

2025-2026 Innovation School Application  
Center for Talent Development @ Greenlee



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## Cover Page for Colorado Department of Education and Checklist

Complete the following cover page for the Colorado Department of Education (CDE).

When submitting an Innovation Plan to the Colorado State Board of Education, the following document must be completed. For additional information about the submission process, please see CDE's Fact Sheet, [Innovation Act Waiver Requests](#). Please do not submit your requests via DropBox or as a Zip file.

School Name: Center for Talent Development @ Greenlee

School District: Denver Public Schools

Contact for Innovation Plan (Name, Title, and Email): Cori Hatchell, Principal, [chatche@dpsk12.net](mailto:chatche@dpsk12.net)

Please answer the following questions to help CDE review the Innovation Plan as efficiently as possible.

Is this plan for a new school or an existing school? **Existing**

Has the school applied for status as an Alternative Education Campus (AEC)? **No**

(If yes, please explain: \_\_\_\_\_)

Has the school been assigned to a Priority Improvement or Turnaround plan? **No**

Is the school a recipient of the federal School Improvement Grant (1003(g))? **No**

An Innovation Plan **must be submitted along with the following documents:**

- A signed resolution from the local school board, signaling approval of the plan and intent to submit the plan to the State Board for its approval;
- A separate document listing the state laws and State Board rules that the school is seeking to waive, as well as "replacement plans" for each of those waivers (i.e., a description of the manner in which the school will comply with the intent of the waived statutes or rules and will be accountable to the state for such compliance); and
- A separate document showing the school's prior year budget (if an already existing school) and a proposed budget, including funding required for all innovations to be implemented. This budget should include all costs associated with innovations, including staffing costs, and information about any local, state, federal or private funds the school anticipates receiving.

An Innovation Plan **must include the following components:**

- A statement of the school's mission and why designation as an innovation school would enhance the school's ability to achieve its mission;
- A description of the innovations the school would implement;
- A description of the improvements in academic achievement that the school expects to achieve as a result of the innovations. For example, a school may expect to see a narrowing in achievement gaps, or a decreased dropout rate, or increased scores on state or local assessments;
- A list of the programs, policies, and/or operational documents at the school that would be affected by the innovations, and how these would be affected. For example, if a school proposes to extend the school year, that would affect the school's calendar. Other examples of programs/policies/documents that may be affected include the following:
  - o the research-based educational program the school would implement;
  - o the length of the school day and year at the school;
  - o student promotion and graduation policies;
  - o assessment plans; or
  - o staffing and/or compensation plans;

- ❑ The school's prior year budget (if an already-existing school) and a proposed budget, including funding required for all innovations to be implemented. This budget should include all costs associated with innovations, including staffing costs, and information about any local, state, federal or private funds the school anticipates receiving;
- ❑ An estimate of the cost savings and increased efficiencies that the school expects to see as a result of the innovations, if any;
- ❑ Evidence that a majority of the administrators employed at the school consent to designation as an innovation school;
- ❑ Evidence that a majority of the teachers employed at the school consent to designation as an innovation school. (Note: for a school that is seeking to waive one or more of the provisions of a collective bargaining agreement, the school plan must include evidence of approval of at least 60% of the members of the collective bargaining unit who are employed at the innovation school. The approval must be gathered by means of a secret ballot vote.)
- ❑ Evidence that a majority of the school accountability committee for the school consent to designation as an innovation school
- ❑ A statement describing the level of support for designation as an innovation school demonstrated by other persons employed at the school, students and parents of students enrolled in the school, and the community surrounding the school.
- ❑ A description of any statutes or any regulatory or district policy requirements that would need to be waived for the public school to implement its identified innovations; and
- ❑ A description of any provision of the collective bargaining agreement at the school that would need to be waived for the school to implement its identified innovations.
- ❑ Any additional information required by the local school board of the school district in which the innovation plan would be implemented.

## 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 innovation status and how the school plans to use it. Be sure to respond to these questions:

- Why is it important for the school to have innovation status?
- What are the most important uses of innovation at your school? How do these uses benefit students, staff, and/or the school?
- How were staff and other stakeholders engaged in the development of the plan? *(To satisfy a requirement of the Innovation Schools Act, please include a statement on the level of support that exists for your innovation plan from other staff employed at the school, from students and families, and from the surrounding community, as well as a description of how you determined this.)*

Please limit your letter to a maximum of 2 pages.<sup>1</sup>

[Insert Letter Here]

## Innovation Plan Narrative

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

The Center for Talent Development (CTD) is a neighborhood school dedicated to providing a challenging, high-quality, and engaging education rooted in proven methods and high academic standards. Our core mission is to develop the whole child by nurturing their emotional well-being and helping them discover their unique identity and talents.

We implement this through our **Talent Development model** for ECE3 through 5th grade, which centers on universal gifted and talented practices and joyful, rigorous learning experiences. This approach, built upon recommendations from the seminal [National Excellence: The Case for Developing America's Talent report](#), empowers students to reach their full potential.

To support this culture of dignity and belonging, our diverse staff is trained in G&T universal practices and utilizes an Arts and Science approach to lesson planning, encouraging creativity and expertise. Furthermore, CTD operates as a Teaching Academy, supporting new teacher candidates who remain with our community for several years, strengthening relationships with students and families.

Our commitment extends beyond the classroom through a "whole child" approach, which is informed by family history and supported by extensive community partnerships (including Extended Day, Boys and Girls Club, Girls Inc, Food for Thought, etc) that provide essential resources and enriching experiences.

Our guiding principles are:

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<sup>1</sup> [DPS Policy ADE](#) (Innovation in Education) includes several criteria that are not comprehensively addressed by this template. You may optionally choose to address these criteria as part of your letter: 1) How will innovation status help improve qualitative factors like school culture and parental involvement? 2) How will innovation status help promote equity of access to high quality support services for all students including multilingual learners and students with disabilities?

- **Vision:** To cultivate a community of caring, confident, critical thinkers who are empowered to take risks, discover their identity and unique talents, and thrive as active members of the global community.
- **Mission:** Located in the heart of the city, our school develops students' diverse identities and talents, empowering them to reach their potential through universal gifted & talented practices and joyful, rigorous learning experiences
- **Values:** Meeting the needs of the whole child through additional opportunities and our unique advisory program.

We foster growth using the iD framework, focusing on the elementary virtues of Self-Awareness, Self-Management, and Concentration and Love of Work. These virtues are upheld by our core values, represented by the **STARS** acronym: **S**hine Bright, **T**eam Up, **A**wareness, **R**adiating Respect, and **S**erve and Support.

### B. Innovation Plan Goals

Linked [here](#), please see our most current Unified Improvement plan (UIP) for the 25-26 school year

Table 1. Innovation plan goals.

Performance Indicator/Other Assessment or Measure	Current/Baseline Performance	2025-2026 Goal	2026-2027	2027-2028
<a href="#">School Performance Framework (SPF)</a>	Yellow	Green	Green	Green

### C. Innovation Plan Onboarding

Part of our interview process includes a question about innovation. The Personnel Committee discusses our innovation plan with all potential candidates, explaining what innovation status means and how we utilize our flexibilities. This also applies for leadership interviews- including Principal and Senior Team Lead positions. Once staff are hired, our new teacher ambassador leads the work for new staff digging into core components of our school as well as our innovation plan.

The principal selection process will include an interview with the CTD@Greenlee CSC where they will explain what it means to be an innovation school and how that is different from a non-innovation school. Principal candidates will also interview with our SLT (or equivalent) where they will learn more about innovation and priorities within the school.

## Section I: Educational Program Flexibilities

In the table below, use each prompt<sup>2</sup> to describe in detail each of the school's requested existing educational programming flexibilities, making sure to address the Standards of Quality for that specific flexibility. If your school is not interested in a specific flexibility, please mark the row N/A.

Educational Program Flexibilities		
Flexibility Area	Detailed Flexibility and Rationale	Select Associated Waivers
Calendar	<p><b>Recognizing the need for families to have consistency with school calendars, we will utilize the traditional DPS year-long calendar with the exception of adjusting 4 normal school days into professional learning days for our staff. These additional 4 professional learning days will allow our staff to utilize our innovative <b>Collaborative Professional Learning Structures</b> as we implement our year-long instructional and cultural shifts that are identified and developed using our innovative <b>Strategic Planning Process</b>. We will use the existing Teal Days on the DPS calendar as professional learning days that focus on our school specific changes ideas as detailed in our <b>Strategic Planning Process</b>. Our innovative <b>Strategic Planning Process</b> outlines how we will determine which days to adjust with input and guidance from each of our innovative Distributed Leadership Teams.</b></p> <p>Our yearly calendar may have fewer student contact days than the district calendar but will meet or exceed district and state minimum requirements for student contact. The yearly calendar will be developed no later than 60 days before the end of the school year by the principal in consultation of the CSC.</p> <p>We utilize a weekly Early-Release Day to allow our staff to utilize our innovative <b>Collaborative Professional Learning Structures</b> as we implement our year-long instructional and cultural shifts that are identified and developed using our innovative <b>Strategic Planning Process</b>. One hour is reserved for team meetings for literacy and mathematics and one hour is reserved for school wide professional learning and professional learning communities.</p>	<p>DCTA CBA:</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Article 1-8: Definition of "School Year"</li> <li><input checked="" type="checkbox"/> Article 8-1-1</li> <li><input checked="" type="checkbox"/> Article 8-1-2</li> <li><input type="checkbox"/> Article 8-1-3</li> <li><input type="checkbox"/> Article 8-1-4</li> <li><input type="checkbox"/> Article 8-1-5</li> </ul> <p>Professional Standards- Calendar Subsections</p> <p>State Statute:</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> 22-32-109(1)(n)(I): Schedule and Calendar</li> <li><input checked="" type="checkbox"/> 22-32-109 (1)(n)(II)(A): Actual Hours of Teacher-Pupil Instruction and Contact</li> <li><input checked="" type="checkbox"/> 22-33-102(1) Definition of "Academic Year"</li> </ul>

<sup>2</sup> The template lists flexibilities that schools have previously used and may choose to use again. DPS Authorizing and Accountability encourages schools to only select flexibilities that support the school.

Curriculum and Assessment

Our innovative school model is grounded in the belief that there is an Art & Science approach to teaching and learning. The science aspect is that we believe in following all of the State and/or National standards in core content and social emotional learning (ie; CASEL standards). With our foci on Talent Development (Universal Gifted Instruction) and Identity Development (Montessori Planes of Development) we follow a teaching & learning approach that is grounded in the practice, pedagogy of Montessori and Gifted education. The art approach is that we use curriculum and research-based practices to develop our curriculum which is in alignment with the Scope and Sequence of Standards. In order to implement this Art & Science approach to teaching and learning we need the flexibility to opt out of district curriculum and assessments directly related to said curriculum.

We 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, we will retain flexibility to make changes to their curriculum in accordance with state and legal requirements.

Provide the current selections for curricula:

Curriculum Subject	Commercial Program Name
Math	Imagine Math
Literacy	CKLA
SEL	Sources of Strength

Provide the current selections for assessments:

Assessment Subject	Assessment Type
Interims	District Interims
Unit Assessments	CKLA/Imagine Math

State Statute:

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

<p>Professional Learning</p>	<p>While Data-Drive Instruction (DDI), Observation/Feedback and Professional Learning Communities (PLC) are essential components to educator development through our extended learning with our district partners of University of Virginia (UVA-PLE) and the Cahn Fellowship (CFS) we have developed new innovative <b>Collaborative Professional Learning Structures</b> through our learning about change management and leading adult learning. We have created both <b>Team Meetings</b> (for collaborative content focused planning) and <b>Transition Teams</b> (vertical/horizontal/school-wide learning) teams focused on the instructional and cultural changes identified in our <b>Strategic Planning Process</b>. We also are committed to creating new professional learning structures as we look to continuously improve our teaching and learning pedagogy and practices. The calendar section outlines the places that require flexibility from the traditional DPS structures.</p> <p>School staff will still complete all training related to health, safety, and other legal compliance.</p>	<p>State Statute:</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> 22-32-109(1)(t): Determine Educational Program and Prescribe Textbooks;</li> <li><input checked="" type="checkbox"/> 22-32-109(1): Adopt Content Standards and Plan for Implementation of Content Standards</li> </ul>
<p>Supplemental and Enrichment Programming</p>	<p>To support Talent &amp; Identity Development, CTD-Greenlee may seek to hire supplemental and enrichment educators that do not hold a teacher's license to support in this education.</p> <p>CTD-Greenlee will identify when hiring supplemental and enrichment educators without a teaching license would best support our school community by delivering this relevant curriculum in seeking out applicants.</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 READ Act requirements), including special education licensure requirements.</p>	<p>State Statute:</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> 22-63-201: Employment - License;</li> <li><input checked="" type="checkbox"/> 22-32-110(1)(ee): Local Board Powers-Employ teachers' aides and other non certificated personnel;</li> <li><input checked="" type="checkbox"/> 22-63-402: Disbursements</li> </ul>

## Section II: Teaching/Staffing Flexibilities

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

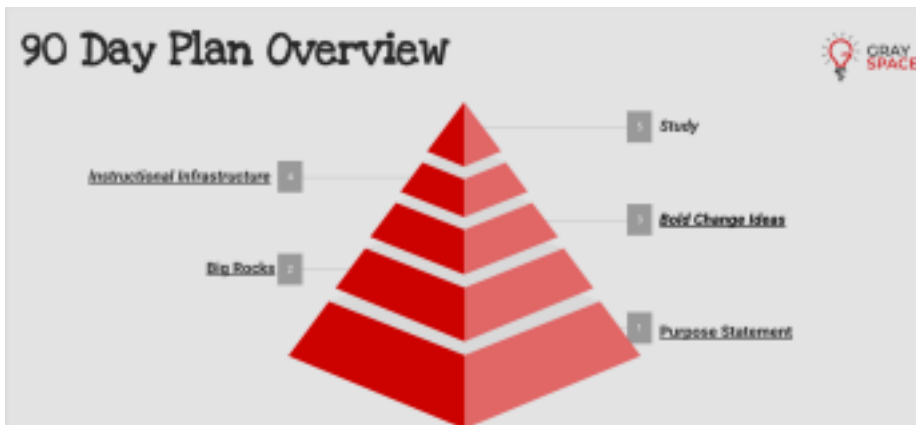
Teaching/Staffing Flexibilities		
Flexibility Area	Detailed Flexibility and Rationale	Select Associated Waivers
Recruitment and Hiring	<p><b>We will retain the flexibility to begin the hiring process before the standard DPS process. This flexibility results in a larger candidate pool and the ability to hire earlier in the hiring process. In accordance with the Equal Pay for Equal Work Act, We 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.</b></p> <p>In addition to this posting, the school will engage in independent outreach efforts to recruit candidates outside of the centralized recruitment channels.</p> <p>The school personnel committee, along with the school principal, will hold interviews for any open positions that are to be filled for the school.</p>	<p>DCTA CBA:</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Article 13-7 Hiring Timelines</li> <li><input type="checkbox"/> Article 13-8 Personnel Committee</li> <li><input type="checkbox"/> Article 14-1 Summer School Teaching Positions</li> </ul>

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

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

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

Innovative Practices	
Innovative Practice	Rationale and Specific Benefits
Strategic Planning	<p>When Greenlee was closed and reopened under the Center for Talent Development (CTD) model the district invested heavily in the school leadership team having extended learning opportunities centered around school turnaround work through the University of Virginia (UVA-PLE) cohort work.</p> <p>UVA-PLE's transformative and tailored leadership development increases the capacity of system and school teams to shape their own future and drive measurable, lasting improvements in system effectiveness and student learning, particularly for underserved students. Through multi-year executive education and on-site partnership, we drive organizational learning and collaboration that heightens focus, accelerates customized courses of action, and confronts inequities and difficult problems.</p> <p>Our learning on strategic planning aligned to change management through leading adult learning was deepened through additional learning opportunities with UVA-PLE and the Cahn Fellowship experience. We have also partnered closely with district leadership across Superintendent Boasberg, Cordova and now with Dr. Marrero's tenure and his focus on a strategic roadmap approach to craft and fine tune our <b>Strategic Planning Process (SPP)</b>. Our <b>SPP</b> focuses on the three main areas: instruction, culture and system/structures which are the research-based indicators of successful school improvement/turnaround work.</p> <p>In the Spring our respective <b>Distributive Leadership Teams</b> focus on identifying areas for improvement and design potential solutions as change ideas through our research and design process. As we moved into June Leadership week will have already identified the instructional and cultural change ideas for the following year which allows us to adjust our systems &amp; structures accordingly. Having clarity on our change ideas make it easier to align with the District priorities and results from State Testing that usually come in July/August. Our leadership teams take July to August to make our adjustments and we put our full plan on our <b>Fall 90-Day plan</b>. The 90-Day Plan serves as a road map that provides clarity to specific priorities and actions that are most important during the next 90 days. The plan will help ensure the focus of all stakeholders toward an aligned understanding of the implementation and progress of our school's transformation initiative. In December our Leadership Teams reflect on our progress and make adjustments for our <b>Winter 90 Day Plan</b>. In late FEB/early MAY we start the process over again. Because CDE recognizes the power of a strong 90-Day we are easily able to transfer our 90-Day plans into the UIP.</p>



Additional Committees

We have designed our innovative **Distributive Leadership Teams** around the three different aspects (Instruction, Culture and Strategic/Structure) of our innovative **Strategic Planning Process**. Each leadership team allows all educators across our building to take part in the design and implementation of each of our yearly change ideas.

- **Instructional Leadership Team (ILT)**: Facilitated by the school principal & Senior Team Leads and other educational leaders that will focus on the instructional change in the school.
- **Cultural Leadership Team (CLT)**: Members of the Wellness Team and other educational leaders that will focus on the cultural change in the school.
- **School Leadership Team (SLT)**: Facilitated by the Principal and other educational leaders that will focus on the systems and structures needed to support implementation of the instructional and cultural change ideas. We will hold a DCTA representative position for this leadership team as well.
- **The Collaborative School Committee (CSC)**: brings together families, staff and community members to create and implement a plan to promote high achievement within a school. This advisory committee meets at least quarterly during the school year and works with school leaders to provide feedback and recommendations on important school decisions. These recommendations may include ways to improve

	academic performance, budget priorities, and the school's program.
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## Innovation Plan Waivers

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

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

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

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

- The Teacher Employment Compensation and Dismissal Act (TECDA), with the exception that schools may continue to seek waivers of C.R.S. 22-63-201, which permits flexibility on licensure for non-core content subjects and C.R.S. 22-63-402, which pertains to supplemental compensation;
- The following articles of the DCTA collective bargaining agreement
  - Article 7 (grievance rights);
  - Article 8-1 (Contract Year), (subsections to 8-1 will still be waivable);
  - Article 10 (Performance Improvement Process);
  - Article 11 (complaints against teachers); and/or
  - Article 30 (Professional Compensation System).

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

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

If components of this innovation plan, including associated waivers, become impossible to implement due to changes in law, collective bargaining obligations, safety requirements, or operational capacity constraints, the District and Innovation School will collaboratively initiate the formal innovation plan revision process required under C.R.S. 22-32.5. Until revisions are approved, the District will make reasonable efforts to support implementation to the extent practicable.

### Waivers and Replacement Language

#### Calendar

##### **DCTA CBA:**

- [Article 1-8: Definition of "School Year"](#)
- Article 8-1-1
- [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](#)
- [22-33-102\(1\): 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 calendar 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 Collaborative Director. 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.

**8-1-1** - Newly hired educators shall have access to orientation and/or comparable training opportunities on a schedule that is reasonable and approved by the school.

**8-1-2** - In addition to the district's professional learning days, a maximum of **Four** more additional professional learning days will be scheduled each year. If the contract year is extended, teachers will be compensated for additional professional learning days at their regular rate. Any professional development days that do not coincide with those of the district, will be scheduled with input from the CSC to better serve the school community. Notice of professional development days will be provided at least ninety (90) days prior to the end of the school year.

## Curriculum and Assessment

### State Statute:

- [22-32-109\(1\)\(t\): Determine Educational Program and Prescribe Textbooks](#)
- [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 curriculum and assessment flexibility process 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 is required to adhere to the READ Act requirements in CRS 22-7-1201 thru 22-7-1214. 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](#)
- [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.

*The school will continue to follow the district's curriculum and assessment flexibility process.*

In determining the School's PD and coaching schedule, the Collaborative Director 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 training required for health, safety, equity, 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 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; Physical Education. 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 & Hiring

### 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**.

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

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

- ❑ [CTD letter of support](#)

Engagement Opportunity	Participation Structure and Attendees	Links
<b>Student Interviews</b>	<b>Students ranging from our ECE classrooms up to our fifth grade classrooms were interviewed and asked the question, "What do you love most about CTD?" the week of January 5, 2026.</b>	<a href="#">Link to Video</a>
<b>Parent Input</b>	<b>Parents either participated via in-person, phone interview, or google form to give their thoughts on the proposed Vision and Mission Statement, as well as state what they like most about CTD and areas of improvement for the school. A total of 10 parents were interviewed and 10 parents submitted their thoughts via the google form. Parents were interviewed from January 12-21, 2026 and the google form was sent out on January 14, 2026.</b>	<a href="#">Link to Feedback</a>
<b>Staff input</b>	<b>The google form was sent out on January 14th, 2026</b>	<a href="#">Link to Survey Responses &amp; Summary</a>

	<b>to staff and closed on the end of day of January 20th, 2026.</b>	
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