



2022-2023

Beach Court Elementary

Innovation School Renewal Application

Table of Contents

[Table of Contents](#)

[Letter to your School Community](#)

[Innovation Plan Narrative](#)

[Section I: Educational Program Flexibilities](#)

[Section II: Teaching/Staffing Flexibilities](#)

[Section III: School Management and Leadership](#)

[Section IV: Governance and Budget Flexibilities](#)

[Waivers and Replacement Language](#)

[Appendix A: Evidence of Engagement and Support from Administrators, Teachers and CSC](#)

Letter to your School Community

February 9, 2023

We are excited to share that over the last semester, as well as during the next month, we will be reviewing and submitting our school's Innovation Plan for renewal.

We have been working in partnership with teachers and our Collaborative School Committee (CSC) to complete a renewal application, which will become our updated innovation plan. Our innovation plan renewal application is due to the district at the end of March. In April of 2023, Beach Court staff will vote to approve the plan and in May 2023, the DPS School Board will vote whether or not to renew the innovation plan.

Our Collaborative Leadership Committee (CLT) has been meeting 3-4 times monthly to review our current plan to ensure that we are putting the best plan forward.

Our Innovation Plan allows us to:

Innovation status enable us to achieve our vision and mission of becoming a community of excellence by:

- **Personalizing learning through instruction** that is multi-modal, differentiated, and inquiry-based
- **Integrating our curriculum** so that learning is relevant and engaging, emphasizing both STEAM & Humanities
- **Staffing to support the implementation of the education program** - robust instructional leadership team, STEM lab facilitator, core teacher specialization (STEAM/Humanities), world language development instructors, arts and enrichment staff, technology integration support, and additional staff as needed
- **Providing staff with professional development**, coaching, and evaluations that are strategically aligned to innovation priorities, participating in district provided professional development only when it is aligned
- **Securing additional financial resources** and allocating resources as needed to implement the plan - staffing based on program need, securing grants for STEAM, etc.
- **Selecting services and personnel** who are committed to the school's vision, mission, and innovation plan
- **Engaging the community** in making decisions that impact the school through the CSC, principal selection committee, and other venues

Innovation status will support this school program as the Beach Court team

strives to engage in inquiry, creativity, and expression, supporting the intellectual, emotional, and physical development of students so that they are prepared to achieve at high levels, persevere through challenges, and demonstrate leadership.

There are 52 innovation schools in Denver Public Schools and three Innovation Zones. The intention behind innovation status is to allow schools to flex their budgets, calendar, curriculum and programming to meet their student and community needs. At Beach Court Elementary School, we are proud to be an innovation school.

Innovation status will continue to allow Beach Court to build a culture of STEAM-focused learning (Science, Technology, Engineering, Art and Mathematics), high academic expectations and learners who engage in and positively contribute to culturally diverse communities.

Our work has already begun, but we need your input. We need your voices to understand our community's priorities as we reimagine and reconstruct the right innovation plan for Beach Court going forward. We invite you to join Principal Bartlett for a Q and A on Monday, March 7th, from 4:00-5:00 via Zoom.

We are counting on community engagement and advocacy to move our Innovation Renewal plans forward. To learn more about how you can support this work, please contact Melissa Fife, melissa_fife@dpsk12.net, who is a teacher and DCTA Rep and CLT Rep, or Miguel Castillo, teacher and CLT Rep and teacher at miguel_castillo@dpsk12.net.

Thank you for your support as we continue our renewal process.

Leah Schultz-Bartlett

Principal-Beach Court Elementary

Innovation Plan Narrative

Mission, Vision, and Values

VISION

Beach Court is a diverse community of excellence in which everyone is safe, respected and celebrated. We believe all students thrive in an inquiry-based environment where everyone is encouraged to be curious, creative and thoughtful. Be Yourself! Be Extraordinary!

MISSION

Beach Court creates a community of excellence through educational programming that supports the intellectual, emotional, and physical development of the whole child from early childhood through fifth grade, preparing students to achieve at high levels, persevere through challenges, and demonstrate leadership. Families, teachers, leaders, and community members form a learning community in which we all: continually push our own thinking and the thinking of others by asking thoughtful questions and considering multiple possible answers; are aware of our own feelings and empathize with the emotions of others;

- apply our knowledge of concepts and demonstrate learning through performance, in both formal and informal settings;
- focus on student engagement, inquiry, purpose, risk-taking, self-direction, and self-reflection;
- believe learning is rooted in positive and integrated relationships between families, teachers, and students; and
- communicate openly about successes and concerns.

CORE PILLARS:

1. Inquiry (curious) Ask Questions!
 - We use Thinking Strategies to think deeply about our work!
2. Creativity (creative)
 - Think Outside of the Box!
3. Expression / Demonstration (thoughtful) Show What You Know!
 - Our units end with a Demonstration of Learning!

In order to be implemented effectively, the school design requires flexibilities in the following areas:

Flexibilities	Rationale
Curriculum	<ul style="list-style-type: none">● To fully implement a personalized, inquiry-based instructional model.● To allow the school autonomy over the education program including selecting curriculum and textbooks, unit planning, pacing guides, professional development, etc.● To select instructional and learning technology and management systems

Human Resources	<ul style="list-style-type: none"> ● To recruit and select teachers that demonstrate characteristics of the model through creating unique job descriptions ● To recruit and make offers to applicants outside the district hiring timeline & process and as the need arises ● To allow refusal of direct placement of teachers in the building ● To make Reduction in Building (RIB) decisions based on performance, professionalism, and seniority ● To not require a teaching license for supplemental and enrichment instruction (non-core instruction) ● To allow part time staffing increments based on school staffing needs ● To provide coaching and evaluation that is aligned to the model and makes use of peer observations and evaluations
Time	<ul style="list-style-type: none"> ● To modify the annual calendar for students to better align non-student contact days with feeder schools and family schedules ● To modify the annual calendar for staff to better align professional development offerings to teacher needs and extend student learning time to implement the school's model ● To modify student schedules to implement whole child programming and meet community needs

School Model Overview

TEACHING:

Instructional Innovations

Beach Court has intentionally designed our instructional approaches for this school community. Empathy data revealed that families were eager to see arts, technology, and 21st century skill building as core facets of the programming. We took this to heart, then aligned our schedule and resources to make this a reality. These strategic planning efforts resulted in:

- Multi-age Classes (K/1, 2/3, 4/5)
- Teachers develop expertise in their area of specialization (Humanities or STEAM)
- Flexible Grouping for students provides differentiated instruction to meet their developmental levels in Reading, World Language, Math
- Blended Learning to enhance traditional instructional methods through the strategic utilization of technology
- Project-Based Learning creates a venue for student voice and choice in their learning, deeply engage in their school work, and develop valuable teamwork skills
- Second Educators (Teaching Assistants and paraprofessionals) strategically leveraged in all classrooms to support differentiated learning experiences and personalization

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- Content Interventionists and acceleration teachers to flood supports into classrooms throughout the day ensuring students are supported and accelerated in their learning
 - Cluster Grouping for Gifted and Talented Students

Beach Court will implement culturally-responsive school-wide instructional strategies to:

1. promote rigor and high expectations for all students,
2. intentionally engage all students in learning, and
3. ensure that all students are making achievement gains. Beach Court respects and values cultural diversity and ensures that teaching and learning are relevant and meaningful to students from all cultures.

Teacher Recruitment, Hiring, and Retention

Beach Court will recruit effective teachers who are committed to the school's vision, mission, values, and goals. Autonomies afforded through Innovation Status will support the school in recruiting high caliber educators that can implement this unique instructional model to best serve each learner. These flexibilities include:

- Posting positions as the school-based need is identified
- Additional recruitment efforts that can be lead through the school using diverse venues and strategies
- Employ outreach strategies to attract and hire teachers of color and bilingual teachers, such as working with DPS HR partners and teacher prep programs in specific recruitment, attending targeted career and hiring fairs, etc.
- The ability to hire instructors without a teacher's certification for enrichment and supplemental courses
- The ability to create unique job descriptions tailored to the needs and programming at the schools
- The ability to allocate school resources to support individual teachers in the development of their craft, ultimately resulting in increased teacher satisfaction and the retention of great educators

Professional Development

Beach Court staff will engage in professional development that is aligned to the innovation plan and educational program. As appropriate, teachers and the principal will elect for school-based PD instead of District PD if it is not in alignment with the Beach court educational program. The reallocation of time and consistent focus will support accelerated educational achievement for Beach Court students. Our professional development programming includes weekly PD, weekly data teams, weekly collaborative planning time, monthly full day PD, and daily undirected planning time. Teachers will be given opportunities throughout the year for personalized and differentiated professional development (ie. New to PBL, returning to PBL).

Beach Court will use innovation status to add extra professional development time over the summer to create a shared understanding before the year starts. Professional

development days are added during the year to continue to increase effectiveness on innovative educational approaches. Beach Court will continue to build compensation time for these extra days into the school-year calendar through flex days.

The Instructional Leadership Team evaluates the effectiveness of professional development through teacher surveys and impact on teacher practices as observed through teacher coaching and evaluation data. School-wide professional development needs are identified as well as personalized professional development opportunities for individual teachers.

Teacher Coaching & Evaluation

Beach Court will provide all teachers with weekly observation, feedback, and coaching. Coaching is individualized and differentiated to meet teacher needs, with a focus on student data, instructional practices and co-planning. Intensive feedback from a variety of sources is facilitating the school-wide shift towards realizing the school's vision of a highly personalized, inquiry-based, student-centered instructional environment.

Innovation status is necessary to ensure sustainability for this model: to prioritize a distributed leadership model even if there are changes in leadership team members, to allow the budget and staffing flexibility to support hiring a robust leadership team, and to personalize coaching and support to meet unique teacher development needs.

In addition to frequent and high quality coaching, Beach Court teachers are formally evaluated using the district supported LEAP tool. They receive at least once on a full evaluation and once on a partial evaluation, focusing on a few high priority LEAP indicators and targeted school priorities aligned to the innovation plan.

Beach Court will supplement LEAP indicators with additional feedback and coaching specific to the school's innovative educational model (e.g. personalized learning). Beach Court may use school-selected peer observers with formal LEAP training in addition to district-selected peer observers to provide LEAP evaluations. This ensures that teachers are being evaluated by peers with knowledge of Beach Court's instructional practices and expectations as well as in-depth knowledge of LEAP expectations as part of its approach to teacher development and evaluation.

LEADERSHIP:

Leadership Sustainability

Through the Innovation Planning process, the Beach Court Team reexamined their existing leadership and governance structures. The following school-based groups were identified as necessary to implement the plan and support the leadership team through the process:

- Instructional Leadership Team (ILT)
- Collaborative Leadership Team (ILT & SLT)
- Adult Culture and Climate Committee
- Student Culture and Climate Committee
- Multi Tiered System of Supports Team
- AR/Independent Reading Team

In the event that school leadership changes, the Beach Court leadership succession plan ensures continuity in the implementation of the educational program outlined in the Innovation Plan. Innovation Status empowers the CSC to have a strong voice in the leadership succession process. This team knows the school context and will bring a critically important lens during the transition.

Organizational Structure

Beach Court utilizes flexibilities to ensure the longevity of the distributed leadership model, prioritizing the funding and support of a TLC distributed leadership model.

Leadership Skills

The Beach Court principal and Leadership Team will use Innovation Status as a lever to improve student outcomes by making strategic changes in educational programming and in the allocation of people, time, and money. Innovation Status allows for the school-based autonomy to: design educational programming, staffing, and scheduling that supports whole child development and provides relevant and personalized learning opportunities for students; provide focused professional development and collaborative planning time for teachers; and allocate resources strategically to support school priorities and achieve innovation plan goals.

EDUCATION PROGRAM:

The Beach Court Education Program prioritizes a student-centered approach to instruction leveraging personalized learning strategies, STEAM offerings, and an integrated curriculum with a humanities focus. All instruction is rooted in a Whole Child lens, ensuring that well-being is cared for first so each and every student is physically, mentally, and emotionally ready to learn.

Personalized Learning

- Student voice and choice guides learning
- Students at all levels are challenged to grow through flexible grouping with differentiated instruction to provide appropriate rigor for all
- A multimodal approach, capitalizing on technology to enhance opportunities for personalized instruction
- Learners develop academic and personal competencies by engaging in standards-aligned and authentic experiences and assessments through modalities of their choosing
- Student-Centered

Integrated Curriculum

Our Humanities Block is an opportunity for students to grow and develop in literacy, social sciences, and critical thinking. Students also develop their overall literacy, language, and communications skills as they gain knowledge of diverse and culturally relevant subject matters.

- Learning to read, reading to learn
- Writing
- Speaking & Listening

- World language development
- Social Sciences & Critical Thinking

Science, Technology, Engineering, Arts, & Mathematics, or STEAM programming, is a community request we have prioritized in Beach Court's education program. It is apparent in core content classes, enrichment classes, and in our afterschool programming in the following facets:

- Science: Next Generation integrated standards-aligned instruction
- Technology: Coding, Google Classroom, online learning supports, chromebooks, ipads, promethean boards, meets Technology Standards
- Engineering: Robotics, rockets, math-driven engineering, Campos SMART Lab supported by Creative Learning Systems
- Arts: Dance (supported by community, Colorado Ballet), aerial silks, theater, concerts, field trips for authentic experiences, graphic arts, animation, after-school programming is all arts-based (band, strings, choir)
- Mathematics: Inquiry-based standards-aligned math units



SCHOOL CULTURE:

At Beach Court, we create an inclusive culture that channels each student's innate curiosity and energy into deep and meaningful learning. Our kids are empowered to guide their own learning as they are both supported and celebrated. The following systems and structures demonstrate how this culture is intentionally created through daily actions:

Student Engagement & Recognition

Celebrations are critical to Beach Court culture. We believe that school is a place to both learn and have fun, creating an environment kids genuinely want to participate in every day.

- Classroom Morning Meetings (daily)
- School-wide Community Meeting (weekly)
- Ticket Time - Weekly Awards for Living Core Values
- Attendance Awards-each trimester
- End of Year Assessment Participation Pep Rally to celebrate giving our best efforts

Student Leadership

Students develop their leadership skills through voice and choice in their own learning as

well as through peer leadership opportunities. We intentionally elevate the voices of our students to create a better school for all of us and a place where they feel they belong.

Student Voice

- Student Council
- Playworks Junior Coaches
- Student Ambassadors - Classroom
- Student MCs at student events
- Each child has a classroom job

Student Choice

- Basis in the DPS supported Personalized Learning Driver Model
- Set standards and competencies, personalized learning opportunities
- Peer to peer learning
- Goal setting and reflection on learning
- Student choice in what and how they learn the defined standards & competencies
- Choice over multiple learning environments and spaces
- Modality, timing, and pace of assessments & demonstration of learning

Social Emotional Learning

At Beach Court, we adhere to the philosophy that caring for the whole child is critical to academic success. As our students learn their academic standards, they are also explicitly taught self-regulation and self-advocacy skills. In addition, our schedule creates many opportunities for physical activity, promoting the healthy minds and healthy bodies needed for deep learning. Mental health is also viewed as a prerequisite to deep learning, which is supported through our partnerships and staffing models.

Self-Regulation / Self-Advocacy

- Restorative Justice
- Conscious Discipline
- Goal-setting

Movement

- Designated brain breaks
- Recess: multiple recess/brain breaks during the day, an inclusive, structured play experience, choice in activities
- Flexible scheduling

Mental Health

- Regis Counseling Department Partnership - onsite family and student counseling
- School Psychologist/Social Worker- 5 days a week
- School-wide trauma-informed model: Conscious Discipline
- Special Education - Behavior Support Plans & Interventions
- Staff PD - trauma informed teaching & de-escalation strategies

GOVERNANCE:

School Accountability & Oversight

Beach Court will maintain the structure, roles, and duties of the Collaborative School Committee as the School Accountability Committee. This team is supplemented by the Parent Teacher Leadership Committee to ensure high levels of engagement from a large

range of family and community in the advisement of school culture and operations.

Innovation Plan Goals

Big Rock 1: Educator as Facilitator:

In the lesson planning phase in all content areas teachers will identify protocols and standards-aligned comprehension questions (thinking strategies) to ensure that students are lifting the cognitive load and teachers are facilitators of thinking.

Big Rock 2: School Family:

Intentionally prioritizing space and time for belonging and trust strengthens connections and provides transparency in order for all learners to achieve.

Essential Question (EQ): How does belonging and trust create success for everyone? How do we ensure our Black students feel that they belong?

Essential Question (EQ): How do we create equity and Black excellence through protocols?

[Beach Court UIP](#)

Innovation status helps our staff work more effectively and efficiently in the following ways:

- Strategically aligned professional development to our Big Rocks/Major Improvement Strategies
- Calendar and schedule flexibilities allow for more intense professional development and planning to produce better outcomes for students and staff
- Hiring staff that align to our vision and mission (rather than being placed into a school where their vision doesn't align)

Table 1. Innovation plan goals.

Performance Indicator/Other Assessment or Measure	Current/Baseline Performance	2022-2023 Goal	2023-2024	2024-2025*
Colorado State SPF <u>Beach Court SPF</u>	2022 Insufficient Data Previous SPFs Green on State / Yellow on DPS	Green	Green	Green
iStation Goals	Sept: K-E:26 (T1) 47 (T3) K-S: 57 (T1) 43 (T3) 1-E: 24 (T1) 62 (T3) 1-S: 45 (T1) 27 (T3) 2-E: 44(T1) 40 (T3)	70% K-3 Tier 1-English 70% K-3 Tier 1 Spanish 50% 4-5th Tier 1	75% K-3 Tier 1 English 75% K-3 Tier 1 Spanish 55% 4-5th Tier 1	80% K-3 Tier 1 English 80% K-3 Tier 1 Spanish 60% 4-5th Tier 1

	2-S; 50 (T1) 50 (T3) 3-E: 50 (T1) 32(T3) 3-S: 71 (T1) 29 (T3) 4-E: 28 (T1) 46 (T3) 4-S: 71 (T1) 14 (T3) 5-E 40 (T1) 48 (T3) 5-S: 30 (T1) 40 (T3)			
ANet Interims	<p>Math: 2nd-E; 46 2nd-S; 66 3rd-E; 40 3rd-S: 51 4th-E; 42 4th-S: 35 5th-E: 43 5th-S: 40</p> <p>ELA: 2nd-E: 35 2nd-S: 66 3rd-E; 37 3rd-S: 52 4th-E: 45 4th-S: 34 5th: 45</p>	<p>Math: 2nd-E; 48 2nd-S; 68 3rd-E; 42 3rd-S: 53 4th-E; 44 4th-S: 37 5th-E: 45 5th-S: 42</p> <p>ELA: 2nd-E: 37 2nd-S: 68 3rd-E; 39 3rd-S: 54 4th-E: 47 4th-S: 36 5th: 47</p>	<p>Math: 2nd-E; 50 2nd-S; 70 3rd-E; 44 3rd-S: 55 4th-E; 46 4th-S: 39 5th-E: 47 5th-S: 44</p> <p>ELA: 2nd-E: 39 2nd-S: 70 3rd-E; 41 3rd-S: 56 4th-E: 49 4th-S: 38 5th: 49</p>	<p>Math: 2nd-E; 52 2nd-S; 72 3rd-E; 46 3rd-S: 57 4th-E; 48 4th-S: 41 5th-E: 49 5th-S: 46</p> <p>ELA: 2nd-E: 41 2nd-S: 72 3rd-E; 43 3rd-S: 58 4th-E: 51 4th-S: 40 5th: 51</p>

Innovation Onboarding

Teacher Onboarding

All teaching candidates applying to and interviewing for positions at Beach Court are informed of our innovation status prior to interviewing. Each candidate is informed verbally by the school leader and then sent a copy of our innovation plan and school calendar via email. There is time for questions and answers about our plan, with our Personnel Sub-Committee, during our interview process.

Teachers who are new to Beach Court will participate in the DPS New Teacher sessions. Our new teachers will also participate in our yearly differentiated sessions in August, prior to starting with students, as well as ongoing support and sessions both through our year-long Professional Development sessions and ongoing support with our on-site New Teacher Ambassador.

Leader Onboarding

The Beach Court Leadership Succession Plan assures continuity in the implementation of the educational program in the event of school leadership changes. This plan outlines how a new leader will be selected for Beach Court. The Collaborative Leadership Team and Instructional Leadership Team will support the new leader in not only understanding our innovation plan, but in its implementation.

The Leadership Succession Plan includes a process for both internal succession and external recruitment and hiring of new leadership from outside Denver Public Schools and should be someone who is strong in innovation, inquiry-based learning and collaboration.

The Beach Court Leadership Team will share best practices throughout the District through collaboration with other innovation schools and schools with similar programming (e.g. personalized learning, inquiry-based learning, arts integration, SMART labs, etc.). In addition, Beach Court leaders will continue to participate in District learning cohorts and intra-school collaborative structures (e.g. Equity Cohort with Dr. Fergus, UVA cohort, SAM leadership development, ANet development cohort, District Collaboratives, etc.).

Section I: Educational Program Flexibilities

Educational Program Flexibilities		
Flexibility Area	Detailed Flexibility and Rationale	Associated Waivers
Calendar	<p>Beach Court may develop a calendar that operates on an early release schedule (one early release day per week unless the week does not have five (5) instructional days) or add additional professional learning days to the calendar to provide staff time to analyze culture and academic data connected to UIP. Beach Court staff will then use this data to adjust their practice. These additional professional learning days will also provide intentional opportunities for Beach Court staff to work in strategic collaborative teams to engage in deep professional learning around academic, SEL instruction and explicit equity work.</p> <p>How Calendar Flexibility will work For Teachers</p> <p>The calendar will meet or exceed all DCTA contract requirements.</p> <ul style="list-style-type: none"> ● Content team collaboration <ul style="list-style-type: none"> ○ Professional learning ○ Preparation time to design standards based, grade level, rigorous and culturally responsive instruction. ● Data Driven Instruction/Workshop Planning Cycles (WPCs) ● Grade Level Collaboration ● Co-Planning/Co-Teaching collaboration ● MTSS ● Parent communication and outreach 	<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 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"

	<ul style="list-style-type: none"> • Early assessment of students prior to school year starting <p>The Beach Court calendar is created by CLT (which includes teachers) and aligns with the DCTA contract (Contract Year - 186 contract days).</p> <p>The CLT will gather and receive feedback from community stakeholders each year to review the proposed calendar and identify if the proposed calendar benefits the community.</p> <p>The Beach Court yearly calendar may have fewer student contact days than the district calendar, but will meet or exceed state and district minimum requirements for student contact.</p> <p>With a flexible schedule, teacher hours may shift in order to implement the innovation plan. However, said hours will not exceed the maximum hours of a 40 hour work week (this includes a duty free lunch).</p> <p>Calendar must be set and approved by the CLT and CSC 60 days before the start of the following academic year.</p> <p>There will be a maximum of three evening events and attendance at continuation.</p>													
<p>Curriculum and Assessment</p>	<p>Curriculum is selected using the following:</p> <ul style="list-style-type: none"> • Curriculum Ratings • CDE Requirements • Cultural Responsiveness • Student input <p>Beach Court's current selections for curricula:</p> <table border="1" data-bbox="342 1318 1219 1892"> <thead> <tr> <th>Curriculum Subject</th> <th>Commercial Program Name</th> </tr> </thead> <tbody> <tr> <td>Literacy/Phonics (K-3)</td> <td>Benchmark Advance/Adelante</td> </tr> <tr> <td>Literacy 4-5th</td> <td>EL (DPS Curriculum)</td> </tr> <tr> <td>ELD (K-5)</td> <td>EL Achieve</td> </tr> <tr> <td>Science/Social Studies (K-5)</td> <td>Social Studies- InquireED Amplify Science</td> </tr> <tr> <td>Other Curriculum (K-5)</td> <td>Mosaic (SEL) Muzzy Spanish as a Second Language Creative Learning Systems</td> </tr> </tbody> </table>	Curriculum Subject	Commercial Program Name	Literacy/Phonics (K-3)	Benchmark Advance/Adelante	Literacy 4-5th	EL (DPS Curriculum)	ELD (K-5)	EL Achieve	Science/Social Studies (K-5)	Social Studies- InquireED Amplify Science	Other Curriculum (K-5)	Mosaic (SEL) Muzzy Spanish as a Second Language Creative Learning Systems	<ul style="list-style-type: none"> • 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
Curriculum Subject	Commercial Program Name													
Literacy/Phonics (K-3)	Benchmark Advance/Adelante													
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Science/Social Studies (K-5)	Social Studies- InquireED Amplify Science													
Other Curriculum (K-5)	Mosaic (SEL) Muzzy Spanish as a Second Language Creative Learning Systems													

	Curriculum (SMART Lab ECE-5th)
ECE (Early Childhood)	Tools of the Mind includes SEL
Math (K-5)	Bridges Math
Tutoring/Intervention (K-5)	Cognition (Math) University Partners (Literacy) iStation Tier 2 Lessons
SEL (K-5)	Mosaic Conscious Discipline

Beach Court's current selections for assessments:

Assessment Subject	Assessment Type
Language Arts (K-5)	<ul style="list-style-type: none"> ● iStation ● STAR ● ANet ● Curriculum unit assessments ● CMAS ● ACCESS for MLLs ● TS Gold (Kindergarten)
Math (K-5)	<ul style="list-style-type: none"> ● ANet ● Curriculum unit assessments ● CMAS
ECE	<ul style="list-style-type: none"> ● TS Gold

Assessment

Beach Court will use Innovation Status to close opportunity and achievement gaps for traditionally underperforming student groups (e.g. FRL, students of color, students with disabilities) through educational programming that supports the intellectual, emotional, and physical development of the whole child and personalized learning opportunities that are student-centered, multimodal, and differentiated instruction.

All students, those behind, on track, or excelling

	<p>academically, will be supported to make academic gains. Multilingual Learners will have opportunities to apply language and literacy development to authentic content learning with scaffolding and language support. Student performance gains will be made for all students as well as for specific student groups. We will monitor our overall achievement in order to ensure our students of color and students eligible for free or reduced price lunch are making gains, as these student groups make up more than 90% of our student population. In addition, we will disaggregate our data for students receiving special education services, Gifted and Talented students, and Multilingual Learners to ensure that these student groups are making adequate gains. Interim assessments and end of unit assessments in reading and math will be used to monitor student progress and make adjustments to instruction and interventions to increase achievement. The school's DDI and MTSS systems provide data to the ALP and CLT to monitor the school's progress toward meeting goals, calling attention when adjustments to the strategies in place are necessary.</p> <p>Assessments of student progress will be aligned with curriculum, standards, and performance goals. As Beach Court curricular materials are derived from DPS adopted options, utilizing the DPS adopted assessment tools serves as a built-in strategy to ensure alignment between the assessments, curriculum, standards, and performance goals. Beach Court students will participate in the following assessments:</p> <ul style="list-style-type: none"> ● Annual state assessments (CMAS, ACCESS, and READ Act) ● Trimester interims in literacy and math utilizing the district adopted Illuminate platform ANet ● Monthly progress monitoring in reading through the district adopted iStation platform STAR ● End of unit curriculum-embedded assessments including integrated content standards and demonstrations of learning ● Student-data binders with demonstration of mastery (reviewed with parents at twice annual conferences) for core subjects 	
Professional Learning	<p>Professional Development</p> <p>Beach Court staff will engage in professional development</p>	<p>State Statute:</p> <ul style="list-style-type: none"> ● 22-32-109(1)(t): Determine

	<p>that is aligned to the innovation plan and educational program. As appropriate, teachers and the principal will elect for school-based PD instead of District PD if it is not in alignment with the Beach Court educational program. The reallocation of time and consistent focus will support accelerated educational achievement for Beach Court students. Our professional development programming includes weekly PD, weekly data teams, weekly collaborative planning time, monthly full day PD, and daily undirected planning time. Teachers will be given opportunities throughout the year for personalized and differentiated professional development (ie. New to PBL/Inquiry-based learning, returning to PBL/Inquiry-based learning).</p> <p>Beach Court will use innovation status to add extra professional development time over the summer to create a shared understanding before the year starts. Professional development days are added during the year to continue to increase effectiveness on innovative educational approaches. Beach Court will continue to build compensation time for these extra days into the school-year calendar through flex days or as compensation days.</p> <p>To support our school model, Beach Court may host our own professional learning days rather than attend district scheduled professional learning. August Professional Development days include a staff retreat to norm around our Big Rocks, Beach Court curriculum-specific professional development, inquiry-based learning professional development and long-term unit planning. Teal Days are spent in PEBC Lab Classrooms, additional Beach Court specific curriculum training and detailed unit planning. Sessions are differentiated according to the needs of each staff member as their skill relates to inquiry-based learning, Conscious Discipline and other Beach Court specific needs.</p> <p>Beach Court staff will participate in District PD that is aligned to the innovation plan and educational program and will opt out of District PD that is not aligned; this time will be reallocated for school-based PD or student contact time. Beach Court will continue to ensure that teachers are compliant with ELA PD requirements and are compliant with the Consent Decree. Furthermore, teachers are provided significant amounts of professional development time each week including weekly PD, weekly data teams, weekly collaborative planning time, monthly full day PD, and daily undirected planning time.</p>	<p>Educational Program and Prescribe Textbooks;</p> <ul style="list-style-type: none"> • 22-32-109(1): Adopt Content Standards and Plan for Implementation of Content Standards
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	<p>School staff will still complete all training related to health, safety, and other legal compliance.</p>	
<p>Supplemental and Enrichment Programming</p>	<p>To support our educational programming, Beach Court may seek to hire supplemental and enrichment educators that do not hold a teacher's license for the reasons listed below.</p> <p>Beach Court will use innovation status to adapt staffing to the needs of students and make adjustments fluidly, mid-year if necessary, to ensure that students are making adequate gains. The initial innovation staffing plan includes several instructional leaders to support the initial implementation of the innovation plan. These instructional leaders can step in to co-teach or provide direct instruction to students, when necessary. Additionally, innovation status will be used to staff the Campos EPC SMART Lab, arts and science electives, and project-based learning opportunities with community partners and specialists who may not have teaching certification or licenses. Increasing the enrichment opportunities for students by using non-certified teachers for non-core classes would also allow for altering teacher schedules to promote more collaborative planning time for core content teachers. A unique job description has been made for the Campos EPC SMART Lab, which will be staffed with a non-certified teacher for the non-core class offered in the lab. Beach Court Leadership will consider ideas and opportunities for other elective classes that could be staffed by non-core teachers and/or require a unique job description in the future, ensuring alignment to the school's instructional and financial priorities.</p> <p>Beach Court will also hire an after-school coordinator to support our arts enrichment programming after school. This position will be grant-funded and oversee vendors who conduct classes which currently consist of gardening, strings, choir, dance (ballet, folkloric, hip hop), visual arts, and dj club.</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>Hiring Timelines and Flexibilities:</p> <p>Beach Court will follow district employment terms and policies as required by state statute, collective bargaining agreements, and district policies. Beach Court staff members will be employees of Denver Public Schools and will follow the DPS employment policies.</p> <p>Beach Court 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, Beach Court 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, the school will engage in independent outreach efforts to recruit candidates outside of the centralized recruitment channels. 	<p>DCTA CBA:</p> <ul style="list-style-type: none"> Article 13-7 Hiring timelines

Section III: School Management and Leadership

School Management and Leadership Flexibilities		
Flexibility Area	Detailed Flexibility and Rationale	Associated Waivers
School Leader Training and Development	<p>The School Leader will attend the DPS Principal Induction Program.</p> <p>The School Leader will also attend the following PEBC Trainings:</p> <ul style="list-style-type: none"> Workshop Model Training Thinking Strategies Institute <p>The School Leader will participate in the District designed Collaboratives and will be supported by the DPS Collaborative Director(s).</p> <p>The School Leader will attend all DPS Required Professional Development sessions regarding health and safety, MLE, SPED and GT and/or other legal compliance required training.</p>	<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 Development

	<p>The School Leader will retain the right to opt out of District training that does not pertain to or support the instructional model of the school (e.g. we opt out of District literacy curriculum and will not be attending those trainings.)</p> <p>The principal will meet with their Principal Supervisor when necessary to make decisions about coaching and professional learning.</p>	
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Section IV: Governance and Budget Flexibilities

Governance and Budget Flexibilities				
Flexibility Area	Detailed Flexibility and Rationale			Associated Waivers
School Committees	Committee Name and Acronym	Members	Brief Overview of Responsibilities	CBA: <ul style="list-style-type: none"> • Article 5-5: School Leadership Team • Article 5-6: Instructional Leadership Team State Statute: <ul style="list-style-type: none"> • 22-32-126: Employment and Authority of Principals
	CLT-Collaborative Leadership Team (combines all SLT responsibilities and only the operational ILT responsibilities)	1 principal 1 dean 3 teacher leaders / senior team leads 1 teacher who serves as the school DCTA representative 1 teacher appointed by the principal 1 teacher representative from each team, including grade-level bands, specials, and special/gifted education	Support the operational leadership of the school	
	CSC-Collaborative School Committee	Principal, parent reps, community	See below	

	reps, teacher/staff reps	
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ILT-Instructional Leadership Team (retains the instructional responsibilities for ILT)	Principal, Instructional Dean and up to 3 Teacher Leaders	The ILT will create a plan for implementation of the Innovation Plan with clear goals and progress monitoring, teacher support and coaching, LEAP, Professional Development.
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Beach Court follows 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 monies 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 parents' engagement in creating students' READ plans, in creating individual career and academic plans, and in creating plans to address habitual truancy.

Leadership Succession Plan:

	<p>The Beach Court Leadership Succession Plan ensures continuity in the implementation of the educational program outlined in the Innovation Plan in the event that school leadership changes. The leadership succession plan will begin with the CSC thoroughly orienting all staff and families to the mission, vision, values, and school culture systems within the Innovation Plan. This orientation will, in part, be intended to obtain formal and direct recommitment from the community to continue to support the Innovation Plan. As a result, all subsequent school leaders will be responsible for upholding the strategic goals developed to support the mission, vision, values, and instructional and intentional school culture systems.</p> <p>Beach Court provides its teachers and administrators with many leadership opportunities and experiences. Internal candidates will be encouraged to apply for the innovation school principal position, if a vacancy occurs.</p> <p>The CSC will develop a leadership profile for the innovation school principal with desired qualities of the school leader and will appoint a hiring committee to lead the interview process. The CSC will work with the principal supervisor to conduct principal interviews. The CSC will make two or more recommendations to the principal supervisor and superintendent for consideration. If the superintendent does not approve of either candidate, the CSC will be charged with continuing the search process. The district will not assign a principal to Beach Court without the CSC recommendation.</p>	
<p>Budgeting on Actual Teacher Salaries</p>	<p>Budgeting: Beach Court will continue to use averages for budgeting. This budgeting strategy allows Beach Court to maintain consistency and programming.</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.

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](#)

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

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

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 Leadership Team and Instructional Leadership Team.** The CSC will continue to comply with State Law on School Accountability Committees (summarized below).

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

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.*

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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.).

Stakeholder Involvement:

- September 2022-Parents and staff were notified of intent to renewal via the Weekly Parent Bulletin and Back to School Night Event
- September 2022-The CSC was updated on the intent to renew, renewal process and desired flexibilities
- September 2022- The Collaborative Leadership Committee (CLT) began its work revising the current plan and drafting the new plan. This committee includes a rep for each grade cluster including our specials (PE/Dance, Music/Art and SMART Lab) as well as the building DCTA Rep. This committee meets 3-4 times monthly focused on innovation renewal.
- Sept-ongoing-Families updated on CLT progress in the Weekly Parent Newsletter
- December 2023-CSC updated on progress made by the CLT.
- February 2023-Community Letter sent with a larger update
- February 2023-Parent Survey Administered and results shared out
- March 7, 2023-Community Q and A with school leadership
- March 14, 2023-Staff Draft is sent to staff for review
- March 17, 2023:-Staff Innovation Plan Q and A

[CLT Notes](#)

[Parent Survey](#)

[Back to School Night Slides](#)

[Community Meeting \(information and Q and A\)](#)

[Staff and CSC Presentation and Q and A](#)