring that there is representation from the grade level or support staff when hiring. In addition, teachers don't experience interview burn out when they are tasked to represent on the committee for the entirety of the year.

As a school that is high in FRL and highly impacted, it is imperative that we are allowed to hire outside the district timeline. This enables us to attract and hire teachers to best support our students.

The plan also provides our refusal of direct placement of teachers from the district. Trevista is highly impacted by trauma and a diverse school setting. We value mindsets, cultural and race awareness, in addition to benefiting from a cohesive staff culture. Allowing someone to work with students and staff not aligned to these core values can break apart years of progress and significantly impact students and families who have been historically excluded from the school setting.

The innovation plan also provides the use of school based supports. As one of our key goals is to build capacity of effective educators, it is essential to build a plan of support for teachers not yet meeting expectations or still approaching after an allotted number of years. This plan is created in partnership with the teacher and provides a clear path of development without the negative connotations of nonrenewal, yet the strength of support and high expectations.

Money:

Trevista's innovation plan allows the school to budget on actuals, if such opportunity affords the school additional revenue. As stated prior, like most high poverty schools, we have a less experienced teaching staff. Budgeting on actuals allows us the funds to hire additional para support for teachers specifically in the beginning of their career. The goal of Trevista is to get to the point where we no longer benefit from actuals

because we are retaining mid-career teachers and experienced teachers.

The innovation plan also allows extra compensation for extended time, additional responsibilities, and incentives. Trevista utilizes this flexibility by compensating instructional paraprofessionals during planning days that are outside of their calendar as they learn and plan alongside teachers. We also provide pay for support outside of school time during community events and enrichments.

Trevista is able to seek financial sponsorship and build funding around items like enrichment activities, building/classroom improvements, and additional resources to support teaching and learning.

Professional Development:

Trevista’s innovation plan allows our staff to direct more professional development time for teachers and administrators to effectively implement the educational program, personalizing to meet students’ needs. It allows the school to determine teacher and teacher leader participation in district required PD that is not aligned with the school’s priorities.

Staff will progress monitor student growth toward our goals by intentionally designing Data Days that are used to monitor Standards based Math data, Standards based Literacy Data, and Foundational Reading Data to determine if our current curriculum, systems, and structures are continuing a trend towards improvement and inform future professional development.

Governance:

The Trevista Innovation plan allows the school to merge responsibilities and membership of school committees into one group (CSC and SLT into one - School Accountability Board - SAB). In addition to providing principal selection authority.

The innovation plan also allows us to implement a leadership model to maximize innovative leadership capacities.

Innovation Plan Goals

- a. *At renewal, all schools will be considered based on their progress towards district goals, as set in Board policy ADE-R.*

Table 1. Innovation plan goals.

Performance Indicator/Other Assessment or Measure	Current/Baseline Performance	2022-2023 Goal	2023-2024	2024-2025*
CMAS Growth	83 (5th Math Only)	65 MGP	70 MGP	75 MGP
ACCESS Growth	61.5	65	67	70
Read Act Data	K-3rd = 38% Tier 1	K-3rd = 50% Tier 1	K-3rd = 55% Tier 1	K-3rd = 60% Tier 1
Teacher Retention	75%	90%	95%	95%

Teachers of Color	44%	50%	55%	60%
Teacher Absence Rate	3% (Aug-Dec 2022)	5%	3%	2%

The Trevista Innovation plan supports the capacity of effective educators in a high poverty / highly impacted school. The use of extra time in expertly designed professional development directly aligned with our specific model and student population, the use of extra money to staff our building with more adults to support the unique needs of our students, and the flexibility to hire and retain educators whose values match that of our mission and vision will continue our progress towards ensuring that all of our students thrive at Trevista.

Innovation Plan Onboarding

- a. New staff and new hires are given an outline of our innovation plan and a copy of our innovation plan during the hiring process. At Trevista, we believe that our innovation plan is created in support of teachers who then in turn are better equipped to support our students.
- b. New leader hires will also receive insight into our innovation plan by going through all of our operational and instructional structures that are adopted and supported by this plan.
- c. The ILT an SAB will take charge of onboarding responsibilities.

Section I: Educational Program Flexibilities

In the table below, use each prompt¹ to describe in detail each of the school's requested existing educational programming flexibilities, making sure to address the Standards of Quality for that specific flexibility. If your school is not interested in a specific flexibility, please leave those rows blank.

Educational Program Flexibilities		
Flexibility Area	Detailed Flexibility and Rationale	Referenced Waivers
Calendar	<p>Trevista may design their yearly calendar with the following in mind:</p> <ul style="list-style-type: none"> ● To provide additional professional learning that compliments our curriculum, Trevista will modify our yearly calendar. These changes will provide additional time for both leader and teacher designed professional learning; <ul style="list-style-type: none"> ○ Additional professional learning days will be scheduled per year (in addition to the number of professional learning days scheduled by the 	<p>DCTA CBA:</p> <ul style="list-style-type: none"> ● Article 1-7: Definition of "School Year" ● Article 8-1-2: Professional Learning Days/Parent Conference Day <p>State Statute:</p> <ul style="list-style-type: none"> ● 22-32-109(1)(n)(I): Schedule and

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

	<p>district). Teachers will be compensated for this additional professional learning at their regular scheduled rate if the contract year is extended to provide it ;</p> <ul style="list-style-type: none"> ○ Any professional development days that may not align with those scheduled by the district. These days will be scheduled with input from the SAB to best serve the school community and follow district and state guidelines; ● Non-student contact days may be scheduled on holidays observed by the community. <ul style="list-style-type: none"> ○ The SAB will gather and receive feedback from community stakeholders each year to best identify if a non-student contact day would benefit the community. ● 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. <p>Trevista’s yearly calendar may have fewer student contact days than the district calendar but will meet or exceed state minimum requirements for student contact. The weekly schedule may be increased to accommodate holidays that are important to our school community. The school will compensate staff for any additional time worked through a compensation philosophy.</p> <p>The yearly calendar will be developed no later than 60 days before the end of the school year by the principal in consultation of the SAB.</p>	<p>Calendar</p> <ul style="list-style-type: none"> ● 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"
<p>Schedule</p>	<p>Trevista may extend the workweek beyond 40 hours. This additional time will be used for professional development, to support community events, or provide support for field trip experiences . These extra instructional minutes will be exchanged for a compensated day off for teachers of equal length. (OR Teachers will be compensated for this extra time in accordance with the DCTA contract//compensation philosophy).</p> <p>All other aspects of Article 8 in the DCTA contract will be observed.</p>	<p>DCTA CBA:</p> <ul style="list-style-type: none"> ● Article 1-7: Definition of "School Year" ● Article 8-2: Forty (40) Hour Work Week <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"

<p>Extra Duty Compensation</p>	<p>Trevista will provide extra duty compensation through both extra duty pay and through stipends.</p> <p>The principal will oversee the submission of additional hours worked through True Pay no later than the Friday of the week those additional hours were worked. The principal will be responsible for ensuring that all stipends are provided to eligible staff.</p> <p>Trevista may submit a compensation philosophy each year that describes additional compensation for staff through stipends and extra duty pay. The compensation philosophy document will be reviewed by HR and submitted to DPS compensation by the date indicated on the submission form.</p> <p>Trevista may seek to provide extra duty compensation for above average class sizes, site assessment duties, and high percentage of FRL students which will support the school by retaining effective educators in hard to serve positions no longer recognized by the district (i.e. high priority stipend).</p> <p>Trevista will work with DPS HR to ensure that all necessary processes are followed when developing the compensation philosophy.</p>	<p>District Policy:</p> <p>CBA:</p> <ul style="list-style-type: none"> • DCTA - Article 28: Extra Duty 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>Curriculum and Assessment</p>	<p>Trevista 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, Trevista will retain flexibility to make changes to their curriculum in accordance with state and legal requirements.</p> <p>Trevista is currently utilizing an approach where we see trends across student data subgroups and determine if our curriculum supports the instructional strategies required to meet their unique needs. For example, in 2019 we determined that our 3rd grade students were unable to access complex text and adequately engage in grade level tasks, so we adopted a phonics and phonemic awareness curriculum to supplement the district curriculum (Systematic Instruction in Phonics, Phonemic Awareness and Spelling and Heggerty ECE-2nd Grade) prior to district implementation. We also utilize this flexibility to adopt Really Great Reading for our mild/moderate special education program.</p> <p>Provide the current selections for curricula:</p> <table border="1" data-bbox="342 1791 1219 1854"> <tr> <td data-bbox="342 1791 781 1854">Curriculum Subject</td> <td data-bbox="781 1791 1219 1854">Commercial Program Name</td> </tr> </table>	Curriculum Subject	Commercial Program Name	<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
Curriculum Subject	Commercial Program Name			

	<table border="1"> <tr> <td data-bbox="329 94 781 216">English Reading</td> <td data-bbox="781 94 1243 216">CKLA, Expeditionary Learning, SIPPS, Heggerty</td> </tr> <tr> <td data-bbox="329 216 781 338">Spanish Reading</td> <td data-bbox="781 216 1243 338">Caminos, Estrellita, Lunita, Heggerty, Expeditionary Learning Paired Lit Units</td> </tr> <tr> <td data-bbox="329 338 781 415">ELD</td> <td data-bbox="781 338 1243 415">EL Achieve</td> </tr> <tr> <td data-bbox="329 415 781 493">Math</td> <td data-bbox="781 415 1243 493">Engage NY (Eureka)</td> </tr> </table> <p data-bbox="329 558 987 590">Provide the current selections for assessments:</p> <table border="1"> <thead> <tr> <th data-bbox="329 590 781 657">Assessment Subject</th> <th data-bbox="781 590 1243 657">Assessment Type</th> </tr> </thead> <tbody> <tr> <td data-bbox="329 657 781 724">Read Act</td> <td data-bbox="781 657 1243 724">Istation</td> </tr> <tr> <td data-bbox="329 724 781 791">2-5 Grade Level Reading</td> <td data-bbox="781 724 1243 791">ANET</td> </tr> <tr> <td data-bbox="329 791 781 858">2-5 Grade Level Math</td> <td data-bbox="781 791 1243 858">ANET</td> </tr> </tbody> </table>	English Reading	CKLA, Expeditionary Learning, SIPPS, Heggerty	Spanish Reading	Caminos, Estrellita, Lunita, Heggerty, Expeditionary Learning Paired Lit Units	ELD	EL Achieve	Math	Engage NY (Eureka)	Assessment Subject	Assessment Type	Read Act	Istation	2-5 Grade Level Reading	ANET	2-5 Grade Level Math	ANET	
English Reading	CKLA, Expeditionary Learning, SIPPS, Heggerty																	
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Assessment Subject	Assessment Type																	
Read Act	Istation																	
2-5 Grade Level Reading	ANET																	
2-5 Grade Level Math	ANET																	
Professional Learning	<p data-bbox="329 905 1243 1241">To support our school approach, Trevista will host our own professional learning days rather than attend district scheduled professional learning. These days are utilized to analyze assessment data, biliteracy work, implementation of curriculum (some not utilized by the district), social/emotional learning, and adult social/emotional learning. If district professional learning covers the curriculum we are opting into or instructional best practices that aligns with our model , staff may be asked to attend those sessions.</p> <p data-bbox="329 1276 1243 1419">Additionally, we will implement additional professional learning days throughout the school year. These days will be scheduled as a part of calendar development and within the DCTA approved contracted hours.</p> <p data-bbox="329 1455 1243 1528">School staff will still complete all training related to health, safety, and other legal compliance</p>	<p data-bbox="1243 905 1536 936">State Statute:</p> <ul data-bbox="1243 936 1536 1255" style="list-style-type: none"> <li data-bbox="1243 936 1536 1115">• 22-32-109(1)(t): Determine Educational Program and Prescribe Textbooks; <li data-bbox="1243 1115 1536 1255">• 22-32-109(1): Adopt Content Standards and Plan for Implementation of Content Standards 																
Supplemental and Enrichment Programming	<p data-bbox="329 1654 1243 1808">To support educational programming, Trevista may seek to hire supplemental and enrichment educators that do not hold a teacher’s license to support a robust arts and physical activity program.</p> <p data-bbox="329 1843 1243 1917">Trevista will identify when hiring supplemental and enrichment educators without a teaching license would best support our</p>	<p data-bbox="1243 1654 1536 1686">State Statute:</p> <ul data-bbox="1243 1686 1536 1917" style="list-style-type: none"> <li data-bbox="1243 1686 1536 1780">• 22-63-201: Employment - License; <li data-bbox="1243 1780 1536 1917">• 22-32-110(1)(ee): Local Board Powers-Employ teachers' aides and other non 																

	<p>school community by consulting the SAB and community at large.</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>certificated personnel;</p> <ul style="list-style-type: none"> • 22-63-402. Disbursements
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Section II: Teaching/Staffing Flexibilities

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

Teaching/Staffing Flexibilities		
Flexibility Area	Detailed Flexibility and Rationale	Associated Waivers
<p>Recruitment</p>	<p>Trevista may not adhere to the district staffing cycle.</p> <ul style="list-style-type: none"> • In accordance with the Equal Pay for Equal Work Act, Trevista 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, Trevista will engage in independent outreach efforts to recruit candidates outside of the centralized recruitment channels. <p><u>Committee Name:</u> Selection Committee</p> <p>Our innovation plan allows for Trevista to recruit and select teachers that demonstrate characteristics of the model. We build a selection committee for each open position vs. a personal committee for all positions. This allows us to be nimble when hiring, ensuring that there is representation from the grade level or support staff when hiring. In addition, teachers don't experience interview burn out when they are tasked to represent on the committee for the entirety of the year.</p> <p>The school leader shall be responsible for hiring all staff and shall implement a hiring process that best meets the needs of the innovation school. The Selection Committee supports the hiring process, including being part of the interview team. The school</p>	<p>DCTA CBA:</p> <ul style="list-style-type: none"> • Article 13-7 Hiring timelines • Article 13-8 Personnel Committee

	leader may decide to include some or all members of a Selection Committee in a particular interview panel. Selection 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 Selection 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 Selection Committee.	
Reduction in Building Procedure	<p>The principal, with consultation from the CSC, will make decisions related to the criteria the school will use in making Reduction in Building Staff (RIBS). Once the principal determines that the school will undergo a RIBS, all candidates currently in the position being reduced will be considered and the principal will make RIBS decisions based on school determined criteria including performance and professionalism using the selection committee:</p> <ul style="list-style-type: none"> • The Selection Committee will make RIBS decisions if necessary. Selection Committee decisions are made by consensus when possible. Should the Hiring Committee fail to reach consensus, the school leader shall cast the deciding vote. 	<p>DCTA CBA:</p> <ul style="list-style-type: none"> • 13-10 Reduction in Building Staff (RIBS)

Standards of Quality - Reduction in Building Procedure

- Describes the alternative process through which the school will make RIBS decisions, if necessary, including timelines for decisions.
- Details clearly the process through which criteria and consideration groups would be chosen and the stakeholders that would be involved (e.g. CSC/CSC-equivalent, personnel committee, etc.).

Section III: School Management and Leadership

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

School Management and Leadership Flexibilities		
Flexibility Area	Detailed Flexibility and Rationale	Associated Waivers
School Leader Training and Development	Based on our school model, Trevista's principal may opt out of district training. Instead, the principal will attend an alternative plan for principal training/professional learning based on the needs of the school.	<p>State Statute:</p> <ul style="list-style-type: none"> • 22-32-109(1)(jj): Identify Areas in which the Principal/s Require Training or

	<p>The principal will meet with their Principal Supervisor when necessary to make decisions about coaching and professional learning and will still complete all training related to health, safety, and other legal compliance (such as special education and MLE).</p> <p>School leader may opt out of district training and will instead attend trainings, based on discussions with Principal Supervisor, on training that best fit the school needs.</p> <p>School leader will complete trainings related to health, safety, and other legal compliance.</p>	Development
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Section IV: Governance and Budget Flexibilities

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

Governance and Budget Flexibilities		
Flexibility Area	Detailed Flexibility and Rationale	Associated Waivers
School Committees	<p>Trevista will combine the SLT and CSC into one governing body referred to as the School Accountability Board (SAB). In addition to the responsibilities required in state statute, The SAB will:</p> <ul style="list-style-type: none"> ● Meet at least once a month; ● Assume the responsibilities of the SLT detailed in Article 5-5 of the DCTA contract: <ul style="list-style-type: none"> ○ Advise on the school's master calendar and schedule ○ Make recommendations regarding the school's curriculum and instruction, culture and behavior, services for special populations, and use of school facilities ○ Collaborate to identify strategies for increasing enrollment at the school <p>The CSC will make decisions by consensus. If consensus cannot be reached, the principal will have final decision making power.</p> <p>Family representatives on Trevista's CSC will be elected from a group nominated by the current CSC. Nominations will be based on selecting family representatives that best represent Trevista's diverse community. Teacher representatives will volunteer for positions and will be elected if the volunteers surpass the number required.</p>	<p>District Policy:</p> <ul style="list-style-type: none"> ● BDF-R4 Collaborative School Committee <p>(If the SLT and CSC are combined):</p> <p>CBA:</p> <ul style="list-style-type: none"> ● Article 5-5: School Leadership Team <p>State Statute:</p> <ul style="list-style-type: none"> ● 22-32-126: Employment and Authority of Principals

	<p>CSC (Collaborative School Committee) and SLT will combine into one governing body: School Accountability Board (SAB).</p> <p>In addition to the responsibilities required in state statute, the SAB will:</p> <ul style="list-style-type: none"> • Identify 1 or more principal candidates (when a vacancy exists). • Identify an interview panel to conduct principal interviews consisting of the outgoing principal (or designee), at least 2 faculty/staff, at least 2 parents/guardians. • Recommend 2 final candidates to the superintendent (or designee) for the principal position or, if the CSC and ILT so choose, recommend a single candidate . • The superintendent (or designee) shall make a final hiring decision from among the candidate(s) or, if the superintendent determines that no candidate is sufficiently qualified, direct the CSC and ILT to work with the District to identify additional principal candidates. 	
<p>Budgeting on Actual Teacher Salaries</p>	<p>Trevista currently budgets on actual teacher salaries and will continue to budget this way. This budgeting strategy allows Trevista to spend any additional budget on resources to support student learning and wellbeing.</p>	<p>No Associated Waivers</p>

Waivers and Replacement Language

Calendar

DCTA CBA:

- [Article 1-7: Definition of "School Year"](#)
- [Article 8-1-2: Professional Learning Days/Parent Conference Day](#)

State Statute:

- [22-32-109\(1\)\(n\)\(I\): Schedule and Calendar](#)
- [22-32-109 \(1\)\(n\)\(II\)\(A\): Actual Hours of Teacher-Pupil Instruction and Contact](#)
- [22-32-109 \(1\)\(n\)\(II\)\(B\): School Calendar](#)
- [22-33-102\(1\): Definition of "Academic Year"](#)

The school shall **develop its own annual calendar that supports the mission, vision, and goals stated in the innovation plan**, provided it meets or exceeds the minimum standards of the district and state, including the actual hours of teacher-pupil instruction and teacher-pupil contact.

Schools will follow calendar creation and submission guidance in the District's innovation guidebook.

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

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

Schedule

DCTA CBA:

- [Article 1-7: Definition of "School Year"](#)
- [Article 8-2: Forty \(40\) Hour Work Week](#)

State Statute:

- [22-32-109\(1\)\(n\)\(I\): Schedule and Calendar](#)
- [22-32-109 \(1\)\(n\)\(II\)\(A\): Actual Hours of Teacher-Pupil Instruction and Contact](#)

The school may **modify the professional standards outlined in Article 8-2 - 8-10**, as described in the innovation plan. All other aspects of Article 8 in the DCTA contract will be observed (all references in article 8 to the SLT will

refer to the SLT equivalent).

Extra Duty Compensation

DPS CBAs:

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

State Statute:

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

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

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

Curriculum and Assessment

State Statute:

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

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

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

Professional Learning

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

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

development contradicts the successful implementation of the innovation plan and/or the mission/vision of the school.

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

Supplemental and Enrichment Programming

State Statute:

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

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

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

Recruitment

DCTA CBA:

- [Article 13-7 Hiring timelines](#)
- [Article 13-8 Personnel Committee](#)
- [Article 14-1 Summer School Teaching Positions](#)

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 Leader Training and Development

State Statute:

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

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

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

School Governance and Committees

District Policy:

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

(If the SLT and CSC are combined):

CBA:

- [Article 5-5: School Leadership Team](#)

(If the CSC is more involved in principal hiring)

State Statute:

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

The School will utilize innovation status to combine the School Leadership Team and School Collaborative Committee, creating the School Accountability Board (SAB). The CSC will comply with State Law on School Accountability Committees (summarized below).

The membership of the SAB will include at least 7 voting members, with parents constituting the largest group. The SAB 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 SAB will provide input into principal hiring as described in the innovation plan. The SAB may also choose to follow the typical district process for principal hiring

The SAB will not:

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

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

Summary of State Statute

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

Meetings

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

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

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

The CSC will:

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

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

The innovation plan was developed during our SLT meetings that are open to all staff in addition to School Accountability Board meetings which are open to all staff members and the school community.

Trevista developed a google doc for the plan and it was a collective effort to draft and revise our plan.

[SLT Agenda for Fall of 2022](#)

[SAB Meeting November 2022](#) and [Notes](#)