Pueblo District 60 Innovation Zone Plan

2023-2026

INNOVATION ZONE

PUEBLO SCHOOL DISTRICT 60

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Innovation Zone Plan General Information

Current Innovation Schools:

Elementary:

- Bessemer Academy
- Franklin School of Innovation
- Irving Elementary
- Minnequa Elementary

Middle:

- Pueblo Academy of Arts
- Risley International Academy of Innovation
- Roncalli STEM Academy

Innovation Plan Contact Information:

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School Information

School Name	Grades Served	Region or Neighborhood	Primary Contact & email
Bessemer Academy (719) 549-7505	PreK-5	Bessemer	**Angela Garcia** angela.garcia@pueblod60.org
Franklin School of Innovation (719) 549-7540	K-5	Belmont	**Dana DiTomaso-Junkman** dana.ditomasojunkman@pueblod60.org
Irving Elementary (719) 549-7570	K-5	West Side	**Jaime Schwab** jaime.schwab@pueblod60.org
Minnequa Elementary (719) 549-7580	Prek-5	Bessemer	**Katherine Harshman** katherine.harshman@pueblocityschools.us
Pueblo Academy of Arts (719) 549-7430	6-8	South Side	**Albert Farias** albert.farias@pueblocityschools.us
Risley International Academy of Innovation (719) 549-7440	6-8	East Side	**Janelle Manes** janelle.manes@pueblod60.org
Roncalli STEM Academy (719) 549-7450	6-8	South Side	**Michael Cservenak** michael.cservenak@pueblocityschools.us

Enrollment (Kindergarten through Eighth Grade)

School	2022-23	2023-24	2024-2025	2025-2026
Bessemer Academy (K-5)	247	200	195	191
Franklin School of Innovation (K-5)	307	302	295	288
Irving Elementary (K-5)	351	301	294	286
Minnequa Elementary	287	247	242	236
Pueblo Academy of Arts	518	501	489	470
Risley International Academy of Innovation	396	347	342	329
Roncalli STEM Academy	279	259	262	252
TOTAL	**2385**	**2157**	**2119**	**2052**

Student Demographics

Official 2022-23 October Count Statistics

School	Free/ Reduced % (2022)	ESS %	ELL %	Hispanic/ Latino %	African American %	White %	Other %
Bessemer Academy	89.3%	19.5%	4.6%	73.6%	4.6%	17.6%	4.2%
Franklin School of Innovation	82.3%	9.5%	3.2%	71.3%	1.9%	24.0%	2.8%
Irving Elementary	83.7%	13.5%	4.9%	69.6%	3.2%	23.2%	4.0%
Minnequa Elementary	87.7%	15.0%	11.9%	72.7%	1.0%	21.8%	4.4%
Pueblo Academy of Arts	81.3%	19.6%	1.7%	68.6%	3.3%	25.1%	3.0%
Risley International Academy of Innovation	95.5%	23.8%	7.2%	76.9%	3.5%	16.6%	3.0%
Roncalli STEM Academy	89.1%	27.0%	1.7%	70.6%	1.7%	22.2%	5.5%

Executive Summary

Innovation is defined as either the creation of a new practice, or the betterment of an existing practice, with the goal of producing a better outcome. With this in mind, the Pueblo District 60 Innovation Zone is driven by a fundamental belief in our students' ability to succeed and our schools' capacity to support and develop future leaders. Our collective practices must be responsive to both the current and future needs of our students and serve to prepare them for careers and opportunities that may not yet exist. This requires that our schools help students to become innovative problem solvers, skilled collaborators, and flexible learners, capable of adapting to an ever changing world.

We are proud to work together as an Innovation Zone in order to maximize the resources, advancements, and opportunities in Pueblo District 60. Through the innovation zone, our schools have been transformed, and we remain committed to ensuring that students have opportunities that are applied, learner driven, competency based, technology enabled, and individualized, all while remaining cost effective.

As an Innovation Zone, we recognize that an effective learning environment goes beyond traditional school settings and practices. This requires a variety of approaches including further personalizationalization of learning, increased collaboration with peers around content, project based learning opportunities that are connected to student experience and community, and technology that enhances the learning experience. Our leaders, teachers, and school community are steadfastly committed to a growth mindset, continuous improvement, and the implementation of effective instructional strategies that are grounded in the best practices available in education.

Vision

To create a culture of learning that develops each student into an extraordinary citizen in their local community and beyond.

Mission

As an Innovation Zone, we will create learning experiences that address all aspects of student development including their academic, social, and emotional learning. In this environment, students will be empowered to embrace a growth mindset, to take ownership of their learning, and to lead a life of purpose and impact.

Core Values

Our Innovation Zone is built on a set of core values that form the foundation of our work and guide us in our collaborative decision-making process. While programmatic elements and approaches may vary from school to school, these beliefs serve as our guiding principles and remain consistent across all schools. Innovation Zone core values are also strongly reflected in the core values of our school district.

Innovation Zone Core Values	District 60 Core Values
● We are preparing the future leaders and problem solvers who will transform the city of Pueblo, our nation, and the world. ● In order for students to achieve at the highest levels, the growth mindset must be internalized by every member of our zone community including our faculty, administration, and extended community members. ● We will drive positive change in our schools and community through data-driven decision making at every level. ● A positive relationship is often the lever that determines a child's trajectory, which is why every adult in our zone community treats all students with dignity and seeks every opportunity to build and sustain positive relationships. ● Authentic learning is essential for long-term educational success. Our zone community is committed to project based, student-centered, collaborative, and relevant learning that gives students opportunities to	● The success of every student is our most important commitment. ● Collaboration and engagement with our community, parents, staff and students are essential to our success. ● We must act with integrity, celebrate diversity, and promote equity. ● Each individual must be treated with dignity and respect. ● The social and emotional well-being of our students is as important as their academic needs. ● It is our responsibility to provide a safe, positive, and supportive environment for our students and staff. ● Our community heritage, traditions, and history should inform our response to future student and district needs.

do, touch, investigate, and experience. ● Our zone will achieve goals for academic achievement by cultivating a collaborative culture that supports excellence in teaching and learning.	

Rationale for the Innovation Zone

The Innovation Zone seeks to demonstrate the efficacy of a collective response to the needs of individual schools within the zone. The zone provides an opportunity to collaborate within a network of schools whose conditions are similar and whose leadership teams are philosophically aligned. The selected innovations, in conjunction with our cycle of continuous improvement, has been critical to each of our zone school's improvement strategies. The Innovation Zone in Pueblo includes three middle schools: Pueblo Academy of Arts, Risley International Academy of Innovation, and Roncalli STEM Academy. There are also four elementary schools that comprise the zone: Bessemer Academy, Franklin School of Innovation, Irving Elementary, and Minnequa Elementary.

Pueblo District 60's innovation zone schools have collectively identified three key areas of focus on which to concentrate. While the focus areas are common, each school may utilize unique programs, processes, and practices that best meet the needs of their school. The innovation schools are also committed to engaging in collaborative activities and opportunities so that educators have venues in which to share experiences and benefit from one another's experience. The schools within the zone will continue to develop and refine their individual and collective efforts, recognizing that the work is ongoing, and there is always an opportunity for continuous improvement.

As part of the larger school district, the Innovation zone remains dedicated to piloting and implementing practices that can have a positive impact on the district as a whole. Many district adopted concepts and practices such as observation and feedback cycles, data meetings, and leadership professional development have been informed and developed in part, via the original work done by the schools within the innovation zone.

Overview of the Zone

The Innovation Zone began in 2016-17 when the six original schools were on the accountability clock and in the process of implementing improvement efforts. These schools were then joined by two additional "on the clock" schools during the second year (Heroes K-8 Academy was closed the following year). In 2022, three of the four elementary schools had a "performance" plan assignment type. At the middle level, Roncalli, Pueblo Academy of Arts, and Risley International are on the accountability clock with a priority improvement or turnaround status. Bessemer Academy did not receive a plan assignment type in 2022.

The Pueblo Innovation Zone is an opportunity to engage in specific and targeted improvements across a network of schools. While the communities, educational programming, and conditions within each school of the zone are unique, the schools within the zone have identified three key areas of focus:

- Teacher Recruitment and Retention
- Innovative Learning Experiences
- Student, Family, and Community Engagement

Each school within the zone will deepen their understanding of the focus areas. They will learn about the challenges inherent within each area and identify practices or strategies that have shown success, while considering their own unique school context. Schools will develop systems and strategies that are designed to address the barriers within each area in order to effect change. On a regular basis, staff within the innovation zone will collaborate to discuss their efforts, identifying and collaboratively solving common challenges, as well as sharing successful approaches with one another. Identified successful practices will be replicated across the zone with the opportunity to scale them at the district level when appropriate.

Many practices that had their roots in the innovation zone are now implemented on a district-wide basis. The schools within the innovation zone remain committed to these practices and seek to enhance and improve their ability to implement them.

Assessment and Data Informed Decision Making (DIDM):

Innovation Zone schools continue to utilize a common system of assessment to monitor student mastery of core content standards. As the district has moved towards a more consistent approach to assessment, innovation schools will continue to leverage these tools to inform instructional decision-making. With a focus on innovative learning experiences, the innovation schools may also explore authentic approaches to

assessment, including project based learning, as a means by which students can demonstrate mastery of instructional standards.

On the basis of a variety of formative assessment, Innovation schools engage in regular instructional planning. Leaders and teachers collaborate for planning using curricular resources and instructional standards, identifying and customizing those strategies that will best meet the needs of their students. To do this, schools seek to prioritize common planning and PLC times to allow for data analysis and planning.

Progress Monitoring and Communication:

Staff within the innovation zone believe that robust progress monitoring is essential to the successful implementation of strategies. This includes ongoing communication with stakeholders to discuss successes, challenges, and potential solutions to barriers that may arise. Schools will use a 90 day improvement plan as the basis for designing, communicating, implementing, and monitoring their improvement strategies. This will include regular analysis of implementation milestones and benchmarks to guide action and planning. As part of their student, family and community engagement focus, Innovation zone schools will expand their collaboration with stakeholder groups.

Calendar:

Innovation zone schools will have a common elementary and common middle school calendar to support teacher professional development and planning as well as creative and focused use of student instructional time. Innovation schools may seek to adjust professional development dates/ times as appropriate to best meet the needs of their schools in accordance with identified waivers.

Coaching Process:

Staff within the innovation zone are committed to a growth mindset as it applies to their practice. Leaders and teachers recognize the benefits of collaborative coaching approaches such as observation/ feedback cycles, real-time feedback, peer observation, and learning labs for teachers and leaders.

Student culture expectation:

Positive Behavior and Intervention Systems (PBIS) form the foundation of school culture at each Innovation campus. This creates a common approach to culture based on high expectations while still allowing for the unique context of each school. Each school takes a “college-ready” approach to their student culture that provides students with resources, strategies, and experiences that help students to think about the future.

Adults work to develop positive and supportive relationships with students that foster mutual respect and accountability. Schools within the innovation zone also strive to help students to develop the social and emotional skills that will allow them to succeed now and in the future. As a zone we recognize that students will need to be able to interact effectively with one another, resolve conflicts in a productive way, and communicate effectively in order to experience long term success.

Family and student compacts:

Innovation zone compacts may be implemented by each innovation school and are aligned conceptually and philosophically.

Teacher commitment form:

Innovation zone schools use a common teacher commitment form that identifies shared values and expectations of teachers in a zone school (see appendix E).

Teacher Evaluation:

The Innovation zone schools have waivers that allow for adjustments to the ways in which data may be used within the teacher evaluation rubric including which assessments will be utilized and to what percentage. With recent changes to the evaluation system at the State level including a reduction in the percentage of the evaluation that is based on Measures of Student Learning (MSL's), prohibition of previous years CMAS scores, etc, the zone has chosen to follow district guidance in the determination of the appropriate MSL's for educators. Zone leadership, in conjunction with the BLT's at each school may consider adjustments to the evaluation system in accordance with state statute and existing waivers, at a later time.

Collaborative decision making:

Innovation zone leadership will consult as a team on changes to zone core practices and any other changes that may have an impact on the zone. This includes hiring decisions that may affect the zone. Zone principals will have a role in the hiring process for any principal and assistant principal positions within the zone.

In order to take advantage of the full range of innovations made possible through our collaboration, the Innovation Zone will need flexibility to organize time, staff, students, and data infrastructure. In order to maximize these opportunities we are requesting the continuation of waivers in the areas of educational programming, human resources,

data infrastructure, professional learning, calendar and schedule, parental and student agreements, purchasing practices, and teacher evaluations.

Educational Programming:

Schools within the innovation zone have the flexibility to determine each school model and the ability to align course offerings to those models. Schools may elect to "opt out" of district mandated scope and sequence maps and have flexibility in the selection of curricula and instructional materials. The zone has authority over grading practices.

Human Resources:

In order to recruit and retain highly talented teachers, the innovation zone has flexibility in terms of hiring practices and timelines, compensation practices, employment contracts, and oversight over all positions with the exception of facility, custodal, classified, and special service provider district itinerant staff.

Data Infrastructure:

Schools within the zone have the authority to determine school assessments that are appropriate for each school model in addition to those required by the state (CMAS). Innovation Zone schools have elected to utilize assessments adopted at the district level including Istation (elementary) and NWEA (middle level). Innovation zone schools have the flexibility to adopt and/ or create other assessments as outlined within local waivers.

Professional Learning:

Innovation schools have the authority to select school-based professional development experiences and school specific professional development calendars, the flexibility to opt out of district required professional development for teachers and administrators, and the ability to support Innovation Zone professional development opportunities that align with common high leverage practices.

Calendar/Schedule:

The innovation zone may create school specific calendars and daily schedules that will include PLC time, as well as data and instructional days. They have the flexibility to create an extended calendar/day for student contact and additional professional development days for teachers. In addition, zone schools possess the ability to determine teacher workload and adaptation of district transportation to align with the individual school schedule. In all cases, the number of student contact hours will meet or exceed the minimum expectations set forth by the state. Adjustments to the

schedule/ calendar may be subject to budget considerations as well as constraints outside of identified waivers.

Purchasing Practices:

Schools within the zone have flexibility with regard to the procurement of technology and software, authority to use the Procurement Card for purchasing with a simplified district approval process, and the ability to contract and pay consultants through the Executive Director of Continuous Improvement and Innovation. All purchases will be made within existing budgets.

District Impact

The Pueblo Innovation Zone offers a unique opportunity for the dissemination of best practices within and beyond the zone. Because our schools represent diverse grade levels, programming models, student populations, and school communities, the resources, practices, and knowledge gained throughout the zone have the capacity to strengthen our entire district. A mandate of the zone is to share our successes, struggles, and next steps through ongoing outreach efforts that will include opportunities for dissemination of information.

- **State of the school meetings**: Each zone leader will conduct a state of the school meeting with school staff at least twice per year.
- **Innovation Zone quarterly meetings**: The Innovation Zone quarterly review meetings will be open to other school leaders within the district in order to share understanding about innovations and their implementation.
- **District wide professional development for school leaders:** Professional development will be offered in partnership with the district by zone principals to other school leaders as available.
- **Board updates:** During board meetings twice per year, the Innovation Zone leadership will update the board on progress and lessons learned.
- **District and K-12 leadership updates:** Zone leadership will provide quarterly updates at the district level as appropriate.
- **District department engagement:** Innovation Zone leadership will engage district departments to support roll out of best practices district wide.
- **Cultivation of future leaders:** The Innovation Zone will cultivate future leaders and the development of a talent pipeline.
- **Middle school preparation:** Innovation elementary schools work to prepare students for success at the middle level and beyond. In some zone schools, there is a focus on Advancement Via Individual Determination (AVID) at the

elementary level which will provide greater preparation at the middle school. All schools within the zone will promote a college-ready culture.

- **Impact documentation:** At the end of every year, the Innovation Zone will document the impact of the zone across the district in the areas of professional development, teacher pipeline candidate placement across the district, change in district policy, and achievement data.

Selection & Stakeholder Support

Pueblo District 60 serves a unique community. The district serves a number of students from poverty as well as a large number of English language learners. There are a significant number of students with an Individualized Education Plan (IEP) that often exceeds averages across the State.

The creation of the original Innovation Zone began when the Superintendent and Board of Education of Pueblo District 60 recommended that several schools in Turnaround Status collaborate to design school plans intended to operate differently than other district schools. Using the recommendations from the state review panel for individual schools and the district, it was determined that an Innovation Zone provided a viable pathway for some schools to meet turnaround expectations. The Superintendent's intention behind a zone was to provide the needed autonomy for struggling schools to create the systems and processes they themselves determine to be necessary for turnaround. The purpose of the zone was to provide a place within the Pueblo District 60 system to develop and implement zone wide autonomies and school specific implementation with a shared interim assessment system that would allow for a data driven approach to innovation.

The Superintendent and Board of Education designated the Executive Director of Continuous Improvement and Innovation to identify schools most likely to be successful in a collaborative Innovation Zone. All schools in Turnaround Status were surveyed and interviewed to determine their readiness for entering a zone of innovation with a major focus on data collection, data analysis, and a reteaching and reassessing cycle for continuous improvement. Schools were also given the option of opting out of consideration.

The Principals of Turnaround schools attended informational sessions where targeted strategies, goals, and timelines for creation of the zone were presented. Principals shared these with their leadership team throughout the plan development process. The school leadership teams then disseminated the information to their respective staff members. The readiness of each school and the school community's desire to join a zone of innovation led to the initial selection of six Innovation Zone schools. The selected schools demonstrated a systems-based structure necessary for a successful implementation of an Innovation Zone plan focused on data driven planning and decision making.

In 2019, the Innovation Zone plan was updated and approved without any significant changes. The plan remained in place through 2023 due to a moratorium on changes being made to plans during the 2022 school year.

Recognizing that no changes to the plan had been made since its inception in 2017, the Innovation Zone embarked on a review and update process in the Spring of 2023. Each of the schools convened an Innovation Plan review team which consisted of a variety of stakeholders including school leaders, educators (including association representatives), and parents. The team met regularly to review the components of the innovation plan, understand and discuss waivers, and identify common areas of focus for the zone over the next three years. Throughout the process, these teams shared updates with their Building Leadership Teams and school staff. In May of 2023, the certified staff at each school voted to support the Innovation Zone (see appendix A).

Individual School Contexts

Bessemer Academy

Bessemer Academy is a neighborhood PreK-5th elementary school located in the heart of south central Pueblo. Its current enrollment (Preschool through Fifth grade) is about 252 students. Approximately 87.4% of students are eligible for free meals. Currently, Bessemer Academy houses programs for Exceptional Student Services that support students with mild to moderate needs, Autism, and those who are Deaf & Hard of Hearing. All of these programs provide specialized support to each student with the opportunity to be integrated into the general education classroom and develop relationships with their peers.

Bessemer Academy supports each student through the differentiated instruction of each content area. Wonders, Engage New York, and Project Lead the Way are the primary curriculum for ELA, math and science.

As an Innovation and STEM school, Project Lead the Way is used as the science curriculum. To facilitate cross-curricular instruction, PLTW modules are aligned with the Wonders curriculum and the final project of each school year is a grade level developed Project Based Learning activity that concludes with a community wide PBL Showcase.

Supporting the growth and development of all current and future students at Bessemer Academy is one area of focus. Differentiated support in reading and math are provided daily to each student in grades Kindergarten through Fifth. After school tutoring and enrichment groups, including PE and music, are also provided.

Providing students with experiences that reach beyond the classroom is another area of focus. Monthly field trips, either on campus or off, are provided with each field trip being aligned to the current focus of reading, math or Project Lead the Way (PLTW).

Supporting the whole child is another priority at Bessemer Academy. Daily counseling and social emotional support are provided through the support of the school counselor, school social worker, and Health Solutions, a local mental health provider. To expand

the school's knowledge and support for students' mental health, the Zones of Regulation program will be implemented in the 2023-2024 school year.

Franklin School of Innovation

The Vision for Franklin School of Innovation is to provide a supportive and high-quality education, so each scholar will be college or workforce ready and lead a life of purpose. Its mission is to develop and enhance academic, social, and personal skills in a safe, rigorous, and engaging learning environment using innovative practices

Benjamin Franklin Elementary has been an important part of the Belmont community of Pueblo, Colorado, since the 1950s. In August 2017, the name was changed to Franklin School of Innovation to reflect its participation in the Innovation Zone. During the 2022-2023 school year, approximately 320 students were enrolled at Franklin in grades Kindergarten through 5th Grade. Approximately 78% of the students are minority students and 83% qualify for Free or Reduced Lunch. Due to the Covid 19 pandemic, attendance rates have been inconsistent over the past several years and average daily attendance was estimated at 89% for the 2022-2023 school year. Franklin has seen a slight decline in student enrollment in the past three years. In 2020, Franklin was awarded a BEST Grant which, in conjunction with the approved bond, allowed for the construction of a new school which was completed in the Spring of 2023. The new school building will provide a safe and thriving learning environment for students, and enhance the local community.

In October 2022 Franklin School of Innovation's performance plan type increased from "Priority Improvement" to "Performance." The school receives support from the Early Literacy Grant which is in place to improve student achievement in literacy and provide support to teachers to improve Tier I and Tier II instruction. In addition, the school also works with a Math Consultant to provide on site coaching and support for teachers and leaders. This includes the use of planning tools to boost student learning, classroom coaching, and consultation on instructional planning. Differentiated instruction is also utilized during Tier I and Tier II instruction to support the individual needs of students.

Franklin's Building Leadership Team conducted data analysis to identify challenges and mitigate existing root causes in an effort to boost student achievement and growth. The school uses a three pronged approach based on student academic achievement, school culture, and support for the implementation of curriculum. These areas are identified within the school's 90-Day Plan which serves as the anchor for identifying, implementing, and monitoring Franklin's improvement strategy.

Franklin implements several initiatives for student success including Advancement Via Individual Determination (AVID) with a focus on organization,college, and career readiness. The school has recently become a Project Lead the Way (PLTW) School providing students access to real-world, applied learning experiences that empower them to gain the skills they need to thrive in college, career, and beyond. The implementation of this project-based learning program incorporates the content areas of math, science, technology, and engineering. Through Project Lead the Way, students develop in-demand, transportable skills such as problem solving, critical and creative thinking, collaboration, and communication that they will use both in school and for the rest of their lives, on any career path they take. Students are empowered to explore career paths, engage in problem solving and process thinking, develop technical knowledge and skills, and build communication skills.

Student academic achievement and growth data has been inconsistent over the past six years and the school has fluctuated between priority improvement, improvement, and performance plan assignment types. Continued Innovation status provides the flexibility and authority needed to address challenges. By partnering with other schools in the Innovation Zone, Franklin is able to break down the barriers to achievement through collective efforts and provide the students of Pueblo the education and opportunities they so richly deserve.

Irving Elementary

Irving Elementary, home of the bullpups, is a kindergarten through 5th grade school with an enrollment of approximately 350 students. It's an innovation school that prides itself on offering unique opportunities for students to learn and grow as individuals. The Irving Elementary **FAMILY** believes that every student will lead a life of purpose and impact. Through a collective commitment, they will equip and empower every student with the confidence and skills necessary to obtain high levels of student achievement. Irving Elementary will remove barriers to student success by focusing on Tier I instruction and *working together to* create a community of learners. Due to the hard work of staff and students, the school has moved up three ratings from a turnaround plan assignment type to a performance plan in 2022 on their school performance framework.

Irving is located on the west side of Pueblo and is a neighborhood school. The school community is made up of more than 75% minority students (68% hispanic, 3% black, and 4% other minority groups). 5% of the population are identified as English Language Learners and 85% of students are economically disadvantaged who qualify for free/reduced lunch. A large percentage of students qualify for Tier II and Tier III support

with 16% on an IEP, 41% on a READ plan, and 19% with an Response to Intervention (RtI) plan.

The school focuses on providing students' innovative opportunities that allow them to have ownership over their learning and that foster a desire to be at school. The entire staff utilizes the Zones of Regulation to help support the social emotional needs of students. The Zones provide a common language school-wide and help students to identify different feelings and understand they are okay. This, in turn, helps to identify the cause of behavior or stress and to be proactive in supporting student needs. Irving also utilizes restorative practices to support students with their social emotional needs. The focus of these practices is to help students move forward, understand their actions, and learn how they can do things differently to be more successful. Ultimately, the goal is to eliminate or reduce the amount of time that students leave the classroom and miss instructional time. In this way, the school is focusing their collective efforts on increasing student ability to achieve academic success through self-regulation.

Innovative practices are also utilized in instructional settings by departmentalizing instruction in grade three through five. Students in each of these grade levels have three core content classes: writing, reading, and mathematics. Irving currently follows the district curriculum and uses Wonders for ELA instruction and Engage New York for mathematics. Science, music, and physical education are offered as elective courses and students participate in these classes at least once a week. The school uses grade level PLCs, vertical team meetings, data meetings, and professional development in an effort to enhance the craft of each and every teacher. The *learning commons* has been one of the most exciting additions to our instructional learning opportunities introduced in the last two years. Students use this space to participate in exploratory learning while enhancing critical thinking and creativity.

To promote effective instruction, Irving utilizes the observation/feedback cycle to provide coaching for staff on bite-sized action steps that help them to continuously improve their management and rigor within the classroom. Each quarter the instructional leadership team evaluates teacher and classroom needs and identifies the coaching cadence and cycle for teachers. The goal is to give every teacher feedback based on observations no matter where the teacher is on the state evaluation rubric. All staff are expected to have a growth mindset at Irving, and build trusting relationships amongst colleagues allows us to continuously grow.

The commitment to school improvement is never-ending. It is of the highest priority to have culturally responsive and inclusive classrooms where each student has access to learning. The Instructional Leadership Team at Irving prides itself in defining key priorities for the school and outlining them in the 90-Day plan. They gather input from all stakeholder groups including staff, students, and the school PTSO to inform action steps. The Building Leadership Team also plays an integral role in defining priorities, identifying ways to provide unique learning experiences, and creating opportunities for parents/guardians to be involved in the school setting. The goal is to be a collective unit that sets students up for academic achievement in a safe learning environment.

Minnequa Elementary

Minnequa Elementary School is a Pre K through 5th-grade Innovation school located in the heart of the Bessemer community in Pueblo, Colorado. The rich history in the area is linked to the Colorado Fuel & Iron Company. The school was opened in 1902 serving many of the families living around the Steel Mill. Today, they continue to serve local scholars who live within a mile radius of the school. Minnequa Elementary School supports a scholar population of approximately 264 scholars. Minnequa's free and reduced lunch rate is 93%. Additionally, many scholars enter school with a limited vocabulary, social-emotional needs, and are academically below grade level. High scholar mobility also impacts scholar learning rates. Oftentimes, differentiating and individualizing instruction for scholars is a challenge due to the immense needs within each classroom. Implementing specific programming models that are intentional and designed to support struggling learners, and models that accelerate learning for all scholars is critical.

Minnequa has met many challenges over the last several years in regards to academic achievement and growth through implementation of a strong behavioral and academic culture, instruction that is informed by data, and a variety of coaching of staff. Many systems and improvement levers are implemented at the school including a data-informed instruction process, observation feedback cycles, real-time coaching, and climate and culture routines and procedures. Additionally, the school has partnered with Relay Graduate School of Education and 2Partner (Mathematics Consulting) to continue establishing strong systems within the school. The school continues to utilize a standardized assessment system which allows access to data, analysis via data meetings, the creation of re-teach plans, and the ongoing evaluation of instruction based on the adaptations. Although there have been notable, observable changes in instruction and learning, Minnequa continues to work towards increased scholar achievement.

The schedule at Minnequa is designed around data-informed instruction and professional learning communities, and provides teachers time to engage in active learning about instruction, and allow them to adapt instruction to accelerate learning for scholars. The need for professional growth and development for staff members is also critical. Ensuring time is built in for teachers to receive high quality and highly effective PLCs and professional development is essential when designing a calendar to support the teaching-learning cycle. School-specific programming that meets the needs of children within the school is very important.

While a high-quality curriculum is important, that alone is not enough to impact scholar achievement and growth. Through the implementation of innovative and specific program models and designs, the school will be able to meet the needs of its scholars and have the ability to ensure that scholar learning and understanding is differentiated and accelerated.

The staff at Minnequa believe that their scholars are intelligent and capable of meeting rigorous academic learning expectations. If scholars are engaged in rigorous academic curriculum in conjunction with mindful habits, the school will create proficient scholars that are prepared for secondary education and beyond. Minnequa's participation in the Innovation Zone allows them to build upon the work that has already been started and will allow further engagement in meaningful work around scholar learning. Innovative approaches such as Blended Learning and After-school Academy opportunities are critical to the success of the school and the school's within the Zone. The additional time, flexibility and resources provided through innovation will allow Minnequa to better prepare scholars for success in our local and global community.

Pueblo Academy of Arts

Pueblo Academy of Arts offers rigorous and differentiated academic programming that infuses the arts to engage students to construct and demonstrate understanding and meaning. The school develops students' conceptual understanding, critical thinking, and creativity by way of project-based, experiential learning, and artistic demonstrations of skills and knowledge. They intentionally create necessary conditions (climate and culture) for students to receive intensive support and enable them to perform at or above grade level. At Pueblo Academy of Arts, an intentional instructional environment creates a safe and supportive school environment that enables the provision and demonstration of high academic standards.

The school utilizes Arts integration as an approach to teaching that integrates the fine and performing arts as primary pathways to learning. The goal of arts integration is to increase knowledge of a general subject area while concurrently fostering a greater understanding and appreciation of the arts for students. Arts integration makes learning more engaging, effective, and meaningful and helps students to develop a range of skills and abilities that will benefit them in all areas of their lives.

Pueblo Academy of Arts supports Extended Learning Opportunities (ELOs) through a broad range of programs that provide students with academic enrichment and/or supervised activities during the school day, beyond the traditional school day, and in some cases, beyond the traditional school year. Extended Learning Opportunities can be provided in a number of areas including academic support, enrichment, and social emotional learning programs and activities. United Way mentorships, State of Grace Counseling, and Educational Talent Search are all examples of ways in which extended learning opportunities are provided for students at PAA.

The staff at Pueblo Academy of Arts believes that remarkable outcomes are possible in a classroom where trust, respect, and caring relationships flourish. The Capturing Kids' Hearts program provides tools for administrators, faculty, and staff to build positive, productive, trusting relationships — among themselves and with their students. These processes transform the classroom and campus environment, paving the way for high performance through the development of positive interpersonal relationships

Pueblo Academy of Arts is distinct in the provision of a flourishing arts program that prioritizes instruction in graphic and digital arts, visual arts, video production, photography, instrumental arts, physical arts, vocal arts, drama, and dance. These courses not only provide students with the opportunity to explore their interests and passions, but also help to develop their critical thinking, problem-solving, and communication skills. These courses are taught by highly qualified instructors who are dedicated to helping students achieve their full potential. Students are encouraged to experiment, take risks, and express themselves in a supportive and collaborative learning environment.

By providing opportunities for creative expression and exploration, students are inspired to become lifelong learners who are confident, imaginative, and engaged members of their communities.

Risley International Academy of Innovation

Risley International Academy of Innovation is a public middle school serving 400 students located on the East side of Pueblo. Students live predominantly in small homes tucked into neighborhoods between the Arkansas River and the I-25/I-50 corridors. Just over 95% of students are eligible for free/reduced lunch.

Beginning in 2019, Risley began serving an additional 100+ students due to the closure of a K-8 school on the West side of Pueblo. Most students currently score below district and state goals with academic achievement rates. Therefore, Risley is committed to holding students to high expectations and believing in their success so that students will leave Risley prepared to lead a life of purpose and impact.

In 2013, Risley was granted Innovation status by the Colorado Department of Education, which allowed Risley to seek and obtain greater autonomy and flexibility with state and local policies specifically those in which challenge their ability to execute reform and improvement initiatives. School autonomy has been a critical tool for implementing a new school design that is focused on achievement for every student.

The original components of the program included a number of programs and approaches such as AVID, Capturing Kids Hearts, Standards-Based Grading and Reporting, and an extended school day and year. However, in 2018 the State Board of Education ordered that Risley be under full external management, at which time, the external managing partner narrowed Risley's focus and eliminated a number of programs and initiatives.

In the Spring and Summer of 2020, a new leadership team was hired and a shift was made from full to partial external management with the Relay Graduate School of Education (Relay GSE) that oversees curriculum, assessment, and professional development decisions. The school leadership team also participated in the University of Virginia's Leadership Development program which helped facilitate the building of a new vision, core values, and 90-Day Plan with clearly defined "Big Rocks," or focus areas.

To date, these efforts haven't realized the academic growth and achievement necessary to pull the school out of Turnaround Status as Risley is currently rated with a Priority Improvement plan type assignment. A nationwide shortage of qualified teachers has had a strong local impact on middle schools, especially at Risle, where recruitment and retention of teachers is a significant challenge that inhibits improvement efforts.

As part of the continued pathway, Risley will remain a part of the Innovation Zone and will continue to work collaboratively with other zone teachers and leaders. This will provide leverage, accountability, urgency and support for the change process and provide the quality education that students deserve.

Roncalli STEM Academy

Roncalli STEM Academy (RSA) serves approximately 300 students in grades 6th through 8th from a variety of economic and demographic backgrounds. All students at RSA participate in STEM (Science, Technology, Engineering and Math) specific courses through Project Lead the Way, Amazon Future Engineer, Code.org and other partners who bridge STEM skills and learning to classroom instruction. STEM concepts and Project Based Learning (PBL) are also embedded into every subject. This was made possible through the Innovation Plan, which the school first began implementing in August of 2013.

Since the implementation of the Innovation Plan, RSA has established a culture and

climate focused on high expectations both culturally and academically. However, there are still challenges that present barriers to achieving the expected growth and achievement rates such as teacher recruitment and retention. A distinct focus on project-based learning, text first planning, and an expansion of arts offerings, have built opportunities for academic excellence. Students work directly with urban agriculture, growing food for our cafeteria and have new course offerings for Drone technology (this programming can support students seeking a drone operator license once they reach age 16).

A partnership with UVA-PLE and the Relay Graduate School has supported Roncalli to devise a stakeholder driven 90 day plan that focuses on two big rocks for school improvement each school year. This degree of focus on the most essential adult actions has improved the quality of professional collaboration and the consistency of a predictable learning environment in the 22-23 school year. Going forward, RSA will deepen its focus on innovative student and community engagement.

Innovations in Detail

Educational Programming

The Pueblo Innovation Zone has the flexibility to determine each school's model and aligned course offerings. Each school within the zone may elect to opt out of district mandated scope and sequence maps and institute school specific scope and sequence maps that align to individual school models. In addition, each school has the flexibility to select curricula and instructional materials aligned with individual school models. Any adjustments to the school's curriculum and/ or scope and sequence of instruction are made in consultation with the Executive Director of Continuous Improvement and Innovation.

The schools may establish standards based grading across the zone and the flexibility for each school in the zone to determine progress and report card frequency, timelines, and format. Although they may follow the district calendar and timeline, schools may also choose to determine an alternative parent/teacher conference timeline. To support student centered learning and high quality instruction, innovation schools implement high-yield instructional strategies that prioritize standards aligned instruction, collaborative learning, project based opportunities and ongoing academic monitoring. Each school in the zone has worked to establish an intentional student culture by

integrating the Growth Mindset, Positive Behavior Intervention Supports (PBIS) and other culture building tools and processes to build a positive zone wide culture.

The flexibility established by the zone allows zone schools to address specific educational programming needs and provide the tools to personalize students' educational experiences. Control of educational programming allows schools to determine how a variety of approaches to teaching the standards impacts student performance, particularly in English Language Arts and Math. Since zone schools utilize a variety of approaches (STEM, AVID, PLTW), the sharing of data allows zone schools to compare successes and challenges, and to make adjustments to individual programs.

Middle School Programming

While each school's programming model is different, they all share a common goal of increasing student learning, achievement and growth, and fostering a sense of efficacy. The innovation schools approved in 2013 (Pueblo Academy of Arts, Risley International Academy of Innovation, and Roncalli STEM Academy) continue to pursue educational programming aligned with each school's program model.

Pueblo Academy of Arts has established a focus on Visual and Performing Arts. Although staffing challenges have impacted the school's ability to maintain this focus, the school is currently redoubling its efforts to provide an arts-focused education to students at the middle level.

The International Baccalaureate program established at Risley International Academy of Innovation was eliminated in 2019 (a decision made by the full management partner required by the State Board of Education). Currently, the school is providing an AVID elective program for students at the school as well as elective options such as digital media and technology. Similar to Pueblo Academy of Arts, staffing challenges have made it difficult to identify and sustain a long term area of focus for the school. Instead, the school has invested its time and energy into the improvement of Literacy and Math programs with an emphasis on increasing student engagement and the establishment of high expectations.

Roncalli STEM Academy continues to utilize a variety of programs that are focused on STEM activities for students. There are a number of project based learning activities at the school including a partnership with the local food bank. Students at Roncalli have elective offerings that provide exposure to a variety of disciplines and technologies

including computer science, robotics, and drone technology. All of the middle schools within the innovation zone continue to refine their research- based strategies and program models to ensure a focus on high quality instruction.

Elementary School Programming

Franklin School of Innovation, Irving Elementary, and Minnequa Elementary, have implemented educational programming across all three schools with Bessemer Academy implementing the same or similar programs as appropriate. This allows the schools to leverage professional development and create cross school collaboration, opportunities for both leaders and educators alike. Innovations in educational programming continue to be implemented on a regular basis such as the expansion of Project Lead the Way programs and Computer Science based activities such as coding. Advancement Via Individual Determination (AVID) is another system of strategies that supports high expectations, utilizes strategies to support student learning, and helps to ensure that students become successful learners in elementary school and beyond.

The innovation schools at the elementary level continue to prioritize high quality tier one instruction that is consistent across classrooms and grade levels. This has been supported through regular professional learning communities (PLC's), facilitated instructional planning, observation feedback cycles, and support from outside consultants. Several schools have previously pursued grant funding through the Early Literacy Grant Program (ELG), as well as engaged in extended consultation with 2Partner Mathematics, to enhance their Mathematics program.

In addition, many schools have identified community partners to support students outside of the classroom. This includes work with the Boys & Girls Club (currently three of the seven innovation schools have a clubhouse), and the YMCA which sponsors after school sports leagues. Schools within the innovation zone are also exploring opportunities to provide more extended learning opportunities during the regular school day.

Finally, an important cornerstone of the educational programming innovations is our partnership with higher education in developing a pipeline of highly effective teachers. Through an intensive student teaching experience based on a co-teaching model, the zone connects promising student teacher candidates with master teachers to ensure that new teachers have the necessary knowledge and skills to be successful educators in our schools. A reduction in the number of students enrolled in education programs at the local university has stifled the zone's ability to leverage this aspect of the program

effectively. However, efforts are underway to revitalize this program over the next three years.

Individuals with Disabilities Education Act

Pueblo District 60 recognizes that the plan to create an Innovation Zone will not impact or in any way diminish the schools' or District's obligation to comply with all obligations under the Individuals with Disabilities Education Act ("IDEA"), the federal IDEA regulations, the Colorado Exceptional Students' Educational Act ("ECEA"), or the Colorado Rules for the Administration of the Exceptional Students' Educational Act.

Human Resources

The Pueblo District 60 Innovation Zone provides flexibility in the hiring processes of certified staff. Each school in the zone will have flexibility with regard to recruiting practices and timelines, posting and hiring timelines, the ability to post when vacancies are determined, and flexibility in determining the length and duration of posting. In addition, the zone will have the ability to retain late-hire employees through contract renewal. Contract renewal of late hire employees will be at the discretion of the principal.

Zone schools have the authority to determine staff positions within the set staffing patterns and allocations of the district. This means zone schools have flexibility within the allocated FTE to determine school specific positions or assignments. They have autonomy in selecting teacher and administration staffing, and determining the appropriate leadership structure for the school. Zone schools may hire non-traditional candidates and long-term substitutes who may not be certified or highly qualified for positions that are not core academic positions such as music and dance. They have the authority to deny direct placements of certified and classified staff from the district and the flexibility to administratively transfer staff who do not support the tenets of the Innovation Plan. The schools in the Innovation Zone need to retain personnel that are committed to the reform model, therefore all certified staff members are required to sign the Innovation Zone Staff Commitment Form which outlines the expectations of the Zone (see appendix E). When the zone was first created, an opt out process was made available to any staff member who preferred not to continue working in a school after it achieved innovation status.

The zone has the flexibility to explore actual to average salary. This process would calculate the difference in the amount of funding resulting from a staffing formula based upon a projected average salary versus actual salary. Any cost savings (difference between actual vs average salary) would then be allocated to the school to be put toward the school reform effort. The zone schools also have the ability to create school

specific positions and job descriptions and the ability to hire for positions that align with specific school models and needs.

Schools may determine bell schedules and calendars to support their specific school models. Schools will use the same formula as the district for additional pay for professional development and teaching that is in place. The district provides the innovation zone with the monetary means for schools to provide pay for performance and sign-on, stay-on bonuses for certified staff (teachers and administrators) and allow the schools in the zone to identify the criteria to determine pay for performance and sign on stay on. Also, principals can set the administrator work schedule in order to adhere with the number of negotiated work days but address the school model and calendar. In an effort to attract and retain high quality Turnaround Principals, Administrators are paid a stipend to compensate them for additional time that may result from the school model/calendar.

For new-to-the-district hires, there will be an “at-will” period of employment (3 semesters). During this “at will” period of employment, a teacher’s contract may be canceled at any time after approval from HR and in consultation with the superintendent.

Non probationary teachers, who receive a Partially Effective or Ineffective rating in accordance with the evaluation process, shall be subject to a review of their position in the Innovation School, which may result in an administrative transfer. Probationary teachers are subject to state/ district non-renewal processes. Zone schools will work with part-time employees and classified staff to align with school specific calendars and schedules.

Innovation schools have flexibility in teacher workload to allow for an increase in the maximum number of preparations per teacher. The schools possess authority to develop customized requirements for staff planning and preparation, including the ability to vary PLC planning and collaboration time. With this variation, planning periods may not be uniform and some meetings may be scheduled during times other than at the end of the normal school day. Each school has the ability to allow a minimum amount of time per week rather than per day and variation of allotted time that may not mirror the instructional course time. Each school within the zone has specific authority over all positions except for facility, custodial, and special service provider itinerants.

All schools in the zone have flexibility to determine the composition of school specific leadership teams. The compositions of these teams will vary according to school and program needs. In every case, the leadership composition will align directly with what is

necessary for student improvement. Pursuant to ESEA, all K-12 core content teachers that are hired will meet the State Board's definition of "in-field." This means that regular and special education teachers that are the primary provider of instruction will be "in-field" in their particular content area(s), including English, Reading or Language Arts; Mathematics; Science; Foreign Languages; Social Studies (civics, government, history, geography, economics), and the Arts (visual arts, music). The schools will comply with requirements not waived regarding Title II.

The zone wide and school specific human resources flexibility allows for the streamlining of hiring, paying, and contract practices to ensure that these practices align with school models, calendars, and schedules. Moreover, it allows schools to make timely and efficient decisions and make the most of their shared capacity as a zone. This flexibility permits schools to attract and retain effective teachers that positively contribute to quality instruction and provide staff that directly supports and meets the needs of school specific programs. With the ability to post and fill vacancies in a timely manner, schools in the zone will be able to align and utilize resources to best meet the needs of each school program.

This flexibility is intended to provide greater efficiency in terms of governance, operations, and the alignment of resources. Schools strive to see an increase in student achievement and positive school culture. In order for this component to be successfully implemented, it is important that Pueblo District 60 administrative staff share a common understanding of the needs of each site.

Focus Area: Teacher Recruitment & Retention

Innovation Plan review teams identified the recruitment and retention of teachers as a key priority for the innovation zone over the next three years. The national shortage of teachers has had a local impact as schools struggle to adequately hire and keep staff over the course of the year. Hard to fill positions such as Math, Science and Exceptional Student Services have impacted schools' ability to fully implement improvement strategies and resignations during the school year have reduced the impact of strategies already in place. Each school within the zone has committed to a collaborative approach that will build a stronger staff culture within each school, provide additional support and resources for new educators, and enhance the sense of community and purpose across the zone. Schools will implement a number of strategies that are focused on supporting the professional growth, social and community engagement, and individual health and wellness of innovation zone staff.

Assessment Systems

Innovation zone schools have the authority to determine school specific assessments that are appropriate for all school specific models in the zone. These include interim assessments, benchmark pre/post assessments, and progress monitoring measures. School specific assessments may replace district required pre and post tests, but will not supersede state required assessments. The ability to select specific assessments allows each school to gather and use data that is most relevant to their programs and the needs of their students.

Throughout the duration of the innovation zone, schools have remained committed to instruction that is informed by ongoing assessments. Staff regularly reviews assessment results to inform classroom decisions and plan for effective reteach. Innovation zone leadership takes an active role in guiding and facilitating data analysis and planning with grade level and department leaders. Innovation zone schools remain interested in identifying a variety of assessment tools and approaches in an effort to collect data that will lead to increased student achievement and growth.

Staff within the innovation zone are committed to sharing and discussing best practices related to assessment and instructional planning with colleagues throughout the zone and district. When appropriate, innovation zone schools may come together on Innovation Days. This allows for collaboration across schools, providing the opportunity for teachers to compare data, share best practices, and disseminate strategies for improvement. For example, the built in data days provide a structure for in-depth analysis and planning. This is essential to build a strong connection between what the data says and what the instruction needs to be. Setting aside this time also establishes a growth mindset. This provides the opportunity to consistently refine protocols for the teaching and learning cycle and the reteach process. Professional development is often embedded into this process so that data analysis and professional growth occur concurrently.

One of the outcomes is a closer alignment between data analysis and instruction in the classroom including gap analysis and differentiation. Lesson quality is improved through collaborative planning. There is also a visible shift in the culture toward a deeper understanding of data as a resource as the value of data shifts from an evaluative perspective to a formative purpose. For continued implementation of this innovation the zone takes advantage of district support to set up, manage and troubleshoot adopted

assessments. This includes assistance in providing staff development, technological support, and other areas with capacity building needs.

Assessments are regularly reviewed by Innovation Zone schools to evaluate effectiveness and to determine if there are any other assessments that should be utilized. During the 2022-23 school year, the following assessments were utilized in the innovation zone.

Assessment	Purpose	Zone School
Istation	Benchmark(3x year) and progress monitoring (monthly)	Innovation Elementary Schools
NWEA	Benchmark (3x year)	Innovation Middle Schools
DIBELS	Progress Monitoring	Minnequa Elementary, Franklin School of Innovation*

*As a cohort participant in the ELG grant, Franklin School of Innovation will utilize DIBELS for an additional year (23-24 school year

Professional Learning

The Pueblo District 60 Innovation Zone has the authority to select school specific professional development experiences and the flexibility to set a school specific professional development calendar. This flexibility increases teacher capacity in the use of high leverage strategies through high quality professional development. It also allows time for deep analysis of data and corresponding planning to support student achievement, teacher retention, and data driven instruction. Teachers have additional time prior to the school year starting and throughout the year to establish critical routines and practice implementation with the opportunity for feedback. High quality professional development sparks excitement in teachers and ultimately success in students, resulting in an improved school culture and higher teacher retention rates.

Through the established waivers, Zone schools may choose to opt out of district sponsored professional development for teachers and administrators in order to focus on school specific priorities that align with school models and data coaching sessions. Innovation zone schools frequently collaborate to provide professional development for staff across several schools, creating a common understanding and experience.

The innovation zone implements specific high leverage practices that are aligned with increased academic achievement in similar academic settings across the country.

Teaching staff are required to engage in professional development in order to enhance their craft including the processes of Professional Learning Communities (PLC), Data-Informed Decision Making (DIDM), the Teaching & Learning Cycle, and Observation Feedback to include job-embedded coaching and non- evaluative video-recording. These practices align with the zone wide professional learning calendar and the coaching model established at each site. The non-evaluative nature of the coaching process is emphasized and expectations are established up front. The Innovation zone has sought to establish coaching structures in a variety of formats including regularly scheduled observation/ feedback cycles as well as real-time or "in the moment" coaching for teachers, all on the basis of a growth mindset. The Observation feedback cycle is based on the work of Paul Bambrick-Santoyo and is highlighted in his book, *Leverage Leadership*. In this model, teachers receive a weekly observation of their teaching practice by an administrator, instructional coach, or teacher leader. This observation is followed up with a one on one coaching session that hones in on an element of their instructional management and rigor. The teacher and coach work to develop and practice an "action step" that supports the teacher in quickly improving that aspect of his or her teaching. This cycle continues throughout the year which allows for timely and effective improvements that immediately impact student outcomes. Principals have received training in using the Observation Feedback Cycle through the Relay Graduate School of Education and work with school supervisors and consultants to enhance their practice.

Time for Professional Learning Communities (PLC's) is part of the daily schedule to allow teachers to continuously monitor, analyze data, and revise instructional plans to ensure that student learning goals are being met. Additional data days are implemented throughout the year after interim assessments to analyze standards, student data, and to create reteach plans.

Providing high quality professional development which includes practice and feedback sessions, ensures that teachers are ready to implement high yield strategies throughout the year. This approach to continuous improvement provides teachers with the tools and expertise they need to both personalize learning, effectively use technology, and strengthen the learning environment within each school.

Professional learning flexibility strengthens and supports goals associated with other waiver areas including buying practices, consultant contracts, technology, and school specific calendars.

Student and Parent Compacts

If students aren't in school, they can't learn and thrive. Challenges related to both daily attendance and chronic attendance issues have been exacerbated as a result of the Covid 19 pandemic.

In order to encourage consistent student attendance, build a community of shared responsibility, and strengthen relationships with parents, schools have the flexibility to institute zone wide school- student-parent compacts. These elementary and middle school specific compacts outline school responsibilities to students and their parents, elaborate upon the ways in which parents can support their children's learning, and list student responsibilities associated with improving academic achievement. In order to design effective school compacts for each school, staff members have built an understanding of the purpose of the compacts and assist in the design and language of each school compact. The process is continued with outreach to families and parent meetings that share learning goals, strategies for supporting students at home, and the ways in which teachers will support student achievement of learning goals. Finally, students are engaged in the development and understanding of the elements of the compact and their responsibility for improving student outcomes. This process results in better attendance and greater student achievement as all components of the school community actively participate in shared learning goals, understand data and outcomes, and implement practices at school and at home that contribute to academic achievement.

Calendar and Schedule

Zone schools have the flexibility to create elementary and middle school specific calendars and daily schedules to enhance the program at their school. This includes Professional Learning Community (PLC) time for specific groups of teachers and innovation days for data analysis and professional development. Extended calendar time and student contact hours are also available via the waivers (schools have not exercised these options since the switch to a four day week). The innovation schools work in collaboration with the district to determine transportation needs that align to school specific schedules and calendars as needed.

Additional attendance days may be added to the calendar at the end of the year and required for those students who have attendance concerns. The innovation zone

schools can leverage their collective expertise, professional development and funding by utilizing similar calendars that support professional development, data analysis, and instructional planning.

By allowing the Innovation Zone to create a calendar and schedule that supports professional development, data analysis, and instructional planning, teachers are better prepared to provide rigorous instruction and time to plan for authentic learning experiences for students. Adequate time for deep analysis of data and corresponding instructional planning supports student achievement, teacher retention, school culture, and data driven instruction. Ultimately an increase in student achievement and engagement with learning is the goal.

Schedule and calendar changes have implications that support and strengthen zone goals for a variety of other waiver areas including human resources, attendance, professional, learning, data infrastructure, and educational programming.

Purchasing Practices

The Pueblo District 60 Innovation Zone has waivers that support flexibility with regard to purchasing practices. The zone has flexibility with technology equipment and schools work in conjunction with the district to allow for the purchase of equipment and donations that meet the needs of the program model. Schools may elect to expedite the software purchasing process by allowing them to contract and purchase directly from companies using district provided support for specific zone technology needs.

Zone schools have the authority to use school procurement cards for materials and professional learning opportunities that are aligned with each school's Unified School Improvement Plan (USIP). Online resources are more efficient when using a procurement card as both purchasing time and processing time allow for resources to arrive sooner which allows them to be implemented within the school in a timely fashion. In addition, the zone has the ability to procure items from vendors who provide the most competitive prices instead of relying solely on district vendors. To take advantage of these pricing opportunities, schools have the ability to utilize individual school procurement cards for items from all funding sources including Federal funds. Purchases include the procurement of materials, travel arrangements, and consulting contracts. All purchases are in accordance with the Unified School Improvement Plan (USIP) /Innovation Plan.

In addition, schools have exemption from the District Out of State Travel Request Process. Travel is documented in USIP, Innovation, or School Plan, making the additional paperwork unnecessary. At this time, schools provide a significant amount of documentation in order to travel, and the approval process typically takes four weeks. Out-of -state travel requests require an extensive and lengthy approval process which limits the ability to register staff for upcoming training as well as obtain lower costs for travel expenses such as hotel/ airfare. This process makes it difficult for individual schools to take advantage of opportunities.

These flexibilities allow zone schools to both leverage collective resources and maximize school specific efficiencies by using resources to purchase at the most competitive prices and to utilize resources for the greatest areas of need. With the reduction of paperwork redundancies, zone administration is able to focus their efforts on other critical demands.

The purchasing practices will have significant implications that will support and strengthen goals associated with other areas of need including professional learning and calendar and scheduling.

Teacher Evaluation

Beginning in 2023, 30% of a teacher's evaluation in Colorado will be based on measures of student learning (MSL's). Each school in the Pueblo Innovation Zone has the authority to work collaboratively with their Building Leadership Teams across the Innovation Zone to establish the data requirements for this component of the evaluation. The Innovation Zone reserves the right to use assessments not on the district approved list and schools will determine growth metrics for different performance levels. These performance levels and cut points will be determined collaboratively by zone leadership by level. In addition, schools have the authority to evaluate teachers on appropriate subgroups of students they teach. This ensures that the bar for growth and performance status remains high and supports the ambitious goals outlined in each school's Unified School Improvement Plan and school specific instructional program model. It also allows schools in the zone to determine student achievement criteria used for evaluations which maintains high expectations for all staff while aligning to the school improvement plans. Student achievement data is aligned with the instructional program needs of the schools.

Measures of Student Learning (MSL) are determined with input from a representative group from each site. Factors such as "newness" of the assessment and baseline data may be taken into consideration when determining appropriate MSL that are rigorous yet fair and equitable. The Innovation Zone has a process for "mid-course" correction with principal discretion and approval. As the district continues to provide additional flexibility with regard to the selection of MSL's, innovation schools may choose to follow district practices with regard to the selection of measures.

Stakeholder Engagement

Student, Family, and Community Engagement has been identified as an area of focus for the Innovation Zone moving forward. When first established, schools within the innovation zone satisfied stakeholder requirements through an engagement process that included a variety of stakeholders.

With the plan renewal in 2023, Innovation Zone schools continued to engage stakeholders in a variety of ways. An innovation plan review team was established at each site to review the innovation plan, identify new areas of focus, and communicate to stakeholders regarding the plan update. Although innovation waivers were not revised or changed, the plan was reviewed and voted on by each innovation school in the spring of 2023 to ensure that there was widespread support for the plan to continue.

Focus Area: Student, Family & Community Engagement

Since the Covid 19 Pandemic, schools across the country have seen a significant decrease in average daily attendance and an increase in student chronic absenteeism. The schools within the innovation zone recognize that meaningful student learning cannot be achieved if students are consistently absent from the classroom. Therefore, improving the level of engagement with stakeholders was identified as a key area of focus for the innovation zone during the next several years.

This approach will include refining our understanding of meaningful engagement, recognizing that traditional views of family participation may no longer align to current realities. Schools seek a collaborative approach to supporting students through a variety of means. This includes family participation in the MTSS process, opportunities to engage the family in learning experiences at the school, parent/ guardian education opportunities, and stronger participation in school based improvement efforts.

Academic Performance

Since the creation of the innovation zone in 2017, students' academic achievement and growth has been a key area of focus for the schools. In 2022, three of the seven innovation schools were identified with a "performance" plan type assignment on their school performance framework (the highest rating from CDE). Three of the elementary schools within the innovation zone received a Colorado Governor's "Bright Spot" award as a result of their efforts to improve student academic growth. One of the innovation schools had increased their rating to a "priority improvement" plan assignment type, and

two schools reverted to a “turnaround” plan assignment type after previously achieving an “improvement” rating. A seventh school did not receive a plan type assignment due to a low number of students tested during the Covid 19 pandemic. Increasing the academic performance of students remains a key element of the innovation zone and the flexibility of the waivers is designed to allow innovation schools to adjust their programs to best meet the needs of their students. Overall, the performance of the schools within the innovation zone, particularly at the elementary level shows progress as the schools make significant gains in academic growth and positive school climate. Increasing student academic achievement remains an area of focus across the zone. Improved academic achievement and growth at the middle level is also a priority.

Each school in the zone strives to meet the following expectations for academic performance:

- Students will meet grade level standards or move at least one proficiency level from the beginning of the year to the end of the year.
- Schools in the zone will be expected to meet or exceed district and state expectations for school performance, resulting in significantly increased academic achievement and growth for students and a rating of “meets expectations”.

The innovation zone utilizes a cycle of continuous improvement and uses data to determine whether innovations are having the intended effects. Schools in the zone set school specific targets, collect, and consistently monitor the following areas:

- student attendance
- behavior referrals and suspension data
- student achievement on local assessments
- Rubric based monitoring of routines and procedures
- Positive behavior referrals

Focus Area: Innovative Learning Experiences

During the Innovation Plan review process in 2023, school plan review teams identified Innovative Learning Experiences as an area of focus for the innovation zone during the next three years. Staff expressed an interest in identifying and implementing more engaging and meaningful learning experiences for students. This includes learning opportunities that are culturally relevant, utilize student choice, and allow students to consider potential career pathways. Schools express an interest in expanding learning opportunities to include more project based and collaborative learning, during the day

learning opportunities that extend the core curriculum requirements, and authentic learning through field trips, guest speakers, and career and technical education.

As part of the plan renewal, schools have committed to using an innovation model to explore and evaluate various approaches that strengthen learning opportunities for students in meaningful ways. This includes expanding experiential learning through comprehensive field trip experiences, school and community-based projects, and unique learning experiences within the school (extended learning opportunities).

School Improvement in Detail

The following tables explain the specific and measurable outcomes the schools expect to see as a result of the innovations in this plan. These data points are tracked and progress is checked by each school during performance management (PM) checks and updates utilizing the Innovation Zone performance management tool.

State assessment growth data is included as presented in the CDE School Performance Framework:

School Performance Framework Plan Assignment Type 2019/ 2022*		
Target: All Innovation Schools will be identified with an improvement or performance plan type assignment and consistently maintain this ranking		
	2019	2022
Bessemer	Priority Improvement	No Plan Assignment
Franklin	Priority Improvement	Performance
Irving	Turnaround	Performance
Minnequa	Improvement	Performance
PAA	Improvement	Turnaround
Risley	Priority Improvement	Priority Improvement
Roncalli	Improvement	Turnaround

*Schools did not receive a plan type assignment in 2021-22 as a result of the Covid 19 pandemic

Student Culture

Data from CDE's School Discipline data collections.

	SY 2019-20		SY 2020-21		SY 2021-22	
School	**Total Out of School Suspensions**	**Incidents**	**Total Out of School Suspensions**	**Incidents**	**Total Out of School Suspensions**	**Incidents**
Bessemer	13	10	2	2	8	8
Franklin	16	17	9	9	4	6
Irving	57	39	29	21	57	126
Minnequa	36	19	3	3	13	15
PAA	109	102	50	50	365	451
Risley	95	150	20	29	67	313
Roncalli	255	151	80	66	477	836

Attendance

Data from CDE's Attendance Snapshot data collections.

	SY 2019-20		SY 2020-21*		SY 2021-22	
School	**Attendance Rate**	**Chronically Absent Percent**	**Attendance Rate**	**Chronically Absent Percent**	**Attendance Rate**	**Chronically Absent Percent**
Bessemer	89.6%	30.4%	COVID-19 Altered Schedules		85.3%	52.0%
Franklin	90.2%	35.1%			86.3%	59.0%
Irving	88.2%	46.3%			84.4%	64.9%
Minnequa	90.1%	29.6%			86.4%	57.3%
PAA	88.6%	42.8%			81.8%	73.9%
Risley	85.2%	61.5%			80.8%	75.2%
Roncalli	86.4%	55.7%			80.1%	69.2%

Note: Each year was reported for the full school year regardless of COVID-19 learning modality.

* Data was reported to CDE for school year 2020-21, but excluded from this report.

Zone & school specific innovations

The Pueblo District 60 Innovation Zone is intended to be collaborative with fidelity to zone core practices while maintaining school specific autonomies that align with individual programs and school needs. The zone seeks to take full advantage of the power of prototyping. The cycle of continuous improvement allows schools to test innovations, make adjustments, and measure progress across the zone. Analysis of the innovation zone includes zone-wide leadership conversations of cutting edge practices initially tested by schools in the zone. Schools determine whether identified practices should be scaled-up or discontinued by looking at academic achievement data and feedback collected from each school community to understand how zone innovations are helping or hindering school improvement. The prototyping process allows quicker innovation, providing timely and ongoing data about innovations, and giving accurate information to share with all schools in the zone with regularity.

The Innovation zone has identified areas that will serve as the focus for schools over the next three years. While the focus is consistent, schools will have the autonomy to address the challenge in unique ways and share their successes and challenges with colleagues. This will allow for iterations to each strategy and collective understanding as to what is having a positive impact. Varying approaches to implementation of innovations among zone schools is a result of the diversity of educational program models, ages of student populations, and the resulting programming variations that define each school. The table below explains whether a specific innovation is a zone core practice, a school specific autonomy, or both.

Innovation	Innovation Type	Zone Core Practice	School specific autonomy
Flexibility to determine school model and aligned course offerings	Educational Programming	X	X
Authority to opt out of district mandated scope and sequence maps and institute own	Educational Programming	X	X
Flexibility to select all curricula and instructional materials	Educational Programming	X	X
Flexibility to establish standards based grading	Educational Programming	X	

Flexibility to determine progress and report card frequency, timelines, and format	Educational Programming	X	X
Authority to adopt lesson planning practices	Educational Programming	X	X
Authority to implement high yield instructional strategies	Educational Programming	X	X
Authority to implement an intentional student culture program	Educational Programming	X	X
Authority to deny direct placements (in or out), authority to transfer in	Human Resources	X	
Ability to hire non-traditional candidates in non-core areas and the ability to create school specific staffing list aligned with school model	Human Resources	X	
Authority to create Zone wide pay scale, provide compensation for extended day and calendar, provide teacher attendance bonuses, provide sign on/stay on bonuses, and pay for performance based compensation (teacher and administration)	Human Resources	X	
Authority to make school specific contracts for staff that indicate school specific expectations and experience (no cap for transferring out of district years of experience), actual versus averages, make contracts “at will”, and sanction to determine work schedules, changing district deadline for transfer/movement	Human Resources	X	
Authority of oversight over all positions except for facility, custodial and special service provider district itinerants	Human Resources	X	
Authority to determine school assessments that are appropriate for each school model and opt out of district required assessments	Data Infrastructure	X	X
Authority to determine school progress monitoring measures and structures	Data Infrastructure	X	X
Authority to adopt a zone wide common data warehouse system aligned with common grade level assessments	Data Infrastructure	X	X

Authority to use formative assessments (ANET) to drive and improve instruction in the teaching and learning cycle, periodic data days and use of common DDI protocols and assessment rubrics	Data Infrastructure	X	
Authority to select school based PD experiences and calendar	Professional Learning	X	X
Authority to opt out of district required PD for classified staff, certified teachers and administrators	Professional Learning	X	
Innovation Zone network PD opportunities will be aligned to common high leverage practices	Professional Learning	X	
Authority to adopt an observation/feedback loop between teachers and data/ instructional coaches that includes video observation and coaching with embedded practice	Professional Learning	X	
Flexibility to establish a co- teaching model via higher education and community partnerships	Professional Learning	X	
Flexibility to create school specific calendars and daily schedules that will include PLC time , zone collaboration, extended calendar/day for student contact, and additional contact days for teacher professional development	Calendar/ Schedule/ Human Resources	X	X
Ability to determine teacher workload (planning time, preps, PLC times)	Calendar/ Schedule	X	X
Ability to require parental contract agreeing to attendance and code of conduct	Parental Agreements	X	
Ability to adapt district transportation and schedule to school schedule/calendar	Parental Agreements	X	
Ability to create a more supportive attendance policy than that of the district	Parental Agreements	X	
Ability to require parents to have students participate in all zone and state assessments and interventions	Parental Agreements	X	
Ability to determine what the 50% data requirement looks like for each specific school rather than letting teachers select.	Teacher Evaluation	X	X

Ability to determine what assessments will be used in teacher evaluations	Teacher Evaluation	X	X
Ability to determine the metrics for growth and status that would be considered to be meeting expectations.	Teacher Evaluation	X	X
Authority to use Procurement Card with simplified district approval process including spending limits within the established budgets.	Buying Practices	X	
Ability to contract and pay trainers and consultants with a simplified and expedited district approval	Buying Practices	X	
Ability to create a zone policy for procurement of professional development.	Buying Practices	X	

District Support

Implementation of the Pueblo District 60 innovation plan requires the support and collaboration between innovation schools and district level leadership. While innovation strategies are designed to support the specific needs of each school, the zone recognizes that the identified improvement strategies ultimately work to the benefit of the district as a whole. In contrast to other Innovation zones across the State, the Pueblo District 60 Innovation Zone is steadfastly committed to remaining a part of the district overall. Each zone principal works collaboratively with their school supervisor and the Executive Director of Continuous Improvement and Innovation to ensure that innovations are implemented and evaluated for effectiveness. The Executive Director of Continuous Improvement and Innovation works as a liaison between district departments and the zone principals to ensure effective implementation of these innovations.

The role of the Executive Director of Continuous Improvement and Innovation by design, is founded in advocacy. This role is crucial in advancing the district system toward a differentiated, flexible, equitable approach to supporting the highest need schools. Each district department including Human Resources, Learning Services, and Finances will identify a point person to work collaboratively with the Executive Director of Continuous Improvement to achieve the following goals:

- Increase awareness and understanding of the Innovation Plan and implement waivers specific to each department as appropriate.

- Identify and work to resolve potential barriers to implementation.
- Develop processes and procedures necessary to ensure compliance and adherence with the Innovation Plan.
- Identify areas, processes, practices that can be widely disseminated to benefit the entire district organization.
- Foster and support a growth mindset toward a continuous improvement model.

Entrance and Exit Into/ Out of the Zone

The Innovation Zone's successes should be shared both internally and externally. Additionally, the zone may be strengthened by additional schools. We can envision a future in which the district has a pipeline of Innovation Zone schools that will implement zone innovations from PK-12 grades in a variety of school models and site specific circumstances. We also recognize that under certain circumstances, schools may need to leave the zone. In each of these circumstances, the Innovation Zone has identified a process by which schools may join and exit the zone.

Schools interested in joining the zone must first demonstrate the ability to fully implement all aspects of the Innovation Zone plan. Current Innovation Zone members will collaborate in an assessment of whether interested schools have the necessary conditions to take advantage of Innovation Zone flexibilities and to collaborate as integral members of the Innovation Zone leadership team. In order to be granted access into the zone, current zone administrators must agree with a 60% majority of their certified staff as well as Pueblo District 60 Board of Education Approval. Innovation Zone members will periodically review zone progress toward school specific and zone wide goals and will take into account ideal school membership numbers. To be considered for entrance into the zone, the following criteria will be utilized:

1. Indication of readiness from staff and school leadership.
2. Evidence of calculated risk-taking designed to support improved school culture, teacher professional development, and student achievement.
3. Commitment to follow all common aspects of the Innovation Zone plan.
4. Demonstrated ability to participate in collaborative activities across the Innovation Zone.
5. Evidence of school needs that can be addressed by zone flexibilities.

In cases where an individual school is unable to implement the Innovation Zone plan or by recognition by the Innovation Zone members, exit from the zone may be deemed necessary. Individual schools may formally request to be removed from the zone if zone membership fails to support a school's Improvement Plan.

Innovation Plan Renewal and Revision Process

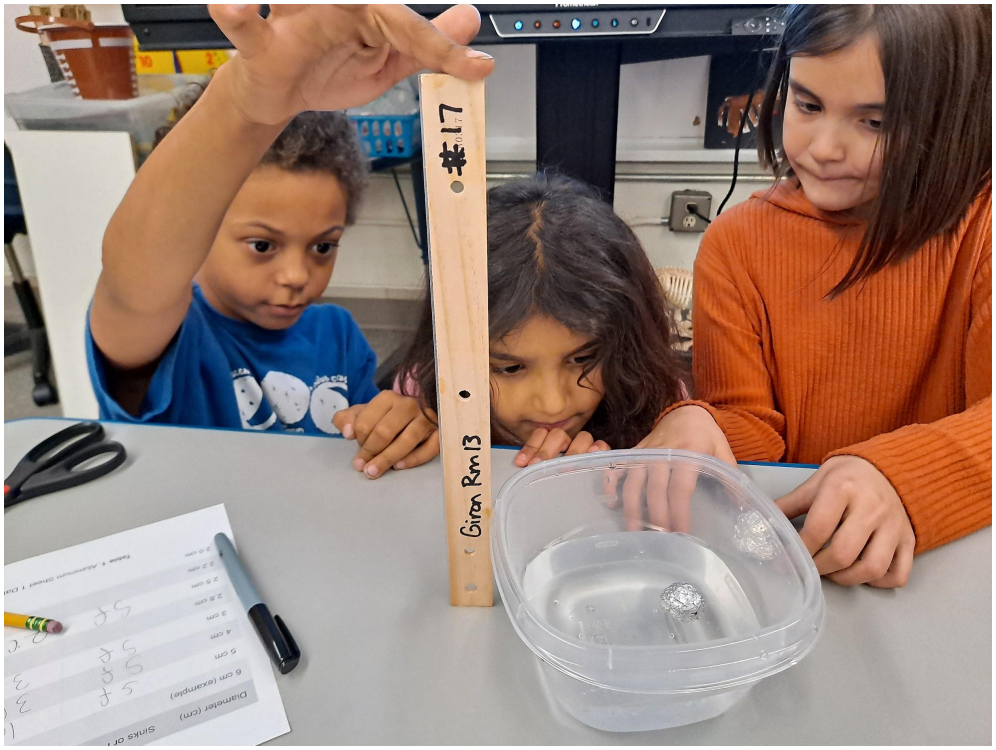
Every three years, the schools within the innovation zone will engage in a comprehensive review process.* The plan will be updated and submitted to the board of education for review and approval. When substantive changes are made to the plan, the certified staff at each school will review and approve the plan, obtaining a majority vote in favor of the plan. The plan will also be reviewed and approved by the local board of education.

*State regulations prohibited changes to innovation plans in 2022. As a result, the innovation plan for Pueblo District 60 was not revised until the spring of 2023.

Progress Monitoring

Structure	Frequency	Purpose/ Focus
Innovation Zone PLC Meetings (Innovation Principal Meetings)	Monthly	● Institutionalize the prototyping process and high leverage practices among teachers ● Promote a growth mindset and culture of learning across all levels of the zone.
Building Leadership Team (BLT) Meetings	Monthly	● Review student leading indicator data and plan next steps. ● The Executive Director of Continuous Improvement or designee will participate in BLT meetings to share in action planning, hold the school accountable for implementation, and align support from the district.
Innovation Zone Data	3-5 times/	● Evaluate school and zone wide data

Meetings (Data Days)	year	● Problem solving ● Sharing of successful strategies ● Adjusting based on data
Innovation State of the School Meetings	Biannual	● Update school staff and parents on progress and lessons learned.
Innovation Zone presentation to Pueblo School Board	Annually	● Update on progress and lessons learned ● Disseminate zone best practices across the district ● Solicit feedback from district related to ongoing progress and growth
Innovation Zone presentations to additional stakeholders	As needed	● Share progress and growth with stakeholders not in zone schools (media, principals outside of the zone, district employees, and departments)
Document efficient and best practice strategies	Ongoing	● Produce a record of prototyping experiences to ● ensure efficient communication of best practices.



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Appendix A: Vote Count Attestations

Innovation Vote Administration & Vote Count Attestation Sheet

Date of Vote: May 22-23, 2023

School Name: Roncalli STEM Academy

I affirm that on these date(s), I assisted in the Innovation plan renewal vote process of certified staff (please see attached roster of staff). My role was to ensure that those who wanted to vote had the opportunity to do so in accordance with the eligible voter participant list provided.

Upon receipt of their signature, each eligible participant was provided with a single ballot and was asked to cast their ballot in a designated area in order to protect their privacy. After voting, the ballots were placed in a secure box and the vote was administered in a manner that ensured voting was secret and there was no real or perceived pressure on the part of the team to try and influence how a person voted.

At the end of the voting process, the count of votes were taken and recorded below. This process was conducted jointly with the building administrator. Upon review of the list and count of the ballots cast, the outcome of the vote is as follows:

Category Descriptor	Number
Eligible Voter (List)	31
Number of Votes Cast	27
Number of Eligible voters that DID NOT vote	4
Number of votes in FAVOR (Yes)	27
Number of vote AGAINST (No)	0

Name	Signature	Date
Michael Csorvasi	[illegible]	5/23/23
Jennifer Hyslop	[illegible]	5/23/23

Please email a copy of this form to theodore.johnson@pueblod60.org immediately upon conclusion of the tally.

Innovation Vote Administration & Vote Count Attestation Sheet

Date of Vote: May 22-23, 2023

School Name: Pueblo Academy of Arts.

I affirm that on these date(s), I assisted in the Innovation plan renewal vote process of certified staff (please see attached roster of staff). My role was to ensure that those who wanted to vote had the opportunity to do so in accordance with the eligible voter participant list provided.

Upon receipt of their signature, each eligible participant was provided with a single ballot and was asked to cast their ballot in a designated area in order to protect their privacy. After voting, the ballots were placed in a secure box and the vote was administered in a manner that ensured voting was secret and there was no real or perceived pressure on the part of the team to try and influence how a person voted.

At the end of the voting process, the count of votes were taken and recorded below. This process was conducted jointly with the building administrator. Upon review of the list and count of the ballots cast, the outcome of the vote is as follows:

Category Descriptor	Number
Eligible Voter (List)	36
Number of Votes Cast	32
Number of Eligible voters that DID NOT vote	4
Number of votes in FAVOR (Yes)	32
Number of vote AGAINST (No)	0

Name	Signature	Date
Jeff W. Thomas	Jeff W. Thomas	5-24-23
Albert Farias	Albert Farias	5-24-23

Please email a copy of this form to theodore.johnson@pueblod60.org immediately upon conclusion of the tally.

Innovation Vote Administration & Vote Count Attestation Sheet

Date of Vote: May 22-23, 2023

School Name: Risley MS

I affirm that on these date(s), I assisted in the Innovation plan renewal vote process of certified staff (please see attached roster of staff). My role was to ensure that those who wanted to vote had the opportunity to do so in accordance with the eligible voter participant list provided.

Upon receipt of their signature, each eligible participant was provided with a single ballot and was asked to cast their ballot in a designated area in order to protect their privacy. After voting, the ballots were placed in a secure box and the vote was administered in a manner that ensured voting was secret and there was no real or perceived pressure on the part of the team to try and influence how a person voted.

At the end of the voting process, the count of votes were taken and recorded below. This process was conducted jointly with the building administrator. Upon review of the list and count of the ballots cast, the outcome of the vote is as follows:

Category Descriptor	Number
Eligible Voter (List)	32
Number of Votes Cast	27
Number of Eligible voters that DID NOT vote	5
Number of votes in FAVOR (Yes)	23
Number of vote AGAINST (No)	4

Name	Signature	Date
Janelle Manes	Janelle Manes	5/23/23
Andrea Bowen	Andrea Bowen	5/23/2023

Please email a copy of this form to theodore.johnson@pueblod60.org immediately upon conclusion of the tally.

Innovation Vote Administration & Vote Count Attestation Sheet

Date of Vote: May 22-23, 2023

School Name: Minnequa

I affirm that on these date(s), I assisted in the Innovation plan renewal vote process of certified staff (please see attached roster of staff). My role was to ensure that those who wanted to vote had the opportunity to do so in accordance with the eligible voter participant list provided.

Upon receipt of their signature, each eligible participant was provided with a single ballot and was asked to cast their ballot in a designated area in order to protect their privacy. After voting, the ballots were placed in a secure box and the vote was administered in a manner that ensured voting was secret and there was no real or perceived pressure on the part of the team to try and influence how a person voted.

At the end of the voting process, the count of votes were taken and recorded below. This process was conducted jointly with the building administrator. Upon review of the list and count of the ballots cast, the outcome of the vote is as follows:

Category Descriptor	Number
Eligible Voter (List)	25
Number of Votes Cast	25
Number of Eligible voters that DID NOT vote	0
Number of votes in FAVOR (Yes)	23
Number of vote AGAINST (No)	2

Name	Signature	Date
Katie Harshman	[illegible]	5/23/23
Douglas Galassini	[illegible]	5/23/23

Please email a copy of this form to theodore.johnson@pueblod60.org immediately upon conclusion of the tally.

Innovation Vote Administration & Vote Count Attestation Sheet

Date of Vote: May 22-23, 2023

School Name: Irving

I affirm that on these date(s), I assisted in the Innovation plan renewal vote process of certified staff (please see attached roster of staff). My role was to ensure that those who wanted to vote had the opportunity to do so in accordance with the eligible voter participant list provided.

Upon receipt of their signature, each eligible participant was provided with a single ballot and was asked to cast their ballot in a designated area in order to protect their privacy. After voting, the ballots were placed in a secure box and the vote was administered in a manner that ensured voting was secret and there was no real or perceived pressure on the part of the team to try and influence how a person voted.

At the end of the voting process, the count of votes were taken and recorded below. This process was conducted jointly with the building administrator. Upon review of the list and count of the ballots cast, the outcome of the vote is as follows:

Category Descriptor	Number
Eligible Voter (List)	25
Number of Votes Cast	25
Number of Eligible voters that DID NOT vote	0
Number of votes in FAVOR (Yes)	24
Number of vote AGAINST (No)	1

Name	Signature	Date
Jaime Schwab	Jamie Sc	5/23/2023
Amber Wiseman	Amber Wi	5/23/23

Please email a copy of this form to theodore.johnson@pueblod60.org immediately upon conclusion of the tally.

Innovation Vote Administration & Vote Count Attestation Sheet

Date of Vote: May 22-23, 2023

School Name: Franklin

I affirm that on these date(s), I assisted in the Innovation plan renewal vote process of certified staff (please see attached roster of staff). My role was to ensure that those who wanted to vote had the opportunity to do so in accordance with the eligible voter participant list provided.

Upon receipt of their signature, each eligible participant was provided with a single ballot and was asked to cast their ballot in a designated area in order to protect their privacy. After voting, the ballots were placed in a secure box and the vote was administered in a manner that ensured voting was secret and there was no real or perceived pressure on the part of the team to try and influence how a person voted.

At the end of the voting process, the count of votes were taken and recorded below. This process was conducted jointly with the building administrator. Upon review of the list and count of the ballots cast, the outcome of the vote is as follows:

Category Descriptor	Number
Eligible Voter (List)	26
Number of Votes Cast	24
Number of Eligible voters that DID NOT vote	2
Number of votes in FAVOR (Yes)	24
Number of vote AGAINST (No)	0

Name	Signature	Date
Danielle Jones	Danielle Jones	5/23/23
Daniel Giron	Daniel Giron	5/23/23

Please email a copy of this form to theodore.johnson@pueblod60.org immediately upon conclusion of the tally.

Innovation Vote Administration & Vote Count Attestation Sheet

Date of Vote: May 22-23, 2023

School Name: Bessemer Academy

I affirm that on these date(s), I assisted in the Innovation plan renewal vote process of certified staff (please see attached roster of staff). My role was to ensure that those who wanted to vote had the opportunity to do so in accordance with the eligible voter participant list provided.

Upon receipt of their signature, each eligible participant was provided with a single ballot and was asked to cast their ballot in a designated area in order to protect their privacy. After voting, the ballots were placed in a secure box and the vote was administered in a manner that ensured voting was secret and there was no real or perceived pressure on the part of the team to try and influence how a person voted.

At the end of the voting process, the count of votes were taken and recorded below. This process was conducted jointly with the building administrator. Upon review of the list and count of the ballots cast, the outcome of the vote is as follows:

Category Descriptor	Number
Eligible Voter (List)	25
Number of Votes Cast	22
Number of Eligible voters that DID NOT vote	3
Number of votes in FAVOR (Yes)	20 20/22 - 91%
Number of vote AGAINST (No)	2 2/22 - 9%

Name	Signature	Date
Angela Garcia	Angela Garcia	5-23-23
Kimberly O'Connor	Kimberly O'Connor	5-23-23

Please email a copy of this form to theodore.johnson@pueblod60.org immediately upon conclusion of the tally.

Overall Results

School	Eligible Staff	Voting Staff	Difference	Percentage of Voting Staff	Votes in Favor	Votes Against	% in Favor	% Against	% Did not Vote	Support Y/N?
Bessemer	25	22	3	88%	20	2	80.0	8	12.0	Y
Franklin	26	24	2	92%	24	0	92.3	0	7.7	Y
Irving	25	25	0	100%	24	1	96.0	4	0.0	Y
Minnequa	25	25	0	100%	23	2	92.0	8	0.0	Y
PAA	36	32	4	89%	32	0	88.9	0	11.1	Y
Risley	32	27	5	84%	23	4	71.9	12.5	15.6	Y
Roncalli	31	27	4	87%	27	0	87.1	0	12.9	Y
	200	182	18.00	91.5%	173	9	86.9	4.6	9.0	Y

Appendix B: Letters of Support from Innovation Zone Schools

Bessemer Elementary

Karlie Zabukovic
1125 E. Routt
Pueblo, CO 81004

May 30. 2023

To Whom It May Concern,

I would like to take the opportunity to share my support in Bessemer Academy being part of the Innovation Zone for Pueblo School District 60. I have worked with Bessemer Academy for the past eight years throughout the implementation and continued success of the STEM curriculum. Bessemer Academy is committed to the mission and vision that the team has been currently pursuing to improve the school. Being part of the Innovation Zone has allowed us the autonomy to continue implementing project based learning and Project Lead the Way (PLTW).

Students in grades K-5 are engaged in the PLTW curriculum throughout the school year. . Students are immersed in hands-on activities, projects, and problems that build upon each other and relate to the real world. They experience integrated learning that blends computer science, engineering, biomedical science, and more. Throughout the modules, even the youngest learners apply their math and English Language Arts (ELA) skills, learn science to standards, and adopt skills that are foundational across disciplines.

The Innovation zone will allow Bessemer Academy students to continue receiving the high quality of education that comes from programs that encourage student success.

Sincerely,

Karlie Zabukovic
STEM TOSA

Rebecca Rivera
1125 E. Routt Ave.
Pueblo, CO 81004
rebecca.bustosrivera@pueblocityschools.us

May 25, 2023

To Whom It May Concern:

Being an educator at Bessemer Academy has provided me with many opportunities. Educators at Bessemer Academy have access to professional developments, curriculums, and programs. Bessemer Academy is a wonderful place that educates many students throughout the year. Bessemer Academy is part of the Innovation Zone which is a reason why students and teachers are successful and have multiple opportunities to grow as individuals.

At Bessemer Academy, we have a science curriculum that encourages students to strive for excellence. Project Lead the Way (PLTW) is our science curriculum. This allows students to learn science in an engaging, educational, and cooperative way. Staff is trained in PLTW to ensure all students receive a quality education in science. PLTW also ensures students learn all contents including robotics, life science, earth science, physical science, engineering, and so much more!

Another amazing opportunity our students get is Project Based Learning (PBL). PBL helps students gain competence in critical thinking, problem solving, and collaboration. PBL is an instructional approach designed to give students the opportunity to develop knowledge and skills through engaging projects set around challenges and problems they may face in the real world. To make these PBL projects possible, staff go through a professional development training to understand how to give an effective PBL unit.

Being a part of the Innovation Zone is important to be able to give students, as well as staff, the support they need for programs, activities, and developments for a quality educational experience. Providing these experiences and opportunities allows all that attend Bessemer Academy to become productive life - long learning to make a positive change to our community.

Sincerely,

Rebecca Rivera

Rebecca Rivera
2nd Grade Teacher

May 23, 2023

To Whom It May Concern:

I would like to take this opportunity to share my support for Bessemer Academy, who is a part of the Pueblo District 60 Innovation Zone. I currently have three children enrolled at Bessemer Academy from Preschool through 5th grade. I have worked at the school for half a school year as a lunch monitor and have volunteered with the Bessemer Community as a parent at the school.

As a school of Innovation, my children are given opportunities to extend their learning by being able to integrate Science, Technology, Engineering and Math (STEM) in their everyday learning. I have watched them display and present their project-based learning modules at the end of every year and have seen their growth each year. The reading and math curriculum they use help challenge my children and prepare them for the next grade level.

Bessemer Academy's Mission and Vision is to strive to give their students the necessary skills they need to be ready for college and for any career they choose to pursue. Having my children in an Innovation School, I have witnessed and participated in events that staff, parents and community work together throughout the year to ensure that all students are upholding the schools' core values. Students are expected to be Prepared, Respectful, show Integrity, Dedication and Effort. These are all traits shown by the children inside and outside of the school.

I truly support Bessemer Academy's participation in the Innovation Zone because it will allow not only my children, but all children to be prepared for their future in innovative and creative ways.

Sincerely,

Amber Torres

Bessemer Academy Parent & Community Member

Bessemer Academy
1125 E.Routt Avenue
Pueblo,CO 81004
(719) 549-7505
Angela S. Garcia, Principal

May 23, 2023

To Whom It May Concern:
This letter serves as documentation that the members of the Building Leadership Team and the School Accountability Committee have reviewed and support the updated Innovation Zone Plan for Pueblo District 60.

The existing waivers, programmatic elements, and areas of focus identified within the plan will allow the school to continue to implement efforts towards continuous improvement.

Name	Signature	Role
Angela Garcia	Angela Garcia	Principal
Dazzelle Shafer	Dazzelle Shafer	Teacher
Deanna Nigh	Deanna Nigh	Teacher
Rebecca Rivera	Rebecca Rivera	Teacher
Cassie Arellano	Cassie Arellano	Teacher
Pauline Eltagonde	[illegible]	Dean of Students
Naomi Edgeamo	Naomi Edgeamo	1st grade teacher
Donna Gomez Schuette	Donna Gomez Schuette	5TH grade
Justine Cruz	Justine Cruz	Teacher.
Kimberly C. O'Connor	Kimberly C. O'Connor	Teacher

Irving Elementary

Irving Elementary School
Jaime Schwab, Principal
Office: (719)549-7572
(719)251-0496
jaime.schwab@pueblocityschools.us

May 26, 2023

To Whom It May Concern:

I am writing this letter in full support of our newly developed Innovation Zone Plan for Pueblo School District #60. I am both proud and excited to write this letter due to the innovatie work we have already done at Irving, as well as the continued work we plan to do. As a School of Innovation, Irving has seen tremendous growth and progress moving from a turnaround school to a performance rating.

Irving has been afforded the opportunity to develop different approaches to teaching and learning to support our student's needs due to participation in the Innovation Zone. Our number one goal is to increase student achievement and growth by providing rigorous, engaging learning opportunities. We aligned our professional development, learning goals, master schedule, intervention programs, and even class schedules to support this goal.

Our second goal is to increase the amount of time that students are able to spend in the classroom by focusing on students' social emotional learning. One innovative approach that we implemented with this goal was to introduce the Zones of Regulation and to combine this with the use of restorative practices. All classrooms participate in daily morning meetings and a Zones check in to begin their day. As a zone school, we all use the same common language and have shared this approach with our families and community as well.

Being a part of the Innovation Zone allows Irving Elementary to differentiate for ourselves as a building, as well as for students and staff. The plan allows us the flexibility to bring on staff that are willing to go above and beyond to meet the needs of our students in a positive, supportive way. It also allows us to lead classroom change through engaging instructional approaches. Our tailored professional development affords us the opportunity to be extremely focused and data driven.

It is with great pride and pleasure that I write this letter of support to continue with the Innovation Zone in Pueblo School District 60. As a school of innovation, we will continue to promote critical thinking, opportunities for students to have voice and choice in their learning, and an openness to adapt our classrooms in a way that serves our students' unique needs and backgrounds.

Sincerely,

Jaime Schwab
Principal of Irving Elementary School

May 10, 2023

To whom it may concern,

I am writing this letter in support of Pueblo School District 60's renewal of the Innovation Zone plan. The world has changed and progressed more quickly than many of us anticipated or were ready for. As an organization, we owe it to our students to keep up with the pace being set for us. By definition, innovation is "making changes in something established, especially by introducing new methods, ideas, or products." Our Innovation Zone plan allows us not only an opportunity to keep up with current trends and models, but to be the pacemakers ourselves. The schools in the Innovation Zone, with Irving Elementary in particular, are ideal examples of where our district can go and how great it can be.

Irving Elementary School is dedicated to new, innovative practices that will extend our students' thinking and bring excitement to their learning. We offer a Learning Commons area in which students can create and collaborate, passion projects created by school staff, numerous family engagement activities, and community partnerships that bring new experiences and outlooks to our students. New and updated technology is available to staff to use with all classrooms and students in our building.

Most importantly, the staff culture at Irving is incredibly strong. We are a solid unit committed to student success. Innovative practices such as demonstration classrooms and peer observations afford our teachers the opportunity to learn and grow from each other in a supportive, accepting environment. Irving has implemented the Zones of Regulation to enhance our students' social and emotional learning. This structure helps teachers engage students in self-regulation strategies and create a classroom culture that thrives.

Irving Elementary School is a place where students can grow, explore, and learn in a safe and productive way. We are dedicated to challenging ourselves and this is heavily impacted by our membership in the Innovation Zone. We look forward to continued success and growth!

Sincerely,

Megan Lawson
Innovation Coach/Media Specialist
Irving Elementary School

RE: Irving Elementary Innovation School

Date: May 15-2023

To whom it may concern:

When I became a teacher, I knew that I wanted to be involved in a school that can pull out stops to help the students meet achievement. It happened to open up some doors for me when I had a friend that worked at Irving Elementary. She'd told me about all of the great things happening there and when I applied, I reached out to her and told her what I was looking for. She said, "I think this is the place for you!"

When I met Mrs. Jaime Schwab and Christina Honeywell, I could almost feel their vision for Irving and what they were out to do with and for the school. These two along with the rest of the staff value what innovation means and how we can get there.

Some of the greatest things this school offers is innovation, collaboration with families, tutoring, The Boys and Girls club, just to name a few.

We continue to reach for growth and greatness, we've started grabbing within the last 3 + years I've been a part of this school. I absolutely love my job and what we are offering children in our area. The creativity and flexibility to do things with passion is a major plus.

Thank you for your time,

Angela Lucero

3rd grade teacher – Irving Elementary

B.S. K-6

Irving Elementary School
Jaime Schwab, Principal
Office: (719)549-7572
(719)251-0496
jaime.schwab@pueblocityschools.us

May 26, 2023

To Whom It May Concern:

This letter is written on behalf of a group of parents that are in full support of our Innovation Zone status for Irving Elementary School. We would like to ask that Pueblo School District #60's Board of Education approve our Innovation status. Irving Elementary School values its ability to provide innovative and meaningful learning experiences for our students.

We believe that our students should be able to connect their learning in and outside of the classroom. Irving provides these opportunities by connecting field trips to relevant learning experiences. They also developed a new approach to Read Across America Day that focused on developing readers through our Dream Street activities. Irving has also taught our students about innovative ideas such as grow towers, raised plant beds, healthy eating, and passion projects just to name a few.

As parents, we are in full support of remaining as a School of Innovation to continue to provide powerful learning opportunities for our students. The innovation plan promotes continued hands-on learning experiences, interconnectedness of contents and lessons, and the ability to attract and retain teachers that are willing to commit to our school. The plan also commits to a continued partnership with parents, community partners, students, and school staff to promote meaningful learning.

Sincerely,

Stacey Marquez
Renee Montiel
Andrea Gallegos
Crianna Lanto
Alle Griego
Nancy Beltran
Mayra Avellano

May 15, 2023

To whom it may concern:

I am writing on behalf of Irving PTSO (Parent Teacher Student Organization) for the Irving Innovation program. My children have attended Irving and still attend Irving. They are like family to us. I have seen all the exciting programs the staff has brought into the school. In the past and look forward to the future.

Irving makes learning fun and the students want to attend. As a parent group we are always looking for ways to help the staff. We want to make sure that the student and staff have a wonderful experience with all of the innovative programs they have. They have great plans for next school year and we can't wait to see what the students start to learn next year.

We are always looking for ways to improve our support and when I was asked to write a letter of support, I jumped at the chance. Irving is a great school and they make students "believe in themselves and they will be unstoppable.'

Sincerely,

PTSO President

Irving Elementary School
Jaime Schwab, Principal
Office: (719)549-7572
(719)251-0496
jaime.schwab@pueblocityschools.us

May 26, 2023

To Whom It May Concern:

I am writing this letter on behalf of Irving Elementary School's Building Leadership Team and Instructional Leadership Team in support of our updated Innovation Plan for Pueblo School District #60. We have reviewed the updated plan and are in full support of the new plan.

The identified focus areas, mission, vision, and core beliefs are directly aligned to the innovative work that Irving strives to continue to accomplish.

Name	Signature	Role
Megan Lawson	Megan Lawson	Coach
Stacey Marquez	SM	Coach
Nicole Sanchez	Nicole Sanchez	Coach
Miranda Genova	MGenova	Counselor
Christina Honeywell	CHoneywell	Assistant Principal
Christopher Nelson	CS Nelson	Teacher
Jaime Schwab	Jaime Schwab	Principal
Ariann Lovato	Ariann Lovato	Coach
Danielle Foley	DFoley	teacher
Amanda Martinez	AMartinez	teacher
Sarah Lobato	Sarah Lobato	Ess teacher

Irving is a great school to be at because the school has many programs like student council. We do so many things. For example, we planted a pollinator garden in front of Irving and it is so pretty! Another thing we have done is a lot of recycling. The recycling takes some work but that is good! I also like being in student council because we can take field trips.

Irving is a performance school this year so that means we went from red to green! All of us worked hard for that. We have great classes, like math and science. The teachers here are the best. They help us a lot! Everyone is so nice, including kids and teachers. That is why Irving is such a good school!

Tiah Shepherd
4th Grade
Irving Elementary

Irving is a great school for a lot of reasons. We have a Learning Commons room, which is fun because all of my friends go and we get to use blocks, art supplies, read, and all kinds of other stuff. My favorite thing to work with is the robots because they are really funny and cool to program and code.

Something also great about Irving last year we went from a red school (which means we were not doing that great on CMAS) and now this year we are a GREEN SCHOOL! We are on a roll and we have got to keep it up.

The main reason I like to come to school is because all of the students, parents, and teachers are all really nice. The students have a pretty good attitude and they are all really smart thanks to the teachers. The parents are really kind and they come to a lot of the activities and fundraisers that the school has for the kids.

These are just a few reasons why Irving is such a great school!

Athena Rodriguez
4th Grade
Irving Elementary

Minnequa Elementary

May 14, 2023

To whom it may concern,

In 2016-17, the Innovation Zone began for the first time in the district. Many administrative leaders, teachers, and staff developed the following core values.

The Pueblo Innovation Zone operates from the following non-negotiable CORE VALUES:

- We are preparing the future leaders and problem solvers who will transform Pueblo, our nation and the world.
- In order for students to achieve at the highest levels, the growth mindset must be internalized by every member of our zone community including our faculty, administration, and extended community members.
- We will drive positive change in our schools and community through data-driven decision making at every level.
- Positive relationships is often the lever that determines a child's trajectory, which is why every adult in our zone community treats all students with dignity and seeks every opportunity to build and sustain positive relationships.
- Authentic learning is essential for long-term educational success. Our zone community is committed to project-based, student centered learning that gives students opportunities to do, touch, investigate, and experience.
- Our zone will achieve goals for academic achievement by cultivating a collaborative culture that supports excellence in teaching and learning.

Throughout this period, the school's strategic plan was developed and supported by many outside agencies to support the growth of the teachers. These included AVID, Unbound Ed, 2 Partner, and RELAY. Thus, leading to the development and successful achievement of the scholars in the classrooms.

Within the Innovation Zone process, the school could have waivers by the CDE in support of the changes. These supported the scholars and began paving the way for their success. These were simple changes such as changing the morning bell, master schedule, small group time, etc. All of course in sync with research and outside support systems to begin the school makeover.

The push for growth did not come easy, however, it was worth it. Teachers learned how to unpack Common Core Standards to find the expectation of the scholars to meet the standard for the grade level. Then, how to backward plan and develop a mini-lesson that follows an "I do, we do, you do" type of philosophy so scholars have a clear understanding and model of what their objective is for the day's lesson. Scholars are closely monitored as they begin working independently as the teacher makes sure that 80% of the scholars' are on task without misunderstandings. Small groups are pulled to provide support to the other 20% that might need a different pathway to meet the standard's expectation. This could mean manipulatives, graphic organizers, or other support material, and a deeper dive into the steps using various strategies to meet skills with rigor.

Being data-driven guides the path that is taken from daily, weekly, and monthly. Teachers monitor every lesson, unit, and module with fidelity. Beginning with exit tickets, daily work, quizzes, Istation data, small group data documentation, and aggressively monitoring on-the-spot work. This is a continuous cycle of learning, monitoring, quizzing, data collection, re-teaching, and re-assessing. The teachers acquired these skills through many professional developments that were whole group or individual need-based. This was amazing because teachers were given personalized PD's to support their growth.

Through all of this, the school began to improve even through the pandemic. Data was showing an upward trajectory. Year after year improvement was occurring. Last year, 2021-22 the school made it to Performance status from the state assessments. This was all possible because of the innovation status given by the Colorado Department of Education and through the wise administrative guidance of the Pueblo City Schools administrative services and the outside agencies that support the growth of teachers for scholars' growth and performance.

Sincerely,

Jeanette Valdez
Minnequa Elementary Teacher

May 14, 2023

To Whom It May Concern,

I am writing to urge you to approve Minnequa Elementary School as a school of Innovation. This designation has allowed us to best support the needs of our scholars by providing them with the skills necessary to be tomorrow's extraordinary citizens in a local and global community. As a second-grade teacher, Tutoring Coordinator, and Dance Teacher for our after-school Academy at Minnequa, I have witnessed first-hand how the flexibility, time, and resources provided to Innovation schools directly impact our ability to address the needs of each individual scholar.

Our school's leadership and staff members all believe in the ability of each and every one of our scholars to be high achieving, and being an Innovation school allows us to put our innovative, evidence-based ideas into action. Consistent, school-wide practices such as our PBIS system, routines and procedures, morning meetings, and high expectations for scholars provide a strong behavioral and academic culture throughout our school. Our schedule allows for collaboration between team members and across grade levels, promoting horizontal and vertical alignment for our students. PLCs and professional development meetings are not only highly-informative and based on data and observations, but are also seen as vital by us teachers, who are always looking for feedback on how to better our practices for scholars. Our leadership provides ample information on how to analyze data through collaborative data meetings with our coaches and how to use data to inform instruction. Coaches and administrators provide real-time feedback to teachers in classrooms, giving us the opportunity to try a new strategy or re-teach in the moment, improving our teaching practices for our students. After-school tutoring and Friday school provide students additional opportunities to have positive engagements with school, connect more closely with the staff (often their own teacher), and receive much-needed support in academics to get them up to grade level. The after-school Academy opportunities have been another incredible experience for scholars. Providing dance, art, and choir for our scholars allows them to express themselves through various art forms, gain confidence through new skills, and make connections across classes and grade levels.

Many of our scholars come to us with limited academic experience, below grade-level, and with social-emotional needs. The time, flexibility, and resources that come along with being an Innovation school immensely benefit our ability to accelerate the growth of scholars' academic achievement, confidence, and social-emotional skills. It is imperative that we are approved as an Innovation school so we may continue to grow our scholars into extraordinary members of our community.

Sincerely,

Margaret Nelson
Second-Grade Teacher
Minnequa Elementary School
Pueblo, Colorado

MINNEQUA ELEMENTARY SCHOOL

1708 East Orman Avenue
Pueblo, CO 81004
719.549.7580
FAX 253.5259

Home of the Lil' Cats

Katie Harshman, Principa

May 23, 2023

To Whom It May Concern:

This letter serves as documentation that the members of the Building Leadership Team and the School Accountability Committee have reviewed and support the updated Innovation Zone Plan for Pueblo District 60.

The existing waivers, programmatic elements, and areas of focus identified within the plan will allow the school to continue to implement efforts towards continuous improvement.

Name	Signature	Role
Douglas Galascin		Teacher
Amanda Pettier		Teacher
Jeanette Valdez		Teacher
Leslie Ortega		Teacher
Natalie Allen		Teacher
Emilee Chavez		Instructional tutor
Alison Mitchell		School Counselor
Missy Koonce		Instructional Coach
Angela Urias		School Psychologist
Nicole Mcadams		Teacher
Nada Filangi		Instructional Coach
Victoria Beltran		teacher
LaJuaina Martinez		Teacher
Margaret Nelson		Teacher
Lyndsey Winters		Teacher

Name	Signature	Role
Melanie Trujillo	Melanie Trujillo	Educational Aide
Stacy Barton	Stacy Barton	ESS teacher
Marcellina Flores	Marcellina Flores	Paraprofessional
Christy Vasquez	Christy Vasquez	Math Coach
Grace Martinez	Grace Martinez	CLDE Teacher
Amy Baran	Amy Baran	ESS Teacher
Audrey Cisneros	Audrey	teacher
Annika Callahan	[illegible]	teacher
Michala Bachme	[illegible]	teacher

May 15, 2023

To whom it may concern,

We, Winter and Claire, are writing this letter together to show our support for our great school to continue to be within the Innovation Zone. Minnequa is an amazing school for many reasons.

To start, Minnequa has amazing teachers that help their students learn and grow. The do this by listening to scholars, teaching to help us understand what we are learning and the care about us.

Secondly, Minnequa rewards students gratefully and positively, taking them on field trips. As a school we have gone on so many field trips: Chuck E Cheese, Pueblo Rides, Cinemark, Altitude, Boondocks and so many more. They also make sure that they are signing our shields and making sure we know we are great.

Thirdly, Minnequa has great awards for good behavior, never awarding students for bad behavior. The only students that get, "shout outs" are the ones who are showing The Minnequa Way. Being that we are always well behaved, we have earned so many great prizes and so have our friends. Everyone wants to listen and learn; they never know who is watching!

As you can see, Minnequa is the BEST school! We love our school!

Claire Huffine and Winter Guidry

Minnequa Elementary 3rd Grade Scholars

May 14, 2023

To whom it whom it may concern,

My name is Simone Beier, I have been a scholar at Minnequa Elementary for the past year. It has been such a great time learning and spending time with my friends here. I love the teachers at Minnequa and all the field trips we get to go on. Being a scholar at Minnequa has really helped me in so many ways!

Minnequa Elementary being an Innovation School has really helped shaped experiences for the scholars within the building. Without extended learning opportunities I would not have found that I was interested in so many things. The scholars had so many options to choose from: dance, sports, art, woodshop, band and so much more!

I am excited to help the staff and scholars continue to create more options within extended learning opportunities and other great areas within the Innovation Zone. I am happy to be a Minnequa Lil' Cat Hero! Minnequa is a great place to be at.

Sincerely,

Simone Beier

Minnequa Elementary Scholar

Franklin School of Innovation

Franklin School of Innovation

1315 Horseshoe Dr., Pueblo, CO 81001

(719) 549-7540

Dana DiTomaso-Junkman, Principal

May 23, 2023

To Whom It May Concern:
This letter serves as documentation that the members of the Building Leadership Team and the School Accountability Committee have reviewed and support the updated Innovation Zone Plan for Pueblo District 60.

The existing waivers, programmatic elements, and areas of focus identified within the plan will allow the school to continue to implement efforts towards continuous improvement.

Name	Signature	Role
Dana DiTomaso Junkman	Dana DiTomaso	Principal
Pam Salas	Pam Salas	teacher
Desiree Lewis	Desiree Lewis	teacher
JoAnne Mohon	[illegible]	teacher
Angelique Montandon	Montandon	teacher
Sara Valdez	Sara Valdez	teacher
Daniel Giron	[illegible]	Teacher
Rhonda Moffat	Rhonda Moffat	Teacher
Myranda Kroll	[illegible]	Teacher
Tara Berg	Tara Berg	Teacher/coach
Janet Rivera	Janet [illegible]	Teacher
Natalise Naranjo	Natalise Naranjo	Teacher
Anne Filpi	[illegible]	Dean

Franklin School of Innovation

1315 Horseshoe Dr., Pueblo, CO 81001

(719) 549-7540

Dana DiTomaso-Junkman, Principal

May 20, 2023

To Whom It May Concern:

As the principal for Franklin School of Innovation, I am writing to show my support of the Innovation Zone at Pueblo District 60. I am proud to write this letter of support for Franklin School of Innovation. I have worked at Franklin for six years as a Principal and an Assistant Principal. I was here the first year we became an Innovation School and we have made tremendous progress since our inception into the Innovation Zone.

Each and every staff member at Franklin is committed to the mission and vision established by the driven team that began the innovation work to transform the school. Our 2021-22 School Performance Framework displayed this with an overall ranking of performance. It took the hard work of all stakeholders involved to move the school from improvement to priority. Our school was also named as a Bright Spot in Colorado for student achievement by Governor Polis.

Staff, students, parents, and community members all worked together for a common mission to create a learning environment where we ensure students have the knowledge, skills, and purpose to make an impact in our community. With all of our hard work, we have certainly seen a positive change within Franklin School of Innovation.

Over the years, we have introduced rigorous curriculum in both English Language Arts and Mathematics to meet the demands of the Common Core State Standards. Due to us being part of the Innovation Zone, we were able bring Project Lead the Way to our school in place of the district science curriculum and we have seen some amazing growth from our students. In math, we continue to implement Engage New York where we focus planning on differentiated instruction and backwards by design planning to ensure all student's needs are met. Franklin teachers have also used the backwards by design process to implement rigorous writing opportunities across the curriculum. Franklin has also been a part of the Early Literacy Grant which has been able to support increases in reading growth and achievement. This year we were able to meet all of our ELG goals with Above Average Progress!

Franklin School of Innovation is an innovative school leading the way for our students to grow and achieve. We will continue to strive towards maintaining our performance status for all our students and we look forward to continuing to grow. Our mission at Franklin is to provide a supportive and high-quality education, so each scholar will be college or workforce ready and lead a life of purpose. We will do this by continuing to develop and enhance academic, social, and personal skills in a safe, rigorous, and engaging learning environment using innovative practices

Sincerely,

Dana DiTomaso-Junkman, Principal of Franklin School of Innovation

Franklin School of Innovation

1315 Horseshoe Dr., Pueblo, CO 81001

(719) 549-7540

Dana DiTomaso-Junkman, Principal

May 20, 2023

To Whom It May Concern:

Please consider this letter of support for the Innovation Zone for Pueblo District 60. We as parents at Franklin School of Innovation and members of the School Accountability Committee (SAC), have been involved in the process of developing and providing input to the Innovation Plan. We understand that the culture, academic achievements and need of our children at Franklin serves as the foundation for the continuation of the Innovation Zone. We have the utmost confidence that leadership and staff at Franklin have the best interest of our children in mind. We support the vision for Franklin and advocate for its success.

Our understanding of the Franklin Innovation Plan is the ongoing opportunity for teachers, parents, and the community to provide a caring and productive learning environment that is aligned to the academic and social needs of our students. The plan promotes increased quality of instruction, ongoing communications, and differentiated instruction that will continue to challenge and provide students an opportunity to flourish and become productive members of the community. The plan ensures an active and meaningful parent, family, and community involvement partnership.

The opportunity to update the Innovation plan has been a meaningful and rewarding experience. We support Franklin's team of educators as they work diligently to make a difference in the lives of our children.

Respectfully,

Franklin School Accountability Members and Parents

Franklin School of Innovation

1315 Horseshoe Dr., Pueblo, CO 81001

(719) 549-7540

Dana DiTomaso-Junkman, Principal

May 20, 2023

To Whom It May Concern:

I am writing to show my support of the Innovation Zone at Pueblo District 60. I am proud to write this letter of support for Franklin School of Innovation. I have worked at Franklin for three years as an Instructional Coach and Literacy Interventionist. Franklin is committed to the mission and vision established by the driven team that began the innovation work to transform the school. Our 2021-22 School Performance Framework displayed this with an overall ranking of performance. It took the hard work of all stakeholders involved to move the school from improvement to priority. Our school was also named as a Bright Spot in Colorado for student achievement by Governor Polis.

Staff, students, parents, and community members all worked together for a common mission to create a learning environment where we equip students with the knowledge, skills, and passion to create a positive change in the world. We have certainly seen a positive change within Franklin School of Innovation. Students and staff are all working diligently to put forth the effort to thrive and increase student achievement.

We have introduced rigorous curriculum in both English Language Arts and Mathematics to meet the demands of the Common Core State Standards. In math, we continue to implement Engage New York where we focus planning on differentiated instruction and backwards by design planning to ensure all student's needs are met. Franklin teachers have also used the backwards by design process to implement rigorous writing opportunities across the curriculum. Franklin has also been a part of the Early Literacy Grant which has been able to support increases in reading growth and achievement.

Franklin School of Innovation is an innovative school leading the way for our students to grow and achieve. We will continue to strive towards maintaining our performance status for all our students.

Sincerely,

Tara Berg, Instructional Coach

May 23, 2023

To whom it may concern:

When the opportunity arose to pursue a position at the Franklin School of Innovation I was honored in having the privilege of being an educator at one of the seven Innovation schools in Pueblo Colorado. Being a part of a team in the Innovation Zone has pushed me beyond the limits of what I thought I was capable of. I have had the opportunity in expanding my learning through professional development, collaboration, and receive feedback that has shaped who I am as an educator. I have learned more in one year of teaching at Franklin School of Innovation, than I have in the two years of teaching in my previous assignment. When you seek help and support from others it can be empowering not only for your personal growth but in what greater outcomes the relationship may bring in working together. At Franklin, the heart and focus of the intentions are geared towards the most important of all its stakeholders, our students.

I have seen how accountability is a focus on maintaining the utmost level of integrity in fulfilling the responsibilities of embracing the core values as an innovation school, leading to better practitioners in reflections in our teaching. Franklin has made gains in teaching students the power of cooperative learning and collaboration and it has had an impact on students flourishing to take upon being student leaders where they see fit. At Franklin, we strive to help promote critical thinking in the classroom because we want students to learn how to develop an ability to demonstrate and put into practice a mindset of inquiry and reflection.

One of the things that I was drawn to in being a part of an innovation school was the opportunity to build and challenge students authentically in their learning. I believe that if students are invested in what interests them, they are more inclined to take part in their learning experience and grow on a deeper level. I am pleased with the implementation of a new project-based learning program that incorporates the content areas of math, science, technology, and engineering called Project Lead the Way (PLTW). I have seen firsthand what a difference this program makes for students. The ability for students to be able to engage in collaborative hands-on learning is invigorating to their learning experience is remarkable.

I am very grateful for being a part of the Franklin School of Innovation because of the shared philosophies of what authentic learning looks like. Teaching scholars to be critical thinkers and problem solvers, and challenging their thinking to be confident in their abilities to do all that they can to succeed is an innovative way of prepping students for success. I am proud of the opportunity to be part of an amazing team of educators leading the way.

Sincerely,

Desiree' Romero

Desiree' Romero
5th Grade Teacher

May 20, 2023

To Whom It May Concern:

I am writing to show my support of the Innovation Zone at Pueblo District 60. I have been teaching at Franklin School of Innovation and my child has attended for the past two years, and I am beyond satisfied with the results. Franklin is a school with a positive culture and academic achievements. The Innovation Zone has had a positive influence on my child's academic success, which is something that I feel as an educator is imperative to a school's success.

Franklin School of Innovation has a caring and productive learning environment for its students. The teachers are willing to take new innovative curriculum and implement it into their classrooms to create an environment of creativity, cooperation, and success. All staff at Franklin School of Innovation are committed to seeing each scholar reach success.

I have appreciated the opportunity to be involved with the Innovation Zone and I am excited to continue this journey of excellence with my child here.

Sincerely,

Shannon Moser

Shannon Moser
Parent

May 20, 2023

To Whom It May Concern:

I am writing to show my support of the Innovation Zone at Pueblo District 60. I have had four children attend Franklin School of Innovation and I am beyond satisfied with the results. Franklin is a school with a positive culture and academic achievements. The Innovation Zone has met the needs of my children and has challenged them to do their best.

Franklin School of Innovation has a caring and productive learning environment for its students. I appreciate the maximum effort teachers put in to create lifelong learners and encourage a positive outlook for their future. It is clear that the staff want success for the scholars not only in elementary school, but in all they do going forward in their lives.

I have appreciated the opportunity to be involved in the Innovation Plan as well as being able to see the success and positive effect it has had on my children.

Sincerely,

Alisha Garcia
Parent

May 23, 2013

To Whom it May Concern,

I am writing to show my support for the Innovation Program at Pueblo City Schools. I have been PTO president for the last 5 years and am beyond satisfied with the results. Franklin is a school of culture and academic struggles: the Innovation program meets the needs of these dynamics very well.

Franklin School of Innovation is a caring and productive learning environment for all its students. I am appreciative of each teacher for the maximum effort that is put in to create lifelong learners and positive outlook for their future. It is clear all staff want success for their scholars, not only in elementary school, but in all they do going forward in their lives.

I have appreciated the opportunity to be involved in the implementation process of the Innovation Zone as well as being able to see the success and positive effects it is having on all the students.

Sincerely,

Martha Coleman

Martha Coleman
PTO President

May 23, 2023

To Whom it May Concern:

I am a 5th grader at the Franklin School of Innovation and I am proud to be a Bobcat at the Franklin School of Innovation. I have been a part of the Bobcat family for the last six years. This is where I started my education. The school has offered many benefits that will remain with me as I move on to the next part of my education. I have been here since kindergarten and it has changed a lot over the years. We have received new technology tools, and a science program called Project Lead the Way. There is a new building coming in and I'll be gone into middle school by the time it opens officially, but I am glad that other students will get to be a part of the good things Franklin has to offer. I remember the first day of being a Bobcat, I was greeted and felt comfortable, safe, and part of something great. It has been like that ever since.

The school has been amazing for me from Kindergarten to fifth grade. The best times were when the school had received improvements to make our learning better. We had received better technology to make our learning better because all scholars have computers. We received new lessons from Project Lead the Way. It is fun and gives us a new way to explore the limits. We have hands-on learning with our projects which gives a better idea of what to do while solving problems as a scientist. The teachers challenge us by giving us chances to be creative and communicate with others and challenge each other's thinking. Being a Bobcat was the best honor I have ever gotten. I believe that Franklin School of Innovation is the best school ever for what they do for Bobcats. I know that I am prepared to do great things in middle school, high school, and even college because of Franklin.

Sincerely,

Xander Duran

May 23, 2023

To Whom it May Concern:

I have been a Franklin Bobcat scholar since kindergarten. It has been an honor to be a part of the Bobcat community at the Franklin School of Innovation for the last six years. I didn't know if the teachers were nice as a kindergartner but later on, I realized that the teachers' staff and students care, and helped me learn a lot. This made me happy and I always wanted to go to school to see my teachers and friends. I love being a Bobcat and Franklin staff and teachers are always ready to help us students learn and take the time out of their day and life to help us get ready and prepared for middle school, and to be the most successful I could be.

I have had no problem fitting in here. I have made all kinds of new friends throughout the years. All the teachers give me the confidence to keep going and work hard. They all let me and other bobcats never give up thanks to the help and teaching of Franklin. I got the chance to work on Project Lead the Way. This was a very cool and interesting thing to see and experience learning differently. Another great experience was the chance to code robots, do challenges that include coding, and be able to do nitro type so we can race, type, and learn all at once.

This school has helped me learn and prepare so much that I'm gonna be able to go and be successful in middle school and be prepared for anything. I wouldn't have been able to do it without all the staff, teachers, and from other students. I was able to believe in myself then and achieve now. With all of this, all my teachers and school have helped me with my learning and challenged me. Thanks to their help I was able to win first place in writing contests to represent my school twice. Even though I know I will do good in middle school and be prepared, I'm going to be sad. I have been a Bobcat for so long I don't want to leave. I found a home to have, and keep, friends and teachers that are like family. Although I will be leaving for a new school I will forever have a place in my heart for Franklin, the staff, students, and more. They have all been here for me since day one.

Sincerely,

Angeliyah Najera

Pueblo Academy of Arts

PUEBLO ACADEMY OF ARTS

29 Lehigh Avenue, Pueblo, CO 81005
719.549.7437

May 30, 2023

To Whom It May Concern:
This letter serves as documentation that the members of the Building Leadership Team and the School Accountability Committee have reviewed and supported the updated Innovation Zone Plan for Pueblo District 60.

The existing waivers, programmatic elements, and areas of focus identified within the plan will allow the school to continue to implement efforts towards continuous improvement.

Name	Signature	Role
Linda Jacobs	[signature]	Teacher
Amelia Modes	[signature]	Teacher
Lyman Bushkovski	[signature]	Teacher
Jacki Campbell	Jacki Campbell	Counselor
Brianna Apodaca	[signature]	Teacher
Margie Gallegos	Margie Gallegos	Teacher
Leelani Espinoza	Leelani Espinoza	Dean
Sharon Pollock	Sharon P	Teacher
Dominic Repucci	[signature]	Teacher
Russell Aviña	[signature]	Teacher
Susan Foster	[signature]	Asst Principal
Barbara Montoya	[signature]	AP
Albert Farias	Albert Farias	Principal

To whom it may concern:

As we close in on the end of this academic year, I realize it is my 30th year in the field of education. I find myself reflecting on all the rich experiences I've had over the years. As a resident adviser, guidance counselor, coordinator, director, assistant dean, dean of student success, vice president of student services, substitute teacher, and currently a permanent substitute here at Pueblo Academy of Arts (PAA). All of these positions give me a unique perspective on education.

I understand the complexities of administration and the work put into transformative strategic planning. I support (PAA) and its staff in their efforts to implement its innovation plan in the coming months and years. At PAA I have had the pleasure of working with a passionate team of administrators, counselors, support staff, teachers, students, and some parents.

I have seen how transformative change is already happening here at PAA. Some of the most impressive changes include innovations that put the student's well-being at the center of everything. Weekly restorative circles, class-specific rise meetings, SEL lessons, student-centered assemblies, a student code of conduct which is summed-up in a school mantra, to RISE, which stands for **R**espect, **I**ntegrity, **S**peak, act, dress like a phoenix, 100%**E**ffort. Positive affirmations like, Be the change, be the good, be a Phoenix! are embedded in PAA student activities and classrooms. Student lead arts displays throughout the school and student lead audio-visual presentations like the daily Rise and Shine videos to remind students to be proud of their school and to treat each other with dignity and respect. These are just a few of the things that are already happening.

I see students talking to one another and participating in restorative circles. In classrooms, teachers' welcome students to participate in class contracts, utilizing the Capturing Kids Hearts curricula. Teachers and administrators work together to place individual students in the classes where they will be most successful. The support staff, like our social worker, who works with our developmentally challenged students and or behaviorally challenged students, are patient and supportive and work each day to utilize best practices in relating and communicating with these students in crisis. Teachers and staff take their job seriously and are working to get students to do the same.

I believe PAA is already doing the work each day in utilizing student success models that are beginning to show promise. This is why I support PAA in its efforts to improve student learning outcomes and the student experience while in middle school.

Sincerely,

Keith R Wilder
Student Success Professional
PAA Permanent Substitute

May 12th, 2023

To whom this concerns,

I am writing this letter in support of the innovation plan/program for the Pueblo Academy of Arts. In a middle school, project-based learning should be to encourage students at PAA. Using arts-integration to challenge student learning at the middle school level. Arts-integration curriculum at PAA is highly valued because it promotes hands-on learning at the middle school level which prepares kids for real-life experiences in later ages when looking to find places of employment in the real world.

As a first year teacher, the flexibility of what an innovation school can allow for student learning is why Pueblo Academy of Arts must remain in an innovation zone/school. Even with the adoption of the social studies curriculum next year, the flexibility of being at an innovation school to branch off from the standard path of how education is delivered is what brings my support to keep PAA in an innovation school zone. Aside from education, PAA promotes an atmosphere to where we are constantly challenging the social barriers. At PAA, there is an atmosphere that is devoted to promoting equality and equity within the school.

In conclusion, PAA stands to test the boundaries of academic needs of students and the social-emotional boundaries of students. Under the innovation zone/plan, PAA curates its own voice at the school through its staff and students. If I had kids to choose a school to go too, it would be PAA.

Sincerely,

Ryan J. Martorello
PAA Social Studies Teacher

PUEBLO ACADEMY OF ARTS

29 Lehigh Avenue, Pueblo, CO 81005
719.549.7437

May 11, 2023

To Whom It May Concern:

I retired at the end of School Year 2022-23 after enjoying several years at Pueblo Academy of Art as one of its counselors. I feel very fortunate to have come back to PAA this school year in this same position to do a 110. This is mainly due to the fact that this school is a hard place to leave, especially having seen the positive changes that occurred in our school once we committed to an Innovation Plan that changed our culture and climate.

I am in full support of Pueblo Academy of Arts maintaining its Innovation Status. Becoming a school that centered itself on "The Capturing Kids Hearts" process was a very intentional and triumphant decision for us. Seeing our students increase relational capacity with each other and their teachers has been a very gratifying experience. My hope is that with the continued support of our Innovation Status we can also bring back Leadership classes (Also, a Flip Flippen structure) to our school. These classes increased student's awareness of our shared vision as a school community. This shared vision was celebrated weekly, then monthly, in our school-wide Town Hall Meetings. At Town Hall we enjoy student performances and presentations, we celebrate the special achievements of our students and we enjoy inspirational video clips which help staff and students truly embrace the Vision and Mission of our school. During this time we also have our very important "Wings Ceremony." Students are nominated by teachers, and/or fellow students to receive the coveted silver wings which are given to only those students who have gone above and beyond our RISE Expectations which include, R-Respect and Responsibility, I-Integrity, S-Speak and Act like a Phoenix, E-100% Effort.

Another integral component of our successful transition to becoming a School of Innovation, was the commitment to an Arts Integrated Curriculum. Teachers had the opportunity to engage in rich, professional development which allowed them to learn how to connect the arts to the curriculum they were teaching. We saw increased student engagement when our students were able to take part in learning activities that allowed them to participate in creative processes.

The addition of Encore/Elective Classes such as Graphic Arts and Video Production, Digital Photography, and Dance extended additional, creative opportunities for our students who were already enjoying being part of our outstanding Art classes and the most successful instrumental music program in our city.

PAA as an Innovation School, has made a difference in the lives of many young people in the Pueblo community. I hope that we will be able to continue this journey of creating a community of caring and innovative, young adults.

Sincerely,
Marla Carleo
Marla Carleo
Counselor, PAA

Pueblo Academy of Arts

Mr. Albert Farias– Principal
Ms. Susan Foster- Assistant Principal Mrs. Barbara Montoya- Assistant Principal
29 Lehigh Avenue Pueblo, Colorado 81005 719.549.7430

May 8, 2023

To Whom it May Concern,

Having been at Pueblo Academy for Arts for the past 5 years there have been many ups and downs, however one thing that has remained consistent throughout has been being a school of innovation. Having this status had made a huge impact on both our staff and students and ultimately our community. We have faced so much adversity and challenges that have been out of our control, but being a part of the innovation zone has allowed us to be exactly that…. innovative. Being a part of the zone means being able to rethink education in terms of educational programming, in retaining and recruiting highly qualified teachers, data infrastructure, creative professional development opportunities, a flexible calendar/schedule, and through our purchasing strategies.

Since being approved by the Colorado State Board of Education in 2016 to become a Colorado School of Innovation we have completely changed our identity and with that has come an increase in student achievement and the dedication of our staff to have a positive impact on our community. Our innovation zone status drives our use of Capturing Kids Hearts and PBIS to create a supportive environment and positive between students and staff. As an innovation school we are able to use an arts integration approach that differs from the traditional education where students are able to increase knowledge of a general subject with a greater understanding and appreciation of the fine and performing arts.

Throughout our history always being in and out of turnaround status it is important to be a part of the innovation zone in order to be creative when it comes to how we educate our students. A high performing school requires people, programs, money, and time which is what being a part of the innovation provides us. Students want to come to Pueblo Academy of Arts because of the uniqueness of our school which is because of the flexibility in policies and procedures through the waivers we are allotted.

It is absolutely necessary that Pueblo Academy of Arts remain an innovation school in order to continue to support the success of our students and community.

Sincerely,

Brianna Apodaca
Exceptional Student Services Generalist Teacher
Pueblo Academy of Arts
719-549-7861
brianna.apodaca@puebloD60.org

At Pueblo Academy of Arts, we believe all students can achieve excellence.

May 11, 2023

To whom it may concern:

I applied to PAA as a Counselor 4 years ago because it offered art-integrated classes and electives for our students. I was impressed that the school showcased Town Halls, integrating various forms of the arts for students.
Town Halls set our school apart from any other Innovation school. It allows staff and students to express themselves artistically and provides opportunities for them to inspire others through music, dance, and empowering messages. Our Town halls motivate other students to go out of their comfort zone and to share their passions and pride in things they love to do outside of their school life, on the stage, and in front of their peers. These opportunities builds character and enhances PAA's school culture, and encourages students to embody kindness and respect for others. We motivate students through positive messaging in our morning announcements and Phoenix news, produced and presented by our students, to R.I.S.E.(Respect/Integrity/Speak and Act like a Phoenix) every day, in their academics and in their relationships with staff and their peers. As a result, this type of school environment allows students to feel safer and to want to come to school to learn and to look forward to having options to learn concepts in core classes through integration of the arts in a creative way.

I am writing this letter to show my support for our school to continue as an Innovation school as it allows us to have some ideas and flexibility in offering classes and programs that will support our student's academic growth and social and emotional learning. We have a diverse student population and our teachers are passionate about expanding student's minds, and motivating them to look beyond their world into a realm of possibilities that ignite the desire to gain knowledge and skills that will assist them in being successful, lifelong learners, and productive future leaders. Our school attracts new teachers because of the innovation of ideas that sets us apart from other traditional schools. Parents enroll their students at PAA because of the types of electives their child can have and the artistry that is expressed through the student's work displayed on the walls in every hallway.

PAA is instilling leadership skills and values through our W.E.B.(Where Everybody Belongs) program, Science, History Student Council, and Garden Clubs. At one time enrichment classes provided on Fridays, exposed students to skills and activities provided by each teacher who shared their hobbies to students who might not otherwise have these experiences.

In conclusion, I am proud to be a part of the Phoenix family and what keeps me coming back every year is the collaboration, passion and knowledge shared between staff and their desire to make every student feel cared about and that they matter at our school. I am excited to see what the new year will bring as our leaders are already generating ideas that will make PAA a better school, one that will set the bar for other schools to strive for.

Sincerely,

Jocelyn Campbell

Jocelyn Campbell
"Once a Phoenix Always a Phoenix"

Madison Keele
madison.keele@pueblod60.org
(719) 549-7430

Pueblo Academy of Arts
29 Lehigh Ave
Pueblo, CO 81005

May 11, 2023
To Whom it May Concern,

I hope this letter finds you in good health and high spirits. As a teacher and a member of our school community, I am writing to express my support for the renewal of our innovation plan. I firmly believe that embracing the arts and providing our students with a progressive learning environment is essential for their future success.

Our innovation plan has introduced a fresh perspective, fostered creativity, and encouraged critical thinking among our students. By integrating creative and artistic practices into the curriculum, our school aims every day to better create an engaging and dynamic learning atmosphere that prepares our children for the challenges of the modern world.

The innovation plan has a profound impact on our students' motivation and enthusiasm for learning. Our emphasis on the arts has sparked a sense of curiosity and exploration, igniting their passion for discovery and inquiry. Students are actively engaged in hands-on projects, encouraged to experiment and take risks, which not only deepens their understanding of various subjects but also boosts their confidence and self-esteem. I see this everytime we do art projects in the classroom. By renewing the innovation plan, we demonstrate our commitment to providing an educational experience that nurtures our students' love for learning and the arts,

In conclusion, I support the renewal of our middle school's innovation plan. Its positive influence on our students' educational journey and their overall development cannot be overstated. By renewing this plan, we reaffirm our commitment to providing a high-quality education that equips our children with the skills, knowledge, and mindset necessary to excel in the ever-evolving world.

Thank you for your attention to this matter. I look forward to witnessing the continued growth and success of our students under the renewed innovation plan.

Sincerely,

Madison Keele

May 11, 2023

To Whom It May Concern:

This letter is in support of the innovation program at Pueblo Academy of Arts. I have had the pleasure of working with the staff at Pueblo Academy for the past 4 years. As an Educational Assistant Media I provide art supplies to teachers for their art integration projects in the classrooms.

The talent and creativity the students have expressed in these projects is amazing. This is possible through the opportunities that an innovation program has provided. Not only does this provide an opportunity but it enables the staff to continue to foster this talent and allow students to have choices that they otherwise would not have.

Let us continue to support our students through innovation, and be the difference for positive change.

Sincerely

Yolanda Santiago

Yolanda Santiago

Jeff W. Thomas
Pueblo Academy of Arts
29 Lehigh Ave.
Pueblo CO 81005

May 11, 2023

To whom it may concern,

This letter is to express my support for the continuation of the Innovation Plan for Pueblo Academy of Arts as well as the plan for District 60's Innovation Zone.

I have experienced many positive changes in our school throughout the years that I have taught here. Many of them have been a direct result of being an innovation school. The ability to have autonomy in our scheduling and course offerings are what has and should differentiate us from schools not in the zone. In order for us to be effective we need to be unique. The waivers provided to the Innovation Zone allow us to do this and we need to utilize some of them in order to stand out and become a school that fits students interested in the Arts.

One of the most important classes that we once offered was our Leadership class. The content of this class comes from the concepts from Capturing Kids Hearts, which is the school-wide approach we have used that creates a community of caring for each other, building positive relationships, and gives students skills to manage their own behavior while gaining the skills to be effective leaders.

These are only a couple of examples of what can make us a school that our community's youth want to attend and thrive while being here. These examples are made possible by being a part of the Innovation Zone and utilizing what opportunities schools have by having innovation status.

I have a strong feeling of hope and optimism for our school moving forward. We need consistency and commitment in order for these feelings to take shape.

Sincerely,

Jeff W. Thomas
Physical Education Teacher

PUEBLO ACADEMY OF ARTS

29 Lehigh Avenue, Pueblo, CO 81005
719.549.7437

To Whom It May Concern:

I am writing this letter in support of Pueblo Academy of Arts remaining a part of the Innovation Zone in Pueblo City School District 60. I started my experience at Pueblo Academy of Arts when I represented Trio Talent Search from CSU-Pueblo. I witnessed many unique programs such as Trio Talent Search(college preparation), the Web Leader Program, United Way mentorship, student council, a stellar instrumental music program, and Town Hall. The school community exhibited positivity, creativity and was filled with enhanced learning opportunities for every student. It was exciting to see what the students were doing at Pueblo Academy of Arts.

The following year, I applied to become part of the amazing and talented staff at PAA.
I have been a teacher at Pueblo Academy of Arts for six years and in many different capacities. I taught home economics, drama and music theater during my first year here.I have had the opportunity to teach life skills such as cooking, cleaning, and other necessary skills that, as adults, we engage in every day. Seeing the students excel in acting, singing and theater presentation really showed how students are benefitting from going to an innovation school. Having my students participate in Town Hall to share their talents was an experience that they will carry with them for the rest of their lives.

I have taught science for five years. Even as a science teacher, I am able to give my students enhanced learning opportunities that they wouldn't get in a typical school setting because we are in the innovation zone. Being able to incorporate art into their lessons gives them added buy-in to their learning.

I am excited to be a part of PAA as an innovation school. Even as an educator, I feel that I have grown professionally from being in the Innovation Zone.

Thank you for your time and consideration of this letter. I look forward to continuing my role as a Pueblo Academy of Arts educator in the Pueblo City Schools Innovation Zone.

Sincerely,

Theresa O'Brien

Theresa O'Brien
6th Grade
Science Lead

To Whom it may concern,

I am writing to express my strong support for Pueblo Academy of Arts remaining in the Innovation Zone. I have had the privilege of working through the initial authorization of our school and have seen positive improvements throughout the time. Teaching through the arts has been our focus in our core classes and also providing innovative programming such as digital media, drama and dance. As a member of the community and teacher, I have seen firsthand the positive impact that the Innovation Zone has had on our schools, students, and families. The innovative and forward-thinking approach that the Zone fosters has been instrumental in improving education outcomes and preparing students for the future.

Pueblo Academy of Arts is a prime example of the success that can be achieved through the Innovation Zone. The school has implemented innovative programming that has increased student engagement and achievement. The caring and dedicated staff at Pueblo Academy of Arts have been instrumental in creating a positive and supportive learning environment for their students.

Thank you for your time and for all that you do to support our local schools.

Sincerely,

Russell Avina
Digital Media Teacher - Pueblo Academy of Arts

May 11, 2023

To Whom It May Concern:

I have been an educator at Pueblo Academy of Arts for the past two years, and I am writing this letter to support its status within the Innovation Zone. I believe that our status as an innovation school positively benefits both students and staff.

I believe that our slightly longer school days allow for students to foster academic, social, and emotional growth. The additional time allows our school to engage in social-emotional learning with an emphasis on arts integration. Additionally, we are able to celebrate local talent within our school and community with monthly Town Hall performances. Lastly, the provision of additional compensation for extra work ensures that staff in our building can support our students through extracurricular activities, further strengthening the relationships between students and staff.

As a staff member, this additional compensation means that I am more involved in our school community than I would be at a school that is based on volunteer positions only. I like to be involved with the students and what interests them, and this waiver allows me to do that. Additionally, teaching middle school is difficult and can result in a smaller number of teachers than desired. The waivers around hiring processes ensure that our students have consistent teachers in both academic and enrichment classes. Lastly, the professional development that I have taken as an educator in the innovation zone has allowed me to strengthen my teaching practice and grow as a professional.

I fully believe that Pueblo Academy of Arts should retain its distinction as an innovation zone school for the benefit of students and staff alike. Thank you for taking the time to read this letter.

Kind Regards,

Amelia Modes

Amelia Modes
Teacher

Thursday, May 10, 2023

To whom it may concern:

I am writing this letter to support the Innovation Program at Pueblo City Schools more specifically Pueblo Academy of Arts. Being part of an Innovation school, has provided numerous opportunities that allow staff, students, and parents to engage with multiple opportunities for student success.

At Pueblo Academy of Arts, our team has created multiple opportunities for students to demonstrate their needs and abilities according to their full potential. For example, students have more options for participating in elective courses, join town hall, learn social/emotional skills during Phoenix time, and attend an extended day.

I-Zone allows teachers and support staff to collaborate with others to meet the individual needs of all students. Our staff is highly-qualified, teaches rigorously, uses alternative methods to implement hands-on learning, and provides social and emotional support based on individual needs. I-Zone teaching means teaching the whole-student in a safe, inclusive, and nourishing environment.

I-Zone continues to benefit all stakeholders in the education sector. With I-Zone implementation we are providing successful and creative problem solving skills and strategies. Please continue to support Pueblo Academy of Arts with the implementation of an Innovation Program.

Sherry Martinez

Sherry Martinez
ESS ED Teacher/ Case Manager
(719) 549-7870

To Whom It May Concern:

I am writing this letter in support of maintaining Pueblo Academy of Arts as an Innovation School. I have a unique perspective as a teacher and as a parent. Six years ago my son, a very high academic achieving student, set out to find a school for him. He wanted a school that would give him the opportunity to grow both academically and as a person. He submitted applications to many schools; however, we live by Pueblo Academy of Arts and he wanted to explore the possibility of staying close to home.

He spent one day at Pueblo Academy of Arts and knew he found his place. I pulled him out of school and told him he had been accepted to other schools. He looked at me and said mom I feel good here. Not only are teachers concerned with academics but they care about me as a person. He won state in Video and Editing last year and is going in a year to college for communications. Pueblo Academy of the Arts introduced him to the Art of Video Production and Editing.

Being an innovation school allows teachers time to do standard based project lessons while applying the arts; furthermore, innovation allows added professional development to grow professionally and really think outside of the box. Pueblo Academy of Arts gives students opportunities for extra activities on Fridays to apply their learning. Many programs exist after school to engage students as well.

Now as for me as a teacher, I chose to apply and come to this school for the opportunity to grow as a professional and be the teacher that Public school students deserve. Being an Innovation school has been a blessing and gift to Pueblo. I fully support remaining an innovation school and continuing to work at Pueblo Academy of Arts and grow with an ever changing society of learners.

Thank you,
Tisha Wyatt

Pueblo Academy of Arts D60
6th Grade Math Teacher

May 10, 2023

To Whom it May Concern,

I have been teaching at Pueblo Academy of Arts for the past eight years. One of the reasons I wanted to teach at this school is because of the opportunities in the Innovation plan. Students were enthusiastic and looked forward to many Enrichment courses that were offered at the time during Friday classes. I believe at that time PAA was at the forefront of Innovation.
Currently,students have the advantage of using their creativity through various activities within the core classes and Encore classes.

There are many advantages to being an Innovation school

- building professional development opportunities (Capturing Kids Hearts,Teach Like a champion, building PD choices)
- Innovation days (6th grade orientation)
- Encore classes for students
- Policy waivers
- Curriculum data based choice
- Flexibility in Scheduling and Calendar
- SPF determination for teachers

I support the continuation of the Innovation plan at PAA.

Sincerely,
Margarita Gallegos
Margarita Gallegos

5-11-2023

To Whom It May Concern:

I have been teaching in this district for 15 years and my children have been taught in this district as well. My oldest daughter was a student at Pueblo Academy of Arts during her 7th and 8th grade years. At this time, I felt that PAA was at the prime of Innovation. I moved her from Pueblo School for Art and Sciences to PAA for the mere reason that PAA was an innovation school and what it had to offer students. My husband also came to teach at this school because of the great things that were happening here. CKH, Leadership Class and Encore Classes was and has been a major influence on so many students over the years. Years later, I also chose to hop on board to teach at PAA because of the amazing offerings to students. As a teacher, being able to teach something fun other than your specific content is what intrigued me. Those are the classes that my own daughter loved the most! She is now a grown adult and she will always say in conversation that her middle school years at PAA were the most memorable. She enjoyed having a goal to work towards at having the "fun" classes on Fridays and being able to not think about strictly academics. It gave her mind and body the break that all middle school students need. It gave her the opportunity to socialize with her peers and teachers in ways she never would have before. Through those Friday Encore classes, she was able to build strong relationships with peers and teachers without fear of being reprimanded for having fun at school. I hope that the board of education will consider keeping PAA an innovation school and help to revamp schedules with now a 4 day school week so that more students can enjoy middle school the way my daughter did.

Sincerely,
Jessica Arriaga

To Whom It May Concern,

I am writing this letter to express support for the renewal of Pueblo Academy of Arts' Innovation Plan and involvement in Pueblo District 60's Innovation Zone. In the wake of the COVID-19 pandemic, it is imperative that educators continue to develop new and creative ways to create, support, and catalyze positive student outcomes. Renewing and updating Pueblo Academy of Arts' Innovation Plan will help in the creation of a safe and supportive learning environment that enumerates agency into the student educational experience.

To provide an example of how the previous Innovation Plan at Pueblo Academy of Arts benefitted student outcomes, consider the following. Teachers at Pueblo Academy of Arts integrate the arts into the general education curriculum as an additional instructional modality. As a result of this arts integration, students develop deeper connections and understandings of all academic content, and truly enjoy learning. I am privileged to see students thrive in this environment each and every day.

I cannot wait to see what the renewal of the innovation Plan at Pueblo Academy of Arts brings to students at this school.

Respectfully,

Dominic Repucci, ESS Generalist

Roncalli STEM Academy

Roncalli STEM Academy
4202 West Highway 78
Pueblo, CO 81005
719-549-7450

Dear District 60 Board of Education,

It is with great honor and dedication that I write a letter of support for the renewal of the Innovation Zone Plan for the 2023 - 2026 school years. Although I write this letter as the Principal of Roncalli STEM Academy, I have experienced Innovation as a teacher, instructional coach and assistant principal as well. In each role, Innovation status has given me greater opportunities as a professional to better serve marginalized students and improve the programming and instruction that can change the future of our community in Pueblo.

The greatest impact having Innovation status has at Roncalli are the additional professional development days and the added compensation for hard-to-fill positions in Exceptional Student Services and Math departments. At the outset of each school year, my certified staff are funded to attend 2 additional days of professional development and collaborative work in preparation for the school year. A non-innovation school only has 1 ½ days of school-led PD to get ready for the school year while we have a total of 3 ½ days. This past year, this gave our school administrators and I the time to lead our teachers through our 90 Day Plan, make critical adjustments and improvements to our physical learning environments and classrooms, and engage in thoughtful, yet challenging training in how to engage our students in grade-level rigor across our classrooms. Building on this, 2 additional half-day Innovation PDs are calendared for our staff each year. This year we engaged in a vital training on Restorative Circles and practices and got to come together as a team to build relational capacity at the CSU-P Ropes course. With these professional opportunities afforded to us by the Innovation plan, our students entered a building completely renewed and reset for rigorous learning and a positive culture.

The additional compensation teachers are able to earn for this work is also an important incentive for our team. ESS and Math teachers - the hardest to fill positions - earn an additional $4,000 stipend at the end of each school year. Notably, I have been able to retain 100% of each of these departments going into the next school year with this incentive strongly supporting that retention. I know that no educator enters this profession with money as the primary motivator, however, the additional compensation does demonstrate the value a consistent team has on supporting student growth and achievement.

The Innovation Zone plan has been a home of sorts for me in my professional work here in D60 for the past 10 years, starting first with our individual school innovation plan and broadening into the zone a couple years later. The mission, vision and values are instrumental to giving our team focus on student learning as we bravely go forward into the future. I wholeheartedly endorse the renewal of the Innovation Zone Plan for the 2023-2026 school years.

Sincerely,

Michael Cservenak, Roncalli STEM Academy School Principal
michael.cservenak@pueblod60.org , 719-722-6513

Roncalli STEM Academy
4202 West Highway 78
Pueblo, CO 81005
719-549-7450

Dear District 60 Board of Education,

It has been my honor to serve at an Innovation school for the past 10 years and am writing this letter in support of the renewal of the Innovation Zone Plan for the 2023-2026 school years. I have served at Roncalli STEM Academy as a teacher, STEM Coach, RtI Coordinator and now Assistant Principal. As a leader in an innovation school, I have experienced first hand the benefits of Innovation status and attribute much of the success we have achieved at Roncalli STEM Academy through the past 10 years to the opportunities the Innovation Zone affords us and other schools. The Innovation Zone creates opportunities for marginalized students that they would not otherwise have in traditional schools and provides opportunities for recruitment, hiring and professional development for teachers that is crucial to the success of our school.

Innovation status provides the opportunity for staff to have extra time for professional development at the beginning of each school year and throughout the year. We have an extra 2 days at the beginning of each school year that we use to refine systems, increase staff capacity for instructional expectations, and staff culture development. Innovation status also provides extra time at the beginning of each school day for our grade level teams to meet to analyze student data and develop plans to support high need students. Two additional half days are also provided throughout the school year to meet with staff to increase instructional capacity and build staff culture.

Another benefit of working as part of the Innovation Zone is additional financial compensation. Teachers have the benefit of receiving additional compensation for the extra time spent for their professional development and morning PLC time. While this is not the most important aspect for our teachers, who are dedicated to engaging students, it does help them to know how valuable they are to education and it helps with recruitment and retention in the Innovation schools.

Most importantly, the Innovation Zone has provided the platform for collaboration between school leaders and staff. As administrators, we have been able meet more often and collaborate with more intention because of the structure that the Innovation Zone provides. Bridges have been built between schools and more consistent practices have been implemented in the Innovation schools as a result. With the increased mobility of our students, this has played a pivotal role in providing consistency for students who need to move between schools within the school year. For all of these reasons, I enthusiastically endorse the renewal of the Innovation Zone for the 2023-2026 school years.

Sincerely,

Krystal Reed, Roncalli STEM Academy School Assistant Principal
krystal.reed@pueblod60.org 719-582-05098

Roncalli STEM Academy

4202 Highway 78
Pueblo, CO 81005
Ph. (719) 549-7450 / Fax (719) 549-7469
www.roncalli.pueblocityschools.us

Roncalli STEM ACADEMY

5/23/23

To Whom It May Concern:
This letter serves as documentation that the members of the Building Leadership Team and the School Accountability Committee have reviewed and support the updated Innovation Zone Plan for Pueblo District 60.

The existing waivers, programmatic elements, and areas of focus identified within the plan will allow the school to continue to implement efforts towards continuous improvement.

Name	Signature	Role
Krystal Reed		Assistant Principal
Vannelle Mestas		Teacher
Julie Carlson	Julie K. Carlson	teacher
Stephanie Martinez	Stephanie Martinez	Teacher
Carol Meadows		Teacher
Lise Gagliardi		Rti Coordinator
Jennifer Hyslop		teacher / ITRT / Building AR
Kristie Lopez		Asst. Principal
Carly Cardenas		principal secretary

Roncalli STEM Academy

4202 West Highway 78
Pueblo, CO 81005
719-549-7450

Dear District 60 Board of Education,

This is a letter of support for the revised Innovation Zone Plan for 2023 - 2026. I have served as *a* parent in the Innovation Zone at Roncalli STEM Academy since August, 2021 and being a member of the Innovation Zone has greatly impacted pay incentives to serve low income students and families.

The Innovation Zone explicitly provides for the following additional supports that impact student academic growth and professional growth:

- 2 additional days of Professional development for certified staff at the beginning of the year.
- 2 additional ½ Innovation days for professional development, data analysis and student centered work.
- Prioritizing Professional Learning Communities that are driven by best practices and data.
- Flexibility, when needed, with the district PD sessions and district curriculum to align with Innovation priorities
- Hard-to-fill stipends for ESS and Math teachers at the end of each year.
- Sign on/Stay on Bonus for all certified staff at the end of each year.

I believe that Innovation is the right choice for students and the right choice for our staff and school. I support recertifying the Innovation Zone for the 2023 - 2026 school years.

Sincerely,

Sarah Bays
Parent, Roncalli STEM Academy
sarah.bays@pueblod60.org
719-549-7450

Risley International Academy of Innovation

RISLEY INTERNATIONAL

ACADEMY OF INNOVATION Janelle Manes, Principal

625 N. Monument Avenue, Pueblo, Colorado, 81001, (719)-549-7440

May 31, 2023

To Whom It May Concern:

My name is Peg Meyers and I am writing to express my support for the Innovation Zone for Pueblo District 60, as I have personally seen the benefits of the Zone as both a parent and an educator. I am currently working at Risley as a 7th grade Mathematics teacher of intervention and have also worked as a 6th grade Science teacher and a Math Coach. Moreover, my youngest son attended Risley in middle school and reaped the benefits of being a student of a school in the Innovation Zone. He is a recent graduate from Centennial High School, class of 2023, and he attributes in success to his experience and foundation at Risley.

Personally, I have been afforded the opportunity to participate in amazing professional development opportunities throughout the years. Though the status of International Baccalaureate has changed at Risley, I was part of the cohort of teachers who were trained in IB and was fortunate enough to attend many IB training sessions. Additionally, I was trained in Standards-Based Grading and Reporting which was integral in the work that our school is embarking on around Grading for Equity, currently. When I first started at Risley and for several years, we were a Capturing Kids Hearts school which I credit for the amazing relationships I have been able to build with our students while maintaining systems and routines that promote high expectations and learning. Times have changed and our innovation focus has shifted, but I incorporate a lot of what I learned in the early days of being in the Innovation Zone with more recent practices that come from Teach Like a Champion. Recently, I was able to attend training, out-of-state, TLAC-Building Strong Classroom Cultures, which is fully supported by our Relay partnership.

I am proud to say that I serve on our Building Leadership Team and have learned a lot from our district and school leadership around our school's vision and core values as it pertains to our 90-Day plan. Due to our leadership, both building-level and school-level working with the University of Virginia, I believe that our school has a very clear vision and now we have the skills to prioritize the school's needs around our "Big Rocks." By working closely with our BLT, building administrators, district leaders, and our external partners, I have felt empowered to continue the meaningful work of Risley and our commitment to the Innovation Zone. I am fortunate enough to get to work closely with Jim Hogan from 2 Parnter and Jenn Baugher from Relay. Our professional relationships with our partners have helped to grow me professionally and I have personally watched the impact on the mathematics team at Risley.

It is with great enthusiasm that I continue to support the Innovation Zone as we work to support our students to be prepared to lead a life of purpose and impact.

Sincerely,

Peg Meyers, Mathematics Teacher/Instructional Coach

RISLEY INTERNATIONAL

ACADEMY OF INNOVATION Janelle Manes, Principal

625 N. Monument Avenue, Pueblo, Colorado, 81001, (719)-549-7440

May 30, 2023

To Whom It May Concern:

With tremendous approval and belief in the Innovation Zone Plan for the 2023-2026 school years, I write this letter of support on behalf of Risley International Academy of Innovation. I have had the pleasure of working at Risley for 8 years under the Innovation status and have seen the benefits through the lens of serving as a 6th grade ELA teacher, the International Baccalaureate Coach, a literacy coach, and now as an assistant principal.

Our Innovation status has afforded our staff, and myself, the opportunity to participate in high-quality professional development above-and-beyond that of the traditional district calendar and provided district professional development opportunities. Due to our unique calendar, we are able to on-board teachers at the beginning of the school year with two additional professional development days and additional days throughout the year. This allows our school to be innovative with differentiated support to staff. While some staff members are in need of all the training that comes with joining our school and internalizing our school's vision and core values, learning more about their content area and curriculum, classroom management and relationship building skills, and the basic systems of how our building runs…other staff members are able to participate in differentiated professional development that pushes their professional expertise to new levels, often with our teachers being the facilitators of best practice trainings. These staff members are also able to take initiative on how to execute our 90-day plan and keep Risley moving in a forward direction while we support the needs of all staff.

Since the onset of the Innovation Zone, Risley's innovative components have evolved as the needs and status of the school has evolved. Again, that is one of the reasons I full-heartedly support the Innovation Zone. It allows for flexibility and unique ways of continuing to be solution-oriented, which is a fundamental necessity at Risley. Currently, Risley collaborates with the Relay Graduate School of Education (Relay GSE), our partial external management partner. This relationship affords us the opportunity to work with Jenn Baugher who oversees our professional development needs, curriculum, instructional coaching, and assessment. Additionally, our school leadership team also participated in the University of Virginia's Leadership program. This work has helped Risley to address our current needs by identifying our "Big Rocks" and aligning our 90-Day Plan to address those "Big Rocks," while staying in alignment with our new vision statement and core values.

The work of a school in an Innovation Zone is meaningful and targeted to the needs of the school community. More than anything, being part of the Innovation Zone has allowed us to remain flexible and aggressive toward our passion and commitment to meeting the needs of all of our Risley students, families, community members, and our staff.

Sincerely,

Renee Schloss, Risley International Academy of Innovation
renee.schloss@pueblod60.org
719-549-7445

RISLEY INTERNATIONAL

ACADEMY OF INNOVATION Janelle Manes, Principal

625 N. Monument Avenue, Pueblo, Colorado, 81001, (719)-549-7440

May 23, 2023

To Whom It May Concern:

This letter serves as documentation that the members of the Building Leadership Team and the School Accountability Committee have reviewed and support the updated Innovation Zone Plan for Pueblo District 60.

The existing waivers, programmatic elements, and areas of focus identified within the plan will allow the school to continue to implement efforts towards continuous improvement.

Name	Signature	Role
Janelle Manes	Janelle Manes	Principal
Andrea Bowen	Andrea Bowen	Teacher
Renee M Schloss	Renee M Schloss	AP
Peg Meyers	Peg Meyers	Teacher
MARTON LAWSON	[illegible]	TEACHER
Shannon Sinclair	[illegible]	Teacher
Matt Kouba	Matt Kouba	AP
Shanna Montoya	Shanna Montoya	Teacher

RISLEY INTERNATIONAL

ACADEMY OF INNOVATION Janelle Manes, Principal

625 N. Monument Avenue, Pueblo, Colorado, 81001, (719)-549-7440

To Whom It May Concern:

My name is Nikki Timme and I am writing this letter as a parent on behalf of Risley International Academy of Innovation. I have two daughters who attend school at Risley and they are very successful academically. I believe that being part of the Innovation Zone is part of what makes Risley effective for students on the East Side.

In addition to having two students who attend Risley, I work for the Boys and Girls Club that is housed within Risley. Thus, I work closely with Risley's administration and the community. I take part in regular stakeholders meetings with the Club and Risley. We work together to identify the needs of the students and the community and work in direct partnership to address those needs through things such as tutoring, enrichment activities, and community involvement with the school through their Family Engagement Events. I recognize that a lot of the community events that Risley hosts are in direct alignment with their 90-Day-plan and Big Rocks. The relationship between the school and the Club are important to the community.

Risley works hard on curriculum and instruction as well as relationship-building and community involvement. I am happy to be part of this work, through the Zone, as a parent and a Community Partner and encourage future participation in the Innovation Zone.

Sincerely,

Nikki Timme
Parent

RISLEY INTERNATIONAL

ACADEMY OF INNOVATION Janelle Manes, Principal

625 N. Monument Avenue, Pueblo, Colorado, 81001, (719)-549-7440

May 30, 2023

To Whom It May Concern:

I am writing to express my support of the Innovation Zone at Risley on behalf of Pueblo District 60. My daughter, Aurora is an 8th grade student at Risley and will be moving on to East High School. She is leaving Risley as an honor student who has had the unique opportunity to learn in an innovative school. She has participated in the AVID class and is well-prepared to move into her high school endeavors.

My family is deeply connected and rooted to the East Side and Risley. We are a multi-generational family and I have seen the need for the innovative support that the Zone provides to the school and the community.
My child has built strong, long-lasting relationships with students and staff at Risley due to their belief in the Risley Vision and Core Values.

Additionally, this year, I elected to apply for and was fortunate enough to receive the opportunity to work at Risley. Risley believes that students should be in school as much as possible rather than out-of-school suspended. Thus, I work with the In-School-Suspension program that allows students to work on classwork from school while correcting their behaviors in an alternative location. I appreciate that Risley recognizes the need to keep students in school and I have appreciated being part of the ISS and Individualized Instruction program at Risley.

I appreciate the opportunity to work in a school that is part of the Innovation Zone and I appreciate the opportunities that Risley as given to my daughter.

Sincerely,

Leticia Madrid
Parent

Appendix C: Waivers: State Statutes

Colorado State Statutes: Section 22-9-106: Local Board Duties Concerning Performance Evaluation for Licensed Personnel	**Human Resources:** Teacher Evaluation

State Statute:

- *(1.5) (a) A local board or board of cooperative services may adopt the state model performance evaluation system established by the rules promulgated by the state board pursuant to section 22-9-105.5 or may develop its own local licensed personnel evaluation system that complies with the requirements established pursuant to this section and the rules promulgated by the state board. If a school district or board of cooperative services develops its own local licensed personnel evaluation system, the local board or board of cooperative services or any interested party may submit to the department, or the department may solicit and collect data related to said personnel evaluation system for review by the department.*
- *(4) (a) Except as provided in paragraph (b) of this subsection (4), no person shall be responsible for the evaluation of licensed personnel unless the person has a principal or administrator license issued pursuant to article 60.5 of this title or is a designee of a person with a principal or administrator license and has received education and training in evaluation skills approved by the department of education that will enable him or her to make fair, professional, and credible evaluations of the personnel whom he or she is responsible for evaluating. No person shall be issued a principal or administrator license or have a principal or administrator license renewed unless the state board determines that such person has received education and training approved by the department of education.*

Replacement Policy:

- The principal in each zone school will have the authority to identify, prepare, and designate school-based evaluators to conduct staff evaluations. Designated evaluators of professional staff members may or may not possess an administrative certificate issued by CDE. All evaluators will receive CDE approved training in evaluation skills by the school's principal.
- The school's evaluation system will meet the standards of Colorado Senate Bill 10-191.
- Evaluation instruments for all non-licensed evaluators who evaluate school staff including professional educators shall indicate on the evaluation whether or not the evaluator possesses an administrative certificate.
- The Executive Director of Continuous Improvement and Innovation shall review all evaluations conducted by non-licensed administrators when necessary and shall discuss with them procedure and form.

- The school's principal shall receive an annual evaluation by the Executive Director of Continuous Improvement and Innovation.
- All teachers will receive at least one formal evaluation each year and will receive feedback multiple times through the Observation Feedback Cycle structure used in the Relay Graduate School of Education.

Colorado State Statutes: Section 22-32-109(1)(f): Local Board Duties Concerning Selection of Personnel and Pay	**Human Resources:** Personnel Pay

State Statute:

- *22-32-109. Board of education - specific duties. (1) ...each board of education shall have and perform the following specific duties:*
- *(f) (I) To employ all personnel required to maintain the operations and carry out the educational program of the district and to fix and order paid their compensation...A board of a district of innovation...may delegate the duty specified in this paragraph (f) to an innovation school,*

Replacement Policy:

- Each school in the Innovation Zone has the authority to issue its own employment offer letters to newly hired teachers. The letter will outline the terms of employment.
- Each school in the Zone will have its own compensation structure for additional work, incentives, and performance pay. Compensation will be agreed upon and communicated in advance.
- Each school in the Innovation Zone has the authority to establish its own additional compensation system for all employees.

Colorado State Statutes: Section 22-32-109(1)(g): Handling of Money	**Budget**

State Statute:

- *(g) To require any employee or other person who may receive into his custody moneys which properly belong to the district to deliver such moneys to the treasurer of the district, or to deposit such moneys in a depository designated by the board;*

Replacement Policy:

- In accordance with the innovation zone plan, each innovation zone school may receive monies and deposit such monies into a school account.
- Each school in the zone will establish an account with the district to manage receipt of locally raised money and will have autonomy in making deposits in and withdrawals from

the account when such actions are taken to further the academic achievement of students at the school.
- The school will account for all monies that it receives directly and will report to the Pueblo City Schools board by providing quarterly trial balances to the Executive Director of Continuous Improvement and Innovation.

Colorado State Statutes: Section 22-32-109(1)(n)(I): Schedule and Calendar	**Calendar**

State Statute:

- *(n) (I) To determine, prior to the end of a school year, the length of time which the schools of the district shall be in session during the next following school year, but in no event shall said schools be scheduled to have fewer than one thousand eighty hours of planned teacher-pupil instruction and teacher-pupil contact during the school year for secondary school pupils in high school, middle school, or junior high school or less than nine hundred ninety hours of such instruction and contact for elementary school pupils or fewer than four hundred fifty hours of such instruction for a half-day kindergarten program or fewer than nine hundred hours of such instruction for a full-day kindergarten program.*
- *In no case shall a school be in session for fewer than one hundred sixty days without the specific prior approval of the commissioner of education. In extraordinary circumstances, if it appears to the satisfaction of the commissioner that compliance with the provisions of this subparagraph (I) would require the scheduling of hours of instruction and contact at a time when pupil attendance will be low and the benefits to pupils of holding such hours of instruction will be minimal in relation to the cost thereof, the commissioner may waive the provisions of this subparagraph (I) upon application therefore by the board of education of the district.*

Replacement Policy:

- Each school in the Innovation Zone has the authority to determine its own annual calendar and daily schedule, provided it meets or exceeds minimum statutory requirements.
- Each school in the Innovation Zone has the authority to determine the number of professional development days, days off, and late starts/early release days.
- In accordance with the innovation zone plan, the elementary zone schools principals and the middle school zone principals, in consultation with the BLT, shall determine, prior to the end of a school year, the length of time the school will be in session during the following school year.
- The actual hours of teacher-pupil instruction and teacher-pupil contact shall meet or exceed the minimum hours set by the district and state for public instruction.

Colorado State Statutes: Section 22-32-109 (1)(n)(II)(A): Actual Hours of Teacher-Pupil Instruction and Contact Calendar	**Calendar**

State Statute:

- *(II) (A) The actual hours of teacher-pupil instruction and teacher-pupil contact specified in subparagraph (I) of this paragraph (n) may be reduced to no fewer than one thousand fifty-six hours for secondary school pupils, no fewer than nine hundred sixty eight hours for elementary school pupils, no fewer than four hundred thirty-five hours for half-day kindergarten pupils, or no fewer than eight hundred seventy hours for full-day kindergarten pupils, for parent-teacher conferences, staff in-service programs, and closing deemed by the board to be necessary for the health, safety, or welfare of students.*

Replacement Policy:

- Each school in the Innovation Zone has the authority to determine teacher pupil contact, which will meet or exceed the minimum standards of the District and state.
- In accordance with the innovation zone plan, the zone principals, in consultation with the Executive Director of Continuous Improvement and Innovation, shall determine, prior to the end of a school year, the length of time the school will be in session during the following school year.
- The actual hours of teacher-pupil instruction and teacher-pupil contact shall meet or exceed the minimum hours set by the district and state for public instruction.

Colorado State Statutes: Section 22-32-109 (1)(n)(II)(B): School Calendar	**Calendar**

State Statute:

(B) Prior to the beginning of the school year, each district shall provide for the adoption of a district calendar which is applicable to all schools within the district...A copy of the calendar shall be provided to the parents or guardians of all children enrolled...Such calendar shall include the dates for all staff in-service programs...[The] school administration shall allow for public input from parents and teachers prior to scheduling ...staff in-service programs. Any change in the calendar...shall be preceded by adequate and timely...of not less than thirty days.

Replacement Policy:

- The elementary zone and middle school zone principals have the authority, in consultation with the district, to create its own annual calendar.

- Each school in the Innovation Zone's annual calendar will meet or exceed the minimum standards for the District and state.
- No later than 60 days before the end of the school year, the elementary and middle school zone principals, in consultation with the Executive Director of Continuous Improvement and Innovation, in consultation with the BLT will determine the following year's school calendar and school day schedule that meets or exceeds district and state determinations of the length of time during which schools shall be in session during the next school year.
- Input from parents and teachers will be sought prior to scheduling in-service programs and other non-student contact days. This calendar and schedule shall serve as the academic calendar and schedule for the school. All calendars shall include planned work dates for required staff in-service programs. Any change in the calendar except for emergency closings or other unforeseen circumstances shall be preceded by adequate and timely notice of no less than 30 days.
- A copy of the upcoming school-year calendar and school day schedule shall be provided to all parents/guardians of students who are currently enrolled. The approved upcoming school year calendar and school day hours 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 Executive Director of Continuous Improvement and Innovation.

Colorado State Statutes: Section 22-32-109(1)(t): Determine Educational Program and Prescribe Textbooks	Educational Programming

State Statute:

- *(t) To determine the educational programs to be carried on in the schools of the district and to prescribe the textbooks for any course of instruction or study in such programs;*

Replacement Policy:

- The Pueblo City Schools Board authorizes each school in the Innovation Zone to develop an educational program that aligns to the mission and vision of the school and enables the school to implement the innovation plan.
- Each 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.
- The schools in the Innovation Zone may request flexibility to adopt its own educational core & supplemental program, including selecting curriculum and textbooks.
- The schools will be afforded proportional funding for core materials provided to other schools in order to support the site adoption.

Colorado State Statutes: Section 22-32-109(1)(aa): Adopt Content Standards and Plan for Implementation of Content Standards	Educational Programming

State Statute:

- *(aa) To adopt content standards and a plan for implementation of such content standards pursuant to the provisions of section 22-7-407;*

Replacement Policy:

- The Pueblo City Schools Board authorizes the school to develop an educational program that aligns to the mission and vision of the school and enables the school to implement the innovation plan.
- 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.
- Curriculum development will be carried out by school personnel, consistent with the school's innovation plan, using all available resources, including replacement core instructional textbooks where textbook waivers are granted.
- The district will evaluate the impact of the school's education program as part of its 3 year review of the school's innovation plan in addition to the annual UIP review by the School Accountability Committee and/ or Building Leadership Team.
- Substantive interim changes must be approved by District staff.

Colorado State Statutes: Section 22-32-109(1)(jj): Identify Areas in which the Principal/s Require Training or Development	**Human Resources:** Professional Learning

State Statute:

- *(jj) To identify any areas in which one or more of the principals of the schools of the school district require further training or development. The board of education shall contract for or otherwise assist the identified principals in participating in professional development programs to assist the identified principals in improving their skills in the identified areas.*

Replacement Policy:

- In accordance with the innovation zone plan, the Superintendent and the Executive Director of Continuous Improvement and Innovation shall jointly determine the required training or development of the principal and the administrative team.

- The principal and the administrative team will not be required to participate in district training not related to the innovation zone plan unless those trainings are agreed upon by the Superintendent and Executive Director of Continuous Improvement and Innovation as part of the principal's professional development plan.

Colorado State Statutes: 22-32-110(1)(ee) Local Board Powers-Employ teachers' aides and other non certificated personnel	**Human Resources**

State Statute:

- *(1) In addition to any other power granted to a board of education of a school district by law, each board of education of a school district shall have the following specific powers, to be exercised in its judgment:*
- *(ee) To employ on a voluntary or paid basis teachers' aides and other auxiliary, non licensed personnel to assist licensed personnel in the provision of services related to instruction or supervision of children and to provide compensation for such services rendered from any funds available for such purpose, notwithstanding the provisions of sections*

Replacement Policy:

- The Pueblo City Schools Board grants autonomy to each principal in the zone in consultation with the Building Leadership Team, to make staffing decisions.
- The school may employ non-licensed personnel to provide instruction or supervision of children that is supplemental to the core academic program.

Colorado State Statutes: 22-32-110(1)(h): Local Board Powers Concerning Employment Termination of School Personnel	**Human Resources**

State Statute:

- *(1) In addition to any other power granted to a board of education of a school district by law, each board of education of a school district shall have the following specific powers, to be exercised in its judgment:*
- *(h) To discharge or otherwise terminate the employment of any personnel. A board of a district of innovation, as defined in section 22-32.5-103 (2), may delegate the power specified in this paragraph (h) to an innovation school, as defined in section 22-32.5-103 (3), or to a school in an innovation school zone, as defined in section 22-32.5-103 (4).*

Replacement Policy:

- In accordance with the innovation plan, the Pueblo City Schools Board delegates the power specified in statute to each zone principal .
- All processes for dismissal must meet the minimum standards established in District policy GDQD and GDQD-R.
- For new-to-the-district hires, there will be an “at-will” period of employment (3 semesters). During this “at will” period of employment, a teacher’s contract may be canceled at any time after approval of HR and consultation with the superintendent.

Colorado State Statutes: 22-32-126: Employment and authority of principals	**Human Resources**

State Statute:

- *(1) The board of education may employ through written contract public school principals who shall hold valid principal licenses or authorizations and who shall supervise the operation and management of the school and such property as the board shall determine necessary.*
- *(2) The principal shall assume the administrative responsibility and instructional leadership, under the supervision of the superintendent and in accordance with the rules and regulations of the board of education, for the planning, management, operation, and evaluation of the educational program of the schools to which he is assigned.*
- *(3) The principal shall submit recommendations to the superintendent regarding the appointment, assignment, promotion, transfer, and dismissal of all personnel assigned to the school under his supervision.*
- *(4) The principal shall perform such other duties as may be assigned by the superintendent pursuant to the rules and regulations of the board of education.*
- *(5) (a) The principal or the principal's designee shall communicate discipline information concerning any student enrolled in the school to any teacher who has direct contact with the student in the classroom and to any counselor who has direct contact with the student. Any teacher or counselor who receives information under this subsection (5) shall maintain the confidentiality of the information and does not have authority to communicate the information to any other person.*
- *(b) Each school district shall include in its discipline code adopted in accordance with section 22- 32-110 (2)procedures to inform the student and the student's parent or guardian when disciplinary information is communicated and to provide a copy of the disciplinary information to the student and the student's parent or guardian. The discipline code shall also establish procedures to allow the student and the student's parent or guardian to challenge the accuracy of the disciplinary information.*

Replacement Policy:

- In the event of a change in leadership, the priority is maintaining building leadership that supports the mission and vision of the school and ensures that student achievement is supported.
- Members in each of the zone schools, including staff, parents and community members will be involved in the principal hiring process.
- The Executive Director of Continuous Improvement and Innovation, in consultation with the school's-Building Leadership Team, and input from the district's Assistant Superintendent, shall be involved in the principal selection process for the school's principal.

Colorado State Statutes: Teacher Employment, Compensation and Dismissal Act of 1990 Section 22-63-201: Employment - License Required – Exception	**Human Resources**

State Statute:

- *(1) Except as otherwise provided in subsection (2) of this section, the board of a school district shall not enter into an employment contract with any person as a teacher, except in a junior college district or in an adult education program, unless such person holds an initial or a professional teacher's license or authorization issued pursuant to the provisions of article 60.5 of this title.*
- *(2) (a) The general assembly hereby recognizes that many persons with valuable professional expertise in areas other than teaching provide a great benefit to students through their experience and functional knowledge when hired by a school district. To facilitate the employment of these persons and comply with the requirements of federal law, the general assembly has statutory provisions to create an alternative teacher license and alternative teacher programs to enable school districts to employ persons with expertise in professions other than teaching. These provisions enable a school district to employ a person with professional expertise in a particular subject area, while ensuring that the person receives the necessary training and develops the necessary skills to be a highly qualified teacher. The general assembly strongly encourages each school district to hire persons who hold alternative teacher licenses to provide a wide range of experience in teaching and functional subject matter knowledge for the benefit of the students enrolled in the school district. (b) A school district may hire a person who holds an alternative teacher license to teach as an alternative teacher pursuant to an alternative teacher contract as described in section 22-60.5- 207.*
- *(3) The board of a school district may enter into an employment contract with any person to serve as an administrator based upon qualifications set by the board of the school district. Nothing in this article shall be construed to require that an administrator, as a*

condition of employment, possess any type of license or authorization issued pursuant to article 60.5 of this title.

Replacement Policy:

- The school will employ highly qualified and licensed teachers for teaching core content pursuant to the federal ESEA Act (in conjunction with the District's ESEA Flexibility Request).
- Teachers in all necessary areas will meet the State Board's definition of "in field." The school may employ non-licensed teachers for supplemental and enrichment instruction consistent with the innovation plan. The Pueblo City Schools Board may enter into employment contracts with non-licensed teachers, including long-term substitutes, and/or administrators at the school as necessary to implement the school's innovation zone plan.
- Core content teachers that are the primary provider of instruction will be meet the State Board's definition of "in field" in their particular content area(s), Language Arts; Math; Science; Foreign language; Social Studies (Civics, Government, History, Geography, Economics); Arts (Visual Arts, Music). The school will otherwise meet all Title III licensing expectations.

Colorado State Statutes: Teacher Employment, Compensation and Dismissal Act of 1990 Section 22-63-202: Contracts in Writing Duration Damage Provision	**Human Resources**

State Statute:

- *(1) Except for a part-time or substitute teacher, every employment contract entered into by any teacher or chief administrative officer for the performance of services for a school district shall be in writing.*
- *(2) (a) A teacher or chief administrative officer and the board may mutually agree to terminate the teacher's or chief administrative officer's employment contract at any time. (b) Each employment contract executed pursuant to this section shall contain a provision stating that a teacher or chief administrative officer shall not terminate his or her employment contract with the board without the agreement of the board unless:(I) If the teacher or chief administrative officer intends to terminate his or her employment contract for the succeeding academic year, the teacher or chief administrative officer gives written notice to the board of his or her intent no later than thirty days prior to the commencement of the succeeding academic year or, if a school district operates an alternative year program, not less than thirty days before the commencement of services under the employment contract; or (II) If the teacher or chief administrative officer intends to terminate his or her employment contract for the current academic year after the beginning of the academic year, the teacher or chief administrative officer shall give*

written notice to the board of his or her intent at least thirty days prior to the date that the teacher or chief administrative officer intends to stop performing the services required by the employment contract. (b.5) Each employment contract executed pursuant to this section shall contain a provision stating that a teacher or chief administrative officer shall accept the terms of the employment contract for the succeeding academic year within thirty days of receipt of the contract, unless the teacher or chief administrative officer and the district have reached an alternative agreement. If a teacher or chief administrative officer does not accept the terms of the employment contract within thirty days of receipt, the district shall be authorized to open the position to additional candidates. (c) Each employment contract executed pursuant to this section shall contain a damages provision whereby a teacher or chief administrative officer who violates the provision required by paragraph (b) of this subsection (2) without good cause shall agree to pay damages to the school district, and the board thereof shall be authorized to collect or withhold damages from compensation due or payable to the teacher or chief administrative officer, in an amount equal to the lessor of: (I) The ordinary and necessary expenses of a board to secure the services of a suitable replacement teacher or chief administrative officer; or (II) One-twelfth of the annual salary specified in the employment contract. (c.5) (I) The general assembly finds that, for the fair evaluation of a principal based on the demonstrated effectiveness of his or her teachers, the principal needs the ability to select teachers who have demonstrated effectiveness and have demonstrated qualifications and teaching experience that support the instructional practices of his or her school. Therefore, each employment contract executed pursuant to this section shall contain a provision stating that a teacher may be assigned to a particular school only with the consent of the hiring principal and with input from at least two teachers employed at the school and chosen by the faculty of teachers at the school to represent them in the hiring process, and after a review of the teacher's demonstrated effectiveness and qualifications, which review demonstrates that the teacher's qualifications and teaching experience support the instructional practices of his or her school. (II) Repealed. (III) (A) Any active nonprobationary teacher who was deemed effective during the prior school year and has not secured a mutual consent placement shall be a member of a priority hiring pool, which priority hiring pool shall ensure the nonprobationary teacher a first opportunity to interview for a reasonable number of available positions for which he or she is qualified in the school district. (B) When a determination is made that a nonprobationary teacher's services are no longer required for the reasons set forth in subparagraph (VII) of this paragraph (c.5), the nonprobationary teacher shall be notified of his or her removal from the school. In making decisions pursuant to this paragraph (c.5), a school district shall work with its local teachers association to develop policies for the local school board to adopt. If no teacher association exists in the school district, the school district shall create an eight-person committee consisting of four school district members and four teachers, which committee shall develop such policies. Upon notice to the nonprobationary teacher, the school district shall immediately provide the nonprobationary teacher with a

list of all vacant positions for which he or she is qualified, as well as a list of vacancies in any area identified by the school district to be an area of critical need. An application for a vacancy shall be made to the principal of a listed school, with a copy of the application provided by the nonprobationary teacher to the school district. When a principal recommends appointment of a nonprobationary teacher applicant to a vacant position, the nonprobationary teacher shall be transferred to that position. (C) This subparagraph (III) shall take effect at such time as the performance evaluation system based on quality standards established pursuant to this section and the rules promulgated by the state board pursuant to section 22-9-105.5 has completed the initial phase of implementation and has been implemented statewide. The commissioner shall provide notice of such implementation to the revisor of statutes on or before July 1, 2014, and each July 1 thereafter until statewide implementation occurs. (IV) If a nonprobationary teacher is unable to secure a mutual consent assignment at a school of the school district after twelve months or two hiring cycles, whichever period is longer, the school district shall place the teacher on unpaid leave until such time as the teacher is able to secure an assignment. If the teacher secures an assignment at a school of the school district while placed on unpaid leave, the school district shall reinstate the teacher's salary and benefits at the level they would have been if the teacher had not been placed on unpaid leave. (V) Nothing in this section shall limit the ability of a school district to place a teacher in a twelve-month assignment or other limited- term assignments, including, but not limited to, a teaching assignment, substitute assignment, or instructional support role during the period in which the teacher is attempting to secure an assignment through school-based hiring. Such an assignment shall not constitute an assignment through school-based hiring and shall not be deemed to interrupt the period in which the teacher is required to secure an assignment through school-based hiring before the district shall place the teacher on unpaid leave. (VI) The provisions of this paragraph (c.5) may be waived in whole or in part for a renewable four-year period by the state board of education pursuant to section 22-2-117, provided that the local school board applying for the waiver, in conjunction with the superintendent and teachers association in a district that has an operating master employment contract, if applicable, demonstrates that the waiver is in the best interest of students enrolled in the school district, supports the equitable distribution of effective teachers, and will not result in placement other than by mutual consent of the teacher in a school district or public school that is required to implement a priority improvement plan or turnaround plan pursuant to article 11 of this title. Notwithstanding the provisions of this paragraph (c.5), a waiver shall not be granted for a request that extends the time for securing an assignment through school-based hiring for more than two years. (VII) This paragraph (c.5) shall apply to any teacher who is displaced as a result of drop in enrollment; turnaround; phase-out; reduction in program; or reduction in building, including closure, consolidation, or reconstitution. (d) The department of education may suspend the license, endorsement, or authorization of a teacher or chief administrative officer who fails to provide the notice required by

paragraph (b) of this subsection (2) and who abandons, fails, or refuses to perform required services pursuant to an employment contract, without good cause.

- *(3) A teacher may be suspended temporarily during the contractual period until the date of dismissal as ordered by the board pursuant to section 22-63-302 or may have his or her employment contract canceled during the contractual period when there is a justifiable decrease in the number of teaching positions. The manner in which employment contracts will be canceled when there is a justifiable decrease in the number of teaching positions shall be included in any contract between the board of education of the school district and school district employees or in an established policy of the board, which contract or policy shall include the criteria described in section 22-9-106 as significant factors in determining which employment contracts to cancel as a result of the decrease in teaching positions. Effective February 15, 2012, the contract or policy shall include consideration of probationary and nonprobationary status and the number of years a teacher has been teaching in the school district; except that these criteria may be considered only after the consideration of the criteria described in section 22-9-106 and only if the contract or policy is in the best interest of the students enrolled in the school district.*
- *(4) (a) Notwithstanding the provisions of section 24-72-204 (3) (a), C.R.S., upon a request from a school district or a school concerning a person applying for a position as a teacher, a school district may disclose to the requesting school district or school the reason or reasons why a teacher left employment with the original school district. Upon the specific request of a school district at which a teacher has applied for employment, a school district may disclose any pertinent performance record or disciplinary record of a teacher that specifically relates to any negligent action of the teacher that was found to have endangered the safety and security of a student or any disciplinary record that relates to behavior by the teacher that was found to have contributed to a student's violation of the school district's conduct and discipline code. The information disclosed pursuant to this paragraph (a) shall only be disclosed to personnel authorized to review the personnel file in the school district or school and to the person applying for a position as a teacher. (b) No employment contract executed pursuant to this section shall contain a provision that restricts or prohibits a school district from disclosing to another school district or school the reason or reasons why a teacher left employment with the original school district or from disclosing to another school district any of the teacher's disciplinary or performance records pursuant to paragraph (a) of this subsection (4).*

Replacement Policy:

- The Innovation Zone has the authority to issue its own employment offer letters to newly hired teachers. The School's employment offer letter will outline the terms of employment.
- The Innovation Zone will have its own compensation structure for additional work, incentives, and performance pay. A common Innovation Zone established rate of compensation will be agreed upon and communicated in advance.

- Teaching staff will receive contracts on an annual basis. All contracts will be in writing.
- For new-to-the-district hires, there will be an “at-will” period of employment (3 semesters). During this “at will” period of employment, a teacher’s contract may be canceled at any time after approval of HR and consultation with the superintendent.
- Non-probationary teachers, who receive a Partially Effective or Ineffective rating in accordance with the evaluation process, shall be subject to a review of their position in the Innovation School, which may result in an administrative transfer.
- Probationary teachers are subject to state/district non-renewal processes.

Colorado State Statutes: Teacher Employment, Compensation and Dismissal Act of 1990 Section 22-63-203: Renewal and Nonrenewal of Employment Contract	**Human Resources**

State Statute:

- *(1) (a) Except as provided for in paragraph (b) of this subsection (1), the provisions of this section shall apply only to probationary teachers and shall no longer apply when the teacher has been reemployed for the fourth year, except as provided for in paragraph (a.5) of subsection (4) of this section. This paragraph (a) is repealed, effective July 1, 2014. (b) For any school district that has implemented the performance evaluation system based on quality standards pursuant to section 22-9-106 and the rules adopted by the state board pursuant to section 22-9-105.5, the provisions of this section shall apply only to probationary teachers and shall no longer apply when the teacher has been granted nonprobationary status as a result of three consecutive years of demonstrated effectiveness, as determined through his or her performance evaluations and continuous employment.*
- *(2) (a) During the first three school years that a teacher is employed on a full-time continuous basis by a school district, such teacher shall be considered to be a probationary teacher whose employment contract may be subject to nonrenewal in accordance with subsection (4) of this section. A school district may also consider a teacher employed on a part-time continuous basis by such district and by a board of cooperative services to be a probationary teacher whose contract may be subject to nonrenewal in accordance with subsection (4) of this section. An employment contract with a probationary teacher shall not exceed one school year.*

Replacement Policy:

- The Innovation Zone has the authority to issue its own employment offer letters to newly hired teachers. The School’s employment offer letter will outline the terms of employment.

- The Innovation Zone will have its own compensation structure for additional work, incentives, and performance pay. A common Innovation Zone established rate of compensation will be agreed upon and communicated in advance.
- Teaching staff will receive contracts on an annual basis. All contracts will be in writing.
- For new-to-the-district hires, there will be an “at-will” period of employment (3 semesters). During this “at will” period of employment, a teacher’s contract may be canceled at any time after approval of HR and consultation with the superintendent.
- Non-probationary teachers, who receive a Partially Effective or Ineffective rating in accordance with the evaluation process, shall be subject to a review of their position in the Innovation School, which may result in an administrative transfer.
- Probationary teachers are subject to state/district non-renewal processes.

Colorado State Statutes: Teacher Employment, Compensation and Dismissal Act of 1990 Section 22-63-206: Transfer of Teachers - Compensation	**Human Resources**

State Statute:

- *(1) A teacher may be transferred upon the recommendation of the chief administrative officer of a school district from one school, position, or grade level to another within the school district, if such transfer does not result in the assignment of the teacher to a position of employment for which he or she is not qualified by virtue of academic preparation and certification and if, during the then current school year, the amount of salary of such teacher is not reduced except as otherwise provided in subsections (2) and (3) of this section. There shall be no discrimination shown toward any teacher in the assignment or transfer of that teacher to a school, position, or grade because of sex, sexual orientation, marital status, race, creed, color, religion, national origin, ancestry, or membership or nonmembership in any group or organization.*
- *(2) Notwithstanding the provisions of subsection (1) of this section, a teacher who has been occupying an administrative position may be assigned to another position for which he or she is qualified if a vacancy exists in such position, and, if so assigned, with a salary corresponding to the position. If the school district has adopted a general salary schedule or a combination salary schedule and policy, the board may consider the years of service accumulated while the teacher was occupying the administrative position when the board determines where to place the teacher on the schedule for the assigned position.*
- *(3) Notwithstanding the provisions of subsection (1) of this section, the salary of a teacher who has received additional compensation for the performance of additional duties may be reduced if said teacher has been relieved of such additional duties.*
- *(4) A teacher may enter into an agreement for an economic work-learn program leave of absence with a board of education that shall not affect the teacher's employment status, position on the salary schedule if the school district has adopted a general salary*

schedule or combination salary schedule and policy, or insurance and retirement benefits.

- *(5) Nothing in this section shall be construed as requiring a receiving school to involuntarily accept the transfer of a teacher. All transfers to positions at other schools of the school district shall require the consent of the receiving school.*

Replacement Policy:

- Innovation Zone Schools have proven to be most effective with a stable staff that is not subject to the transfer process. The schools will not be subject to administrative transfer.
- Staff applying and accepted for transfer into an Innovation Zone school shall be permitted at any time during the year.
- The schools in the Innovation Zone will have the autonomy to hire all personnel; no employees will be force placed in the school by district.

Colorado State Statutes: Teacher Employment, Compensation and Dismissal Act of 1990 Section 22-63-301: Grounds for Dismissal	**Human Resources**

State Statute:

- *A teacher may be dismissed for physical or mental disability, incompetency, neglect of duty, immorality, unsatisfactory performance, insubordination, the conviction of a felony or the acceptance of a guilty plea, a plea of nolo contendere, or a deferred sentence for a felony, or other good and just cause. No teacher shall be dismissed for temporary illness, leave of absence previously approved by the board, or military leave of absence pursuant to article 3 of title 28, C.R.S.*

Replacement Policy:

- Teaching staff contracts will be issued annually. This contract can be non-renewed at the end of the contract term for any lawful reason.
- In all situations related to teacher dismissal except for non-renewal of annual contracts, a teacher may only be dismissed for cause in accordance with the dismissal policies outlined in the replacement policy for 22-63-302.

Colorado State Statutes: Teacher Employment, Compensation and Dismissal Act of 1990 Section 22-63-302: Procedure for dismissal - judicial review	**Human Resources**

State Statute:

- *(1) Except as otherwise provided in subsection (11) of this section, a teacher shall be dismissed in the manner prescribed by subsections (2) to (10) of this section.*
- *(2) The chief administrative officer of the employing school district may recommend that the board dismiss a teacher based upon one or more of the grounds stated in section 22-63-301. If such a recommendation is made to the board, the chief administrative officer, within three days after the board meeting at which the recommendation is made, shall mail a written notice of intent to dismiss to the teacher. The notice of intent to dismiss shall include a copy of the reasons for dismissal, a copy of this article, and all exhibits which the chief administrative officer intends to submit in support of his or her prima facie case against the teacher including a list of witnesses to be called by the chief administrative officer, addresses and telephone numbers of the witnesses, and all pertinent documentation in the possession of the chief administrative officer relative to the circumstances surrounding the charges. Additional witnesses and exhibits in support of the chief administrative officer's prima facie case may be added as provided in subsection (6) of this section. The notice and copy of the charges shall be sent by certified mail to said teacher at his or her address last known to the secretary of the board. The notice shall advise the teacher of his or her rights and the procedures under this section.*
- *(3) If a teacher objects to the grounds given for the dismissal, the teacher may file with the chief administrative officer a written notice of objection and a request for a hearing. Such written notice shall be filed within five working days after receipt by the teacher of the notice of dismissal. If the teacher fails to file the written notice within said time, such failure shall be deemed to be a waiver of the right to a hearing and the dismissal shall be final; except that the board of education may grant a hearing upon a determination that the failure to file written notice for a hearing was due to good cause. If the teacher files a written notice of objection, the teacher shall continue to receive regular compensation from the time the board received the dismissal recommendation from the chief administrative officer pursuant to subsection (2) of this section until the board acts on the hearing officer's recommendation pursuant to subsection (9) of this section, but in no event beyond one hundred days; except that the teacher shall not receive regular compensation upon being charged criminally with an offense for which a license, certificate, endorsement, or authorization is required to be denied, annulled, suspended, or revoked due to a conviction, pursuant to section 22- 60.5-107 (2.5) or (2.6). If the final disposition of the case does not result in a conviction and the teacher has not been dismissed pursuant to the provisions of this section, the board shall reinstate the teacher, effective as of the date of the final disposition of the case. Within ten days after reinstatement, the board shall provide the teacher with back pay and lost benefits and shall restore lost service credit.*
- *(4) (a) If the teacher requests a hearing, it shall be conducted before an impartial hearing officer selected jointly by the teacher and the chief administrative officer. The hearing officer shall be selected no later than five working days following the receipt by the chief administrative officer of the teacher's written notice of objection. If the teacher and the*

chief administrative officer fail to agree on the selection of a hearing officer, they shall request assignment of an administrative law judge by the department of personnel to act as the hearing officer. (b) Hearing officers shall be impartial individuals with experience in the conducting of hearings and with experience in labor or employment matters. (c) Expenses of the hearing officer shall be paid from funds of the school district.

- *(5) (a) Within three working days after selection, the hearing officer shall set the date of the prehearing conference and the date of the hearing, which shall commence within the following thirty days. The hearing officer shall give the teacher and the chief administrative officer written notice of the dates for the prehearing conference and for the hearing, including the time and the place therefore. (b) One of the purposes of the prehearing conference shall be to limit, to the extent possible, the amount of evidence to be presented at the hearing. (c) The parties and their counsel shall be required to attend the prehearing conference with the hearing officer.*
- *(6) (a) Within ten days after selection of the hearing officer, the teacher shall provide to the chief administrative officer a copy of all exhibits to be presented at the hearing and a list of all witnesses to be called, including the addresses and telephone numbers of the witnesses. Within seven days after the teacher submits his or her exhibits and witness list, the chief administrative officer and the teacher may supplement their exhibits and witness lists. After completion of the seven-day period, additional witnesses and exhibits may not be added except upon a showing of good cause. (b) Neither party shall be allowed to take depositions of the other party's witnesses or to submit interrogatories to the other party. The affidavit of a witness may be introduced into evidence if such witness is unavailable at the time of the hearing.*
- *(7) (a) Hearings held pursuant to this section shall be open to the public unless either the teacher or the chief administrative officer requests a private hearing before the hearing officer, but no findings of fact or recommendations shall be adopted by the hearing officer in any private hearing. The procedures for the conduct of the hearing shall be informal, and rules of evidence shall not be strictly applied except as necessitated in the opinion of the hearing officer; except that the hearing officer shall comply with the Colorado rules of evidence in excluding hearsay testimony. (b) The hearing officer may receive or reject evidence and testimony, administer oaths, and, if necessary, subpoena witnesses. (c) At any hearing, the teacher has the right to appear in person with or without counsel, to be heard and to present testimony of witnesses and all evidence bearing upon his proposed dismissal, and to cross-examine witnesses. By entering an appearance on behalf of the teacher or the chief administrative officer, counsel agrees to be prepared to commence the hearing within the time limitations of this section and to proceed expeditiously once the hearing has begun. All school district records pertaining to the teacher shall be made available for the use of the hearing officer or the teacher. (d) An audiotaped record shall be made of the hearing, and, if the teacher files an action for review pursuant to the provisions of subsection (10) of this section, the teacher and the school district shall share equally in the cost of transcribing the record; except that, if a party is awarded attorney fees and costs pursuant to paragraph (e) of subsection (10)*

of this section, that party shall be reimbursed for that party's share of the transcript costs by the party against whom attorney fees and costs were awarded. (e) Any hearing held pursuant to the provisions of this section shall be completed within six working days after commencement, unless extended by the hearing officer on a showing of good cause, and neither party shall have more than three days to present its case in chief. Neither party may present more than ten witnesses at the hearing, except upon a showing of good cause.

- *(8) The chief administrative officer shall have the burden of proving that the recommendation for dismissal of the teacher was for the reasons given in the notice of dismissal and that the dismissal was made in accordance with the provisions of this article. Where unsatisfactory performance is a ground for dismissal, the chief administrative officer shall establish that the teacher had been evaluated pursuant to the written system to evaluate licensed personnel adopted by the school district pursuant to section 22-9-106. The hearing officer shall review the evidence and testimony and make written findings of fact thereon. The hearing officer shall make only one of the two following recommendations: The teacher be dismissed or the teacher be retained. A recommendation to retain a teacher shall not include any conditions on retention. The findings of fact and the recommendation shall be issued by the hearing officer not later than twenty days after the conclusion of the hearing and shall be forwarded to said teacher and to the Board.*
- *(9) The board shall review the hearing officer's findings of fact and recommendation, and it shall enter its written order within twenty days after the date of the hearing officer's findings and recommendation. The board shall take one of the three following actions: The teacher be dismissed; the teacher be retained; or the teacher be placed on a one-year probation; but, if the board dismisses the teacher over the hearing officer's recommendation of retention, the board shall make a conclusion, giving its reasons therefor, which must be supported by the hearing officer's findings of fact, and such conclusion and reasons shall be included in its written order. The secretary of the board shall cause a copy of said order to be given immediately to the teacher and a copy to be entered into the teacher's local file.*
- *(10) (a) If the board dismisses the teacher pursuant to the provisions of subsection (9) of this section, the teacher may file an action for review in the court of appeals in accordance with the provisions of this subsection (10), in which action the board shall be made the party defendant. Such action for review shall be heard in an expedited manner and shall be given precedence over all other civil cases, except cases arising under the "Workers' Compensation Act of Colorado", articles 40 to 47 of title 8, C.R.S., and cases arising under the "Colorado Employment Security Act", articles 70 to 82 of title 8, C.R.S. (b) An action for review shall be commenced by the service of a copy of the petition upon the board of the school district and filing the same with the court of appeals within twenty-one days after the written order of dismissal made by the board. The petition shall state the grounds upon which the review is sought. After the filing of the action for review in the court of appeals, such action shall be conducted in the manner prescribed by rule*

3.1 of the Colorado appellate rules. (c) The action for review shall be based upon the record before the hearing officer. The court of appeals shall review such record to determine whether the action of the board was arbitrary or capricious or was legally impermissible. (d) In the action for review, if the court of appeals finds a substantial irregularity or error made during the hearing before the hearing officer, the court may remand the case for further hearing. (e) Upon request of the teacher, if the teacher is ordered reinstated by the court of appeals, or upon request of the board, if the board's decision to dismiss the teacher is affirmed by the court of appeals, the court of appeals shall determine whether the nonprevailing party's appeal or defense on appeal lacked substantial justification. If the court of appeals determines that the nonprevailing party's appeal or defense on appeal lacked substantial justification, the court of appeals shall determine the amount of and enter a judgment against the nonprevailing party for reasonable attorney fees and costs incurred on appeal to the court of appeals. Any judgment entered pursuant to this paragraph (e) may be subject to stay as provided in rule 41.1 of the Colorado appellate rules. (f) Further appeal to the supreme court from a determination of the court of appeals may be made only upon a writ of certiorari issued in the discretion of the supreme court. Upon request of the teacher, if the teacher is ordered reinstated by the supreme court, or upon motion of the board, if the board's decision to dismiss is affirmed by the supreme court, the supreme court shall determine whether the nonprevailing party's appeal or defense on appeal to the supreme court lacked substantial justification. If the supreme court determines that the nonprevailing party's appeal or defense on appeal to the supreme court lacked substantial justification, the court shall determine the amount of and enter a judgment against the nonprevailing party for reasonable attorney fees and costs incurred on appeal to the supreme court. Any judgment entered pursuant to this paragraph (f) may be subject to stay as provided in rule 41.1 of the Colorado appellate rules. (11) (a) The board of a school district may take immediate action to dismiss a teacher, without a hearing, notwithstanding subsections (2) to (10) of this section, pending the final outcome of judicial review or when the time for seeking review has elapsed, when the teacher is convicted, pleads nolo contendere, or receives a deferred sentence for: (I) A violation of any law of this state or any counterpart municipal law of this state involving unlawful behavior pursuant to any of the following statutory provisions: Sections 18-3-305, 18-6-302, and 18-6-701, C.R.S., or section 18- 6-301, C.R.S., or part 4 of article 3, part 4 of article 6, and part 4 of article 7 of title 18, C.R.S.; or (II) A violation of any law of this state, any municipality of this state, or the United States involving the illegal sale of controlled substances, as defined in section 18-18-102 (5), C.R.S. (b) A certified copy of the judgment of a court of competent jurisdiction of a conviction, the acceptance of a guilty plea, a plea of nolo contendere, or a deferred sentence shall be conclusive evidence for the purposes of this subsection (11).

Replacement Policy:

- The School will follow District Policy GCQF if it is necessary to terminate a teacher's employment during the school year.

Colorado State Statutes:	**Human Resources**
Teacher Employment, Compensation and Dismissal Act of 1990 Section 22-63-401:Teachers Subject to Adopted Salary Schedule	

State Statute:

- *(1) The board of a school district shall adopt by resolution a salary schedule that may be by job description and job definition, a teacher salary policy based on the level of performance demonstrated by each teacher, or a combination of the salary schedule and salary policy. Such salary schedule, salary policy, or combination schedule and policy shall be adopted in conjunction with or prior to the adoption of the budget for the following fiscal year. The schedule, policy, or combination schedule and policy shall remain in effect until changed or modified by the board. All teachers employed by the district shall be subject to such salary schedule, policy, or combination schedule and policy.*

Replacement Policy:

- The innovation zone will adopt a salary schedule that will meet or exceed the district's salary schedule. The innovation zone principal, in consultation with the Executive Director for Continuous Improvement and Innovation, reserves the right to develop a supplemental compensation system separate from district policies to reimburse employees for extra duty pay as it may arise for activities that may include, but are not necessarily limited to additional time, additional responsibilities, coaching, tutoring professional development or for performance incentive pay.

Colorado State Statutes:	**Human Resources**
22-63-402. Services - disbursements	

State Statute:

- *No order or warrant for the disbursement of school district monies shall be drawn in favor of any person for services as a teacher, except for services performed for a junior college district or in an adult education program, unless the person holds a valid teacher's license or authorization from the department of education. Such license or*

authorization shall be duly registered in the administrative office of the school district wherein the services are to be rendered. A teacher shall hold a valid license or authorization during all periods of employment by a school district. A person who performs services as a teacher without possessing a valid teacher's license or authorization shall forfeit all claim to compensation out of school district monies for the time during which services are performed without the license or authorization.

Replacement Policy:

- The innovation zone may employ either licensed or non-licensed teachers or long-term substitutes for non-core subject areas. All core subject area teachers will be licensed and meet the State Board's definition of "in field." 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.

Colorado State Statutes: 22-63-403, C.R.S. Teacher employment, compensation and dismissal act of 1990; payment of salaries	**Human Resources**

State Statute:

Districts are required to pay teachers according to a schedule or according to a performance policy. Salaries are not to be changed until the end of the year. Individual teachers cannot have their salaries cut unless all teachers have salaries cut.

Replacement Policy:

- The school in the innovation zone will use the district salary schedule for determining pay for teachers and staff; however, they will have discretion on how the budget is impacted for paying staff (actuals vs. averages).
- The school principal reserves the right to develop a supplemental compensation system to reimburse employees for extra duty pay as it may arise for mandated extended school year, mandated PD outside of school year and mandated additional time. This may also include activities such as coaching, tutoring, external professional development or for performance incentive pay.

Appendix D: Waivers: District Policies

Innovation Zone District Policy Waivers- Revisions

Human Resources District Policy:
GCB: Personnel Staff Contracts and compensation
GCBA: Instructional Staff Contracts, compensation and salary schedules

Replacement Policy:

- Each school in the Innovation Zone will meet or exceed minimum statutory requirements for school year and school day.
- Each school in the Innovation Zone has the authority to issue its own employment offer letters to newly hired teachers. The letter will outline the terms of employment.
- Each school in the Innovation Zone will have its own compensation structure for additional work, incentives, and performance pay. Compensation will be agreed upon and communicated in advance.
- Each school in the Innovation Zone has the authority to establish its own additional compensation system for all employees.
- Each school's calendar, Extra Performance pay, hours of work year and work day, duties and lunch duty will be determined by the planning team -and published for employees of the Innovation Zone Schools.
- Each Innovation Zone school's Building Leadership Team, in conjunction with the district, will have the authority to schedule teacher workdays within the individual school's calendar.
- For new-to-the-district hires, there will be an "at-will" period of employment (3 semesters). During this "at will" period of employment, a teacher's contract may be cancelled at any time after approval of HR and consultation with the superintendent.
- Non-probationary teachers, who receive a Partially Effective or Ineffective rating in accordance with the evaluation process, shall be subject to a review of their position in the Innovation School, which may result in an administrative transfer.
- Probationary teachers are subject to state/district non-renewal processes.
- The schools in the Innovation Zone have the authority to establish the zone-wide compensation rate for additional compensation systems beyond Appendices A, B, and C for all employees. Extra Performance beyond Appendices B and C; hours of workday, duties and lunch duty will be determined by the Innovation Zone.
- In consultation with the office HR and the Superintendent, the schools in the Innovation Zone may offer experience credit beyond that allowed in the Collective Bargaining Agreement.

<u>Human Resources District Policy:</u>
GCF: Professional Staff Hiring Process
GCKA: Instructional Staff Assignments and Transfers

Replacement Policy:

- Innovation Zone Schools have proven to be most effective with a stable staff that is not subject to the transfer process. The Innovation schools will request a waiver from administrative transfer.
- Staff applying and accepted for transfer into an Innovation Zone school shall be permitted at any time during the year.
- The schools in the Innovation Zone have the authority to select all certified staff. The school shall determine the makeup of the interview committee members for all certified staff.
- The schools in the Innovation Zone shall have the authority to hire all personnel and request the ability to hire non-HQ personnel and long-term substitutes in non-core academic areas.
- Principals shall have flexibility to determine staffing and leadership structure.
- Vacancies shall be posted until filled. Principals shall have the authority to post via a general posting and hire multiple applicants from the same pool.
- The schools in the Innovation Zone will have the autonomy to hire all personnel; no employees will be administratively direct placed in the school by district.
- The schools in the Innovation Zone need to retain personnel that are committed to the reform model,therefore all staff members are required to sign the Innovation Zone Commitment Form.
- Opt out process will be made available to any staff member prior to the beginning of the first year of the Innovation Zone.
- The schools in the Innovation Zone will follow application processes, background checks, fingerprinting, and equal employment practices.
- Hours of workday, duties and lunch duty will be determined by the Innovation Zone.
- School principals in the Innovation Zone would like to have the discretion to retain late hire employees. (Intent to non-renew, due to hire date), thus avoiding the non-renewal and rehire process for identified/selected employees.

<u>Professional Learning District Policy:</u>
GCI: Professional Staff Development

Replacement Policy:

- The schools in the Innovation Zone request flexibility in determining PD to support the work of their plan and the ability to opt out of participating in District Professional Development opportunities.

- Teaching staff will be required to engage in professional development in order to enhance their craft including the processes of Professional Learning Communities (PLC), Data-Driven Instruction (DDI) (Teaching & Learning Cycle) and Observation Feedback to include job-embedded coaching and non-evaluative video-recording.

Professional Learning Calendar District Policy:
GCL: Professional Staff Schedules and Calendar

Replacement Policy:

- Each school in the zone will have the authority to develop its own calendar, with Board approval, and professional development schedule.
- Each school's calendar, Extra Performance pay, hours of work year and work day, duties and lunch duty will be determined by the planning team and published for employees of the Innovation Zone Schools.

Human Resources District Policy:
GCM: Professional Staff Workload

Replacement Policy:

- The schools in the Innovation Zone will have the flexibility to assign more than four preparations to a teacher.
- Teachers will have a minimum of four individual plans each week, based on the individual school's calendar week. Schools have the flexibility to vary PLC, plan and collaboration time; with this variation, planning periods may not be uniform.
- Some meetings may be scheduled at times other than at the end of the normal school day.

Human Resources District Policy:
GCOA, GCOA-E-1, GCOA- E-2, GCOA-R: Evaluation of Instructional Staff

Replacement Policy:

- The schools in the Innovation Zone will follow all state statutes and District Policies for
- evaluation of instructional staff. The same forms, tools and processes will apply to all innovation schools just like the rest of the district.
- The schools in the Innovation Zone, in consultation with HR and PEA, may create additional evaluation criteria specific to their Innovation plans. (i.e., for an IB school a classroom walk-through form may be developed to give teachers feedback on their implementation of IB).
- Schools in the Innovation Zone-would like to impose mutually determined acceptable metrics, measures and performance levels (academic status and student growth) for the Measures of Student Learning (MSL) in the Educator Effectiveness process.

- Schools within the zone would like the flexibility to eliminate or-determine the percentage weight and how the SPF is used to determine the rating in the portion of the Evaluation
- Expand the use of the SPF to include growth as opposed to solely percentage and Plan Type.

<u>Human Resources District Policy:</u>
GCQA and GCQA-R: Instructional Staff Reduction in Force

Replacement Policy:
- Each school in the Innovation Zone has the authority to make decisions regarding reductions in teaching staff and will follow the RIF language.

<u>Calendar District Policy:</u>
IC_ICA: School Year/School Calendar/Instruction Time

Replacement Policy:
- Each school in the zone will have the authority to develop its own calendar; including the number of hours/days of planned teacher-student instruction and teacher-student contact hours.
- The school calendar, hours of work year and work day, will be determined by each school and published for each school's employees. Each school in the zone will meet or exceed minimum statutory requirements for school year and school day and contact time.

<u>Educational Programming District Policy:</u>
IG: Curriculum Development

Replacement Policy:
- Each school in the Innovation Zone has the flexibility to adopt its own educational program, including selecting curriculum. Each school will carry out an educational program consistent with its approved innovation zone plan and/or its own innovation school plan and will determine curricular and instructional materials and resources for use in its educational program. Each school in the zone's educational program will meet or exceed the minimum standards of the District and state.
- Each school in the zone will be responsible for its core curricula and professional development. By waiving the state statute and district policies, the schools in the zone will be able to implement the programs, curriculum, and training to support the implementation of the instructional programs they have selected based on the mission and vision of their school and components detailed out in the Innovation Zone plan and/or current school's innovation plans.

- Learning materials will align with the CCSS and CAS and will meet or exceed the district's standards. Each school in the zone will regularly evaluate its educational programming and make changes to curriculum, content, instruction, and assessments.
- The district will evaluate the impact of the school's educational programming as part of its 3-year review of the innovation zone plan in addition to the annual UIP review by the School Accountability Committee.

Educational Programming District Policy:
IHA: Basic Instructional Program

Replacement Policy:

- Each school in the zone requests the flexibility to determine a curriculum structured to meet the needs of its students. Each school in the zone will be responsible for its core curricula, the textbooks to support the curriculum, and professional development. By waiving the state statute and district policies, each school will be able to implement the programs, curriculum and provide training to support the implementation of the instructional programs they have selected.
- Each school in the zone will follow the programming outlined in the innovation zone plan to meet the needs of all students.

Educational Programming District Policy:
IJ Instructional Resources and Materials
IJJ Textbook Selection and Adoption

Replacement Policy:

- The schools in the Innovation Zone may request flexibility ~~to~~ adopt its own educational core & supplemental program, including selecting curriculum and textbooks.
- The schools will be afforded proportional funding for core materials provided to other schools in order to support the site adoption. The selection of curriculum shall be determined to meet the needs of the students in the school. The schools in the Innovation Zone's educational programming will meet or exceed minimum academic content standards and be research-based.

Educational Programming District Policy:
IKE-R Middle School Promotion Policy

Replacement Policy:

- The schools in the Innovation Zone-request a waiver from District policy to establish promotion policies and procedures that exceed the district's minimum requirements.

Educational Programming District Policy:
JC: School Attendance Areas

Replacement Policy:

- The middle schools in the Innovation Zone need to present their Innovation Plans and provide a choice for middle school students.

<u>Educational Programming District Policy:</u>

IIB: Class Size

Replacement Policy:

- The schools in the Innovation Zone would like to lower class size for some classes. The collective bargaining association (PEA) does not need to waive class size. Article 11, 11-2-1 acknowledges that the district shall make reasonable effort, within the established budget, to maintain class size at reasonable, workable, and educationally effective levels in all situations.

Appendix E: Waivers: PEA Collective Bargaining Agreement

Calendar

Negotiated Agreement:

Article 10 - Contract Year - Hours **(See Four Day MOU for changes)**
10-1 - Contract year = 183 day.
10-1-2 Paid Additional compensation for duties
10-2 - School day - 7hrs. 30 min.
10-3 – Regular day
10-1-3 – Teacher workdays

MOU Four Day Week:

- *Contract year- Teachers: 150- 8.5 hour workdays, 15- 6.5 hour workdays, as determined by the District school calendar.*
- *Additional days for counselors as agreed in article 19-1-2-1 will be seven and a half (7.5) hour days.*

Replacement Policy:

- Each school in the Innovation Zone will meet or exceed minimum statutory requirements for school year and school day.
- Each school in the Innovation Zone has the authority to issue its own employment offer letters to newly hired teachers. The letter will outline the terms of employment. Schools in the Innovation Zone will have a common structure of compensation for additional work, incentives, and performance pay. Compensation will be agreed upon and communicated in advance.
- Each Innovation Zone school's Building Leadership Team, will have the authority to schedule teacher workdays within the individual school's calendar.
- New-to-district hires:
    - there will be an "at-will" period of employment (3 semesters).
    - During this "at will" period of employment, a teacher's contract may be cancelled at any time after approval of HR and consultation with the superintendent.
- Non probationary teachers:
    - teachers who receive a Partially Effective or Ineffective rating in accordance with the evaluation process, shall be subject to a review of their position in the Innovation School, which may result in an administrative transfer.
- Probationary teachers:
    - are subject to state/district non-renewal processes.
    - The schools in the Innovation Zone have the authority to establish the zone wide compensation rate system in addition to Appendices A, B, and C for all employees.
- Extra Performance in addition to Appendices B and C; hours of work day, duties and lunch duty will be determined by the Innovation Zone Team.

- In consultation with HR and the Superintendent, the schools in the Innovation Zone may offer experience credit beyond that allowed in the Collective Bargaining Agreement.

Human Resources: Professional Learning
Negotiated Agreement:
Article 11 - Teaching Load
11-3-1-1 (4) Separate preparations
11-4-1 Flexibility with planning times
11-5 Required meetings

Replacement Policy:
- The schools in the Innovation Zone will have the flexibility to assign more than four preparations to middle school teachers.
- Teachers will have a minimum of four individual plans each week, based on the individual school's calendar week. Schools will have the flexibility to vary PLC, plan and collaboration time; with this variation, planning periods may not be uniform.
- Some meetings may be scheduled at times other than at the end of the normal school day.

Human Resources
Negotiated Agreement:
Article 13 – Transfers
13-1-4 Timeframe for transfers
13-1-4-1 Transfer placement
13-1-6-1 licensure and endorsement
13-2-1 – Posting of Vacancies
13-2-1-1 Postings
13-3 Transfers
13-4 Administrative Transfers

Replacement Policy:
- Staff applying and accepted for transfer into an Innovation Zone school shall be permitted at any time during the year.
- The schools in the Innovation Zone have the authority to select all certified staff. The school shall determine the makeup of the interview committee members for all certified staff.
- The schools in the Innovation Zone shall have the authority to hire all personnel and request the ability to hire non-Highly Qualified (HQ) personnel and long-term substitutes in non-core academic areas.
- Extra Performance in addition to Appendices B and C; hours of work day, duties and lunch duty will be determined by the Building Leadership Team.

- In consultation with HR and the Superintendent, the schools in the Innovation Zone may offer experience credit beyond that allowed in the Collective Bargaining Agreement.
- Principals shall have flexibility to determine staffing and leadership structure.
- Vacancies shall be posted until filled. Principals shall have the authority to post via a general posting and hire multiple applicants from the same pool.
- The schools in the Innovation Zone will have the autonomy to hire all personnel; no employees will be administratively placed in the school by district.
- The schools in the Innovation Zone need to retain personnel that are committed to the reform model, therefore all staff members are required to sign the Innovation Zone Commitment Form.
- Opt out process will be made available to any staff member prior to the beginning of the first year of the Innovation Zone.
- The schools in the Innovation Zone will follow application processes, background checks, fingerprinting, and equal employment practices.
- School principals in the Innovation Zone would like the discretion to retain late hire employees (Intent to non-renew, due to hire date), thus avoiding the non-renewal and rehire process for identified/selected employees.

Human Resources
Negotiated Agreement:
Article 15 - Reduction in Force

Replacement Policy:
- Each school in the Innovation Zone has the authority to make decisions regarding reductions in teaching staff and will follow the RIF language.

Calendar/ Professional Learning
Negotiated Agreement :

Appendix F: Commitment Form

Staff Commitment Form: Innovation Zone: Pueblo District 60 (2023-26)

Teaching is one of the most challenging and rewarding professions of our day. It requires teachers to be committed to students and their learning through the use of diverse instructional strategies that are engaging, rigorous and relevant. It also requires teachers to build strong positive relationships with their students in order to gain the level of trust needed to meet them at their instructional level and motivate and challenge them to advance to the next level. It's about caring for your craft, having a passion for it and conveying that passion to everyone, most importantly to your students.

Staff working within the Innovation Zone are committed to providing a framework of learning which encourages students to become creative, critical and reflective thinkers. Instruction within all Innovation Zone schools emphasizes intellectual challenge and encourages students to apply their studies in traditional subjects to the real world.

The Pueblo Innovation Zone operates from the following non-negotiable CORE VALUES:

- We are preparing the future leaders and problem solvers who will transform Pueblo, our nation and the world.
- In order for students to achieve at the highest levels, the growth mindset must be internalized by every member of our zone community including our faculty, administration, and extended community members.
- We will drive positive change in our schools and community through data-driven decision making at every level.
- Positive relationships are often the lever that determines a child's trajectory, which is why every adult in our zone community treats all students with dignity and seeks every opportunity to build and sustain positive relationships.
- Authentic learning is essential for long-term educational success. Our zone community is committed to project-based, student centered learning that gives students opportunities to do, touch, investigate, and experience.
- Our zone will achieve goals for academic achievement by cultivating a collaborative culture that supports excellence in teaching and learning.
- We have a moral imperative to provide students with the opportunity to perform to their fullest potential and to ensure there is no discernible difference between the achievement levels of students by race, gender or economic level.

In order to actualize these core values, the staff within the Innovation Zone will adhere to the following EXPECTATIONS:

- Engage in professional behavior that contributes to a positive school culture including adhering to a collaboratively developed, agreed upon, school-specific social contract or norms.
- Engage fully in the teaching and learning cycle through regular professional learning communities (PLCs) with the transparent use of data to make instructional decisions.

- Teachers are the number one factor in student achievement. Therefore, regular teacher attendance is expected during times of instruction, professional development and teacher collaboration.
- Interact with all students in ways that maintain their dignity in all situations.
- Engage in a collaborative, reflective practice of lesson planning and unit development
- Engage in a job-embedded comprehensive coaching model that includes modeling, peer observations, an observation and feedback process that may be enhanced through the use of video recording
- Implement the aspects of the innovation plan specific to the school reform model with fidelity
- Adhere to professional dress standards as determined by building leadership.

All staff within the Innovation Zone must embrace these non-negotiable CORE VALUES and expectations and be willing to provide a model of instruction that develops creative thinkers and problem solvers. Staff must use multiple methods for measuring student growth and understanding and participate in daily Professional Learning Communities (PLC's) to ensure that each student receives a quality education that extends to real work application.

Signing this "Staff Commitment Form" signifies that you agree to support and uphold the non-negotiable CORE VALUES and expectations and to accept the challenge to make a difference within the Innovation Zone.

Staff Name (Print)	**Signature**	**Date**
Principal Name (Print)	**Signature**	**Date**

Appendix G: Original District Signed Board Resolutions

2016 Resolution

Attachment 13- Pueblo City Schools Board Resolution for inclusion in the Innovation Zone

Pueblo School District No. 60

RESOLUTION
(Approving the Innovation Plan Submitted by Bessemer Academy)

WHEREAS, the Board of Education of the Pueblo School District No. 60, also known as Pueblo City Schools (District), is committed to providing a world-class education that prepares graduates to succeed in a global society; and

WHEREAS, in furtherance of this commitment, the Board of Education encourages district schools to develop new, innovative approaches in education to meet the needs of the District's diverse and changing student population and to improve educational performance through greater school autonomy and managerial flexibility; and

WHEREAS, the Innovation Schools Act of 2008, §§ 22-32.5-101 to 111, C.R.S. (2016) (Act), provides a means for the District and its schools to achieve these goals in accordance with Colorado law; and

WHEREAS, the Board is authorized to approve innovation plans meeting the requirements of and submitted in accordance with the Act; and

WHEREAS, Bessemer Academy has submitted an Innovation Plan that will include strategies that are focused on tackling the School's most pressing issues including providing consistent, systemic Tier 1 focused instructional practices and lesson planning; increasing teacher understandings of instructional strategies that will both engage student learners as well as meet their differentiated academic and social-emotional needs; and providing incremental, prioritized and targeted professional development related to student needs, teacher competencies and job-embedded classroom feedback; and

WHEREAS, Bessemer Academy will focus on STEM-related instructional strategies, daily project-based learning units to support the School's STEM initiative, enhancing its Positive Behavioral Interventions and Supports systems through the use of *Capturing Kids Hearts*; and

WHEREAS, upon consideration of the Innovation Plan, the Board concludes that it meets the requirements of the Act, including the requirement that it will not result in a decrease in academic achievement and the requirement that it is fiscally feasible.

NOW, THEREFORE, BE IT RESOLVED by the Board of Education of Pueblo School District No. 60, as follows:

1. Pursuant to C.R.S. § 22-32.5-104(1)(b), the Board of Education approves the Innovation Plan submitted by the Bessemer Academy, which is hereby incorporated into this Resolution, along with any attachments and testimony provided thereto, and submits it to the Commissioner of Education and Colorado Board of Education in accordance with C.R.S. § 22-32.5-107(2).

2. The Board of Education approves Bessemer Academy's inclusion in the District's Innovation Zone with the six other schools that were approved to comprise the initial Zone on May 4, 2016.

3. On a quarterly basis, the Board of Education requests that summary reports be provided concerning the status of implementation of the Innovation Plan and, at least on an annual basis, the Board shall review the level of performance of Bessemer Academy and shall make a determination whether it is achieving or making adequate progress toward achieving the academic performance results and other goals identified in the Innovation Plan.

4. The School's accountability committee and the District will be responsible for ongoing review of the elements of the Innovation Plan, including any waivers from the District's curricular policies.

Adopted this 8th day of June, 2017.

Board of Education
Pueblo School District No. 60
a/k/a Pueblo City Schools

By: Phyllis K. Sanchez
Phyllis K. Sanchez, Board President

ATTEST:

By: Geri Patrone
Geri Patrone, Secretary

4820-2643-6042, v. 1

Pueblo School District No. 60

RESOLUTION

(Approving the Innovation Zone Plan for Six Schools)

WHEREAS, the Board of Education of the Pueblo School District No. 60, also known as Pueblo City Schools (School District), is committed to providing a world-class education that prepares graduates to succeed in a global society; and

WHEREAS, in furtherance of this commitment, the Board of Education encourages School District schools to develop new, innovative approaches in education to meet the needs of the School District's diverse and changing student population and to improve educational performance through greater autonomy and managerial flexibility; and

WHEREAS, the Innovation Schools Act of 2008, C.R.S. § 22-32.5-101 (2014) (Act), provides a means for the School District and its schools to achieve these goals in accordance with Colorado law; and

WHEREAS, the Board is authorized to approve innovation plans meeting the requirements of and submitted in accordance with the Act; and

WHEREAS, on May 4, 2016, the Board of Education received an Innovation Zone Plan to include the School District's three current innovation middle schools: Risley International Academy of Innovation, Roncalli STEM Academy, and Pueblo Academy of the Arts, as well as three additional elementary schools: Benjamin Franklin Elementary, Irving Elementary, and Minnequa Elementary; and

WHEREAS, the Board finds that all six of these schools share common interests as more fully set forth in the Innovation Zone Plan including, but not limited to, a common set of core values; an educational focus, programming, and school culture that supports every student; core practices that have consistently been shown to be effective, such as data driven instruction; a common interim formative assessment system; common calendars; a formative teacher coaching model; student culture expectations; common benchmark assessments for English Language Arts and Math; common schedule of assessed standards by level; performance management routines and cycles; use of student self-efficacy strategies; parent, student, and teacher commitment; common cut points for various measures by school level for purposes of teacher evaluation; and collaborative decision making; and

WHEREAS, the Board has considered the Innovation Zone Plan, the relevant statutes and district policies and regulations, the comments of district staff, school representatives, and district stakeholders; and

WHEREAS, the Board concludes that the Innovation Zone Plan meets the requirements of the Act, including the requirement that it will not result in a decrease in academic achievement and the requirement that it is fiscally feasible.

NOW, THEREFORE, BE IT RESOLVED by the Board of Education of Pueblo School District No. 60, as follows:

1. That, pursuant to C.R.S. § 22-32.5-104(1)(b), the Board of Education approves the Innovation Zone Plan submitted by the six schools, which is hereby incorporated into this Resolution, along with any attachments and testimony provided thereto, and submits it to the Commissioner of Education and the Colorado State Board of Education in accordance with C.R.S. § 22-30.5.107(2).

2. That, on at least an annual basis, the Board of Education shall review the level of performance of the six schools in the Innovation Zone and shall make a determination whether each school is achieving or making adequate progress toward achieving the academic performance results and other goals identified in the Innovation Zone Plan.

3. That each school's accountability committee and the School District will be responsible for ongoing review of the elements of the Innovation Zone Plan, including any waivers from the School District's curricular policies.

Adopted this 4th day of May, 2016.

Board of Education
Pueblo School District No. 60
a/k/a Pueblo City Schools

By: Phyllis K. Sanchez
Phyllis K. Sanchez, Board President

ATTEST:

By: Geri Patrone
Geri Patrone, Board Secretary

4827-3302-7377, v. 3

2019 Resolution

Pueblo School District No. 60

RESOLUTION

(Extending the Innovation Zone Plan for Seven Schools)

WHEREAS, the Board of Education of the Pueblo School District No. 60, also known as Pueblo City Schools (School District), is committed to providing a high-quality education that assures each student the knowledge, skills, and dispositions to lead a life of purpose and impact; and

WHEREAS, in furtherance of this commitment, the Board of Education encourages schools of the School District to develop new, innovative approaches in education to meet the needs of the District's diverse and changing student population and to improve educational performance through greater autonomy and managerial flexibility; and

WHEREAS, the Innovation Schools Act of 2008, C.R.S. §§ 22-32.5-101 - 111 (2018) (Act), provides a means for the School District and its schools to achieve these goals in accordance with Colorado law; and

WHEREAS, the Board is authorized to approve innovation plans meeting the requirements of and submitted in accordance with the Act; and

WHEREAS, on May 4, 2016, the Board received an Innovation Zone Plan to include the School District's three current innovation middle schools: Risley International Academy of Innovation, Roncalli STEM Academy, and Pueblo Academy of Arts, as well as three additional elementary schools: Benjamin Franklin Elementary, Irving Elementary, and Minnequa Elementary; and

WHEREAS, on September 15, 2016, the Plan as submitted to the Commissioner of Education was approved by the Colorado State Board of Education in accordance with the Act; and

WHEREAS, on June 8, 2017, the Board approved the inclusion of Bessemer Academy as part of the Innovation Zone for the School District that was subsequently also approved by the State Board on September 13, 2017; and

WHEREAS, the Board finds that all seven of these schools continue to share common interests as more fully set forth in the Innovation Zone Plan including, but not limited to, a common set of core values; an educational focus, programming, and school culture that supports every student, core practices that have consistently been shown to be effective, such as data driven instruction; a common interim formative assessment system; common calendars; a formative teacher coaching model; student culture expectations; performance management routines and cycles; use of student self-efficacy strategies; parent, student, and teacher commitment; and collaborative decision making; and

WHEREAS, the Board considered the Innovation Zone Plan, the relevant statutes and district policies and regulations, the comments of district staff, school representatives, and district stakeholders and its action in approving the Innovation Zone Plan on May 4, 2016; and

WHEREAS, the Board has reviewed the level of performance of each district school included in the Innovation School Zone and finds that each school is achieving or making adequate progress toward achieving the academic performance results identified in the Innovation Zone

Plan at least at a sufficient rate that does not require removing any school from the Innovation Zone or revoking any school's innovation status; and

WHEREAS, the Board concludes that the Innovation Zone Plan continues to meet the requirements of the Act, including the requirement that it will not result in a decrease in academic achievement and the requirement that it is fiscally feasible.

NOW, THEREFORE, BE IT RESOLVED by the Board of Education of Pueblo School District 60, as follows:

1. That the Board of Education hereby extends and confirms the Innovation Zone Plan that was previously approved and is currently in place for the ~~six~~ seven schools, which Plan is hereby incorporated into this Resolution, along with any attachments and testimony provided thereto, and the Act.

2. That, on at least an annual basis, the Board of Education shall continue to review the level of performance of each of the seven schools in the Innovation Zone and shall make a determination whether each school is achieving or making adequate progress toward achieving the academic performance results and other goals identified in the Innovation Zone Plan.

3. That the accountability committee of each school within the Innovation Zone and the accountability committee of the School District will be responsible for ongoing review of the elements of the Innovation Zone Plan, including any waivers from the School District's curricular policies.

Adopted this 25th of June, 2019.

Board of Education
Pueblo School District No. 60
a/k/a Pueblo City Schools

By: Barbara Clementi
Barbara Clementi, Board President

ATTEST:

By: Geri Patrone
Geri Patrone, Board Secretary
4851-3834-7354, v. 1

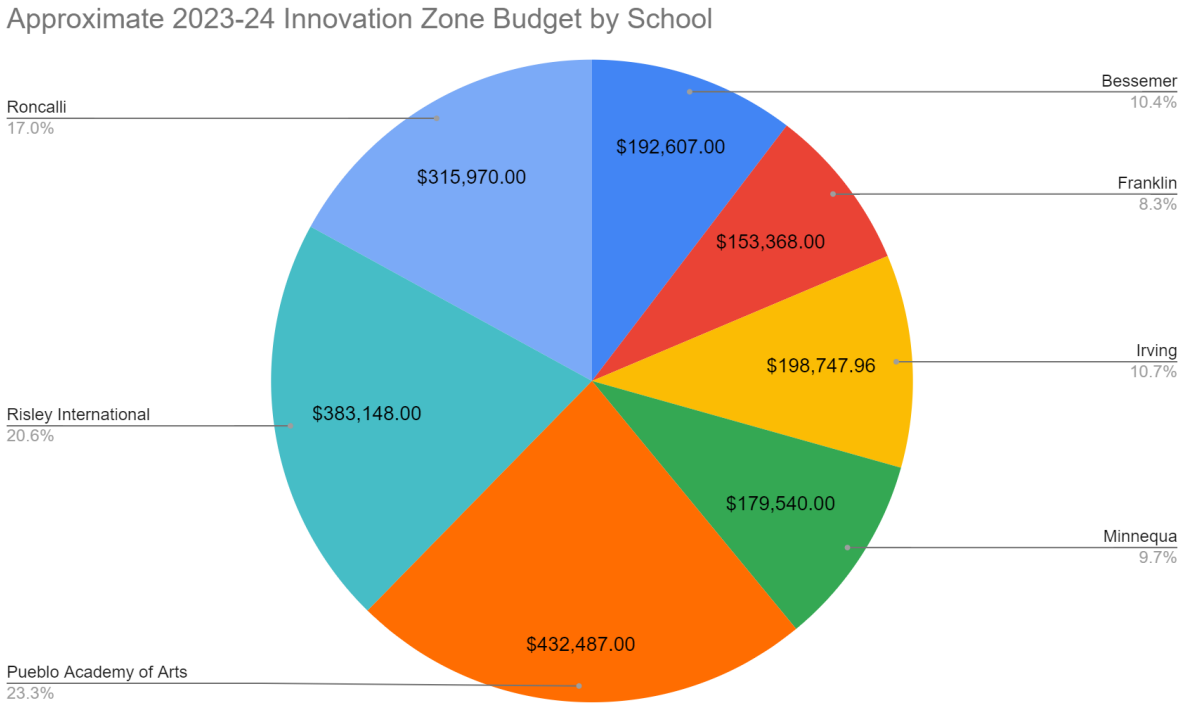
Appendix H: 2023 Board Resolution

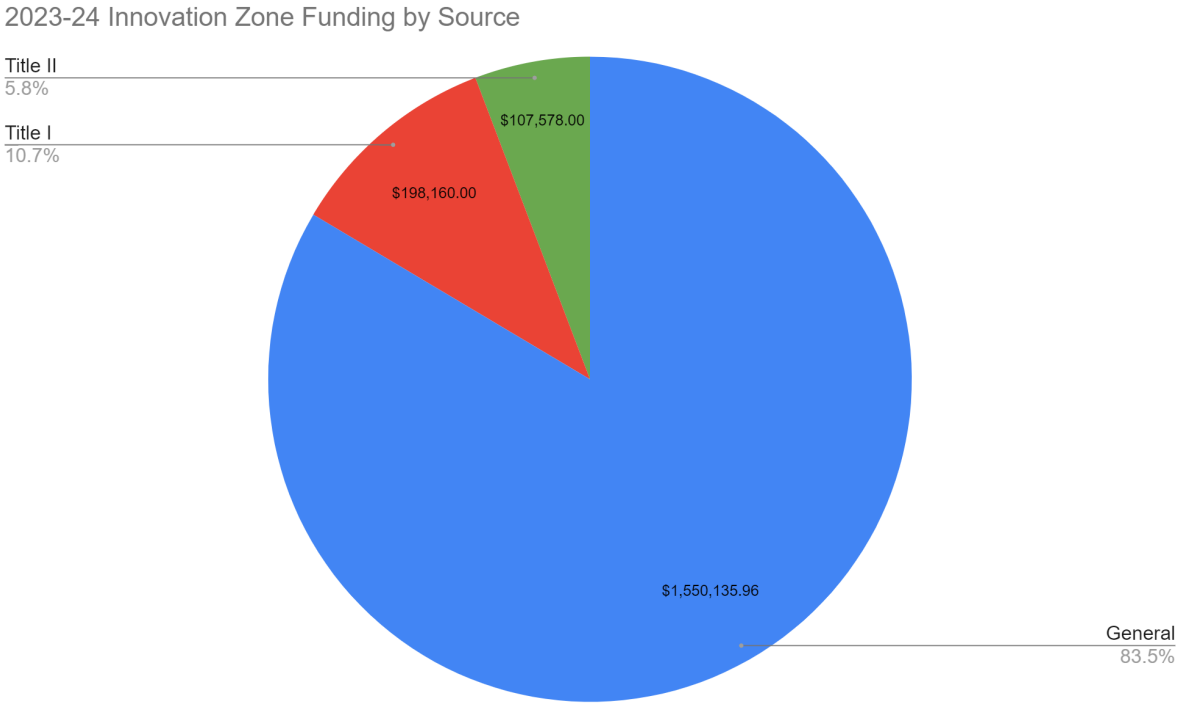
(Pending BOE approval 6/8/23)

Appendix I: Estimate for 2023-24 Innovation Zone Proposed Budget

Innovation Zone funding is provided primarily through three sources: D60's general fund, Title I Funding, and Title II. Individual schools may supplement innovation programming through other funding sources such as building Title I funds. Funding is principally related to personnel costs including additional administration, educator staffing, and stipends for additional time completed by innovation staff.

Since its inception, the Innovation Zone has reduced overall costs in alignment with cuts made across the district. For example, at the elementary level, the assistant principal position has been converted to a Dean of Students position at most schools. Additional FTE allocated to Innovation schools has also been reduced. The Innovation zone has also reduced the number of Innovation Days which has further reduced the cost of the zone. Zone-wide sign on, stay on bonuses have also been reduced in favor of creating bonuses for hard to fill positions such as Math and ESS at the middle level.




2023-24 Innovation Zone Funding by Source
Title II
5.8%
Title I
10.7%
$107,578.00
$198,160.00
$1,550,135.96
General
83.5%

Appendix I: References

The following resources have supported the development of the original plan and many will continue to be used as resources to implement the innovations listed in this Innovation Zone Plan. Additional resources may be added to the plan as they become utilized.

- 2Revolutions: The Future of Learning: http://www.2revolutions.net/future-of-learning
- Achievement Network (ANet): http://www.achievementnetwork.org/
- AVID: http://www.avid.org/
- Bambrick-Santoya, Paul. Driven by Data: A Practical Guide to Improve Instruction. San Francisco: Jossey-Bass, 2010.
- Bambrick-Santoya, Paul. Leverage Leadership: A Practical Guide to Building Exceptional Schools.. San Francisco: Jossey-Bass, 2012.
- Dweck, Carol S. Mindset: The New Psychology of Success. New York: Ballantine Books, 2006.
- Lemov, Doug. Teach Like a Champion: 49 Techniques that Put Students on the Path to College (K-12). San Francisco: Jossey-Bass, 2010.
- PBIS: http://www.pbis.org/
- Relay Graduate School of Education: http://www.relay.edu/
- 2016 Pueblo City Schools Innovation Zone Plan
- 2019 Pueblo City School Innovation Plan Update
- 2017 Pueblo City Schools Bessemer Innovation Plan