

May 2023

KEPNER BEACON MIDDLE SCHOOL



Innovation Plan

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Letter to your School Community

May 22, 2023

Dear Beacon Families,

We hope this message finds you well. We wanted to take a moment to reflect on the incredible journey we have been on together over the past decade and, more specifically, the last few months. It has been a truly transformative experience, and we are grateful for the support and involvement of our community every step of the way.

In 2012, we embarked on the creation of the Beacon Schools model, a groundbreaking approach to education that aimed to provide our students with the best possible preparation for their future success. Through our innovative programs, including blended learning, enrichments, character development, and critical thinking, we have been able to deliver a personalized learning experience that has garnered national recognition.

The positive impact we have had on our students' academic growth and the multitude of opportunities we have offered them have led to a significant increase in demand for our innovation schools (GBMS & KBMS). We take great pride in what we have achieved so far and are excited to build upon our successes to better serve the students and families in Southwest and Southeast Denver.

Our success has always been rooted in listening to and responding to the voices of the communities we serve. This is why, every three years, we revisit and renew our innovation plans, ensuring that we stay aligned with the needs and aspirations of our students, parents, and educators. Currently, we are in the process of revising our innovation plans for Grant Beacon (GBMS), Kepner Beacon (KBMS).

In light of the recent decision by the DPS Board of Education, we are committed to working with our dedicated teachers, staff, and DPS to ensure that our schools continue to provide the same level of support and programming to our students. There will be no immediate effect on our schools, or our ability to serve our students and families.

The Beacon Innovation Renewal Committee, consisting of teachers, parents, a Beacon board member, and community members, carefully reviewed the revised plans. This committee was tasked with assessing our current innovation plans and making necessary adjustments based on the feedback received from our families, staff and from DPS, including transitioning from an Innovation Zone back to an Innovation Management Organization (IMO). The Beacon IMO provides a distinctive approach to school governance aimed at replicating the high-performing Grant Beacon Middle School, allowing the Beacon IMO to exercise greater autonomy over school-based decisions and to share resources across campuses. Our Beacon Zone Board will continue to support the schools by providing expertise, resources and advocacy in an advisory capacity, but as required by the DPS Board of Education, we have removed references to the Zone.

Finally, we look forward to closing out the school year by celebrating our students and transitioning to the next grade-level. Thank you for your continued support, and we look forward to working together to shape a brighter future for our students.

Warm regards,



Alex Magaña
Executive Principal

Innovation Plan Narrative

Overview

Innovation Status allows Kepner Beacon Middle School (KBMS) to: 1) implement a rigorous educational program including: personalized learning opportunities; standards-based curriculum; a blended learning approach with technology-based instruction, applications, and assessments; a system for frequently analyzing student data; and research-based interventions and language instruction that results in high growth and achievement, 2) provide flexible instructional time, differentiate instruction, develop critical thinking skills in all content areas, and provide professional development focused on meeting the needs of diverse learners, 3) access new resources and reallocate existing resources to implement advanced technologies, community-led enrichments, a wide variety of academic electives, and student leadership opportunities, and 4) recruit and develop teachers with the knowledge and skills to support intervention and acceleration of student achievement and provide them with incentives to take on leadership roles and work collaboratively to reach school goals. Innovative programs, committed teachers, and documented student achievement and growth will maintain the high demand of our schools and create truly diverse and high-achieving learning communities.

Kepner Beacon Middle School (KBMS)

Kepner Beacon Middle School (KBMS) is a replication of the Grant Beacon Middle School innovation model, with modifications to serve the unique student population of the Kepner Community. KBMS is located in the Westwood neighborhood of Denver and serves a boundary of students in the west middle school zone of the district. KBMS was designed as a replacement school for Kepner Middle School, which the district was phasing out due to persistent low performance. KBMS grew out of the increasing demand for Grant Beacon Middle School in the Southwest part of its boundary. KBMS began with 125 6th graders in 2016-17, growing to include 7th graders in 2017-18 and 8th graders in 2018-19.

INNOVATIVE MANAGEMENT ORGANIZATION (IMO)

Kepner Beacon Middle School and Grant Beacon Middle School together form an IMO, which is defined by Denver Public Schools as a group of district-managed public schools that share a model and are overseen by an executive principal, with the ability to leverage their resources across school sites (<http://thecommons.dpsk12.org/Page/1903>). Going forward in this school innovation plan, the Beacon IMO will be referred to as the Beacon Network, Beacon Network Schools (BNS) or Beacon IMO.

The Beacon IMO provides a distinctive approach to school governance aimed at replicating the high-performing Grant Beacon Middle School allowing the Beacon IMO to exercise greater autonomy over school-based decisions, shared resources across campuses. IMOs utilize a unique multi-campus leadership structure that is overseen by an Executive Principal with input from an IMO Advisory Board. The goal of the Beacon IMO is to leverage best practices and shared learning from the most successful school networks by:

- Ensuring programmatic integrity of the school model
- Utilizing the talent of our most successful school teams
- Develop internal pipelines for leadership development
- Enabling collaboration and continuous improvement across schools
- Sharing critical resources and IMO staff
- Operating with economies of scale
- Enabling additional replication/expansion

IMO Essential Roles and Responsibilities

DPS Collaborative Director

- The Collaborative Director is the direct supervisor to the Executive Principal and has a primary responsibility

of ensuring successful implementation of the IMO and is accountable for ensuring fidelity and execution of each school's innovation plan. The Collaborative Director shall support the Executive Principal and provide coaching in meeting the performance goals in the innovation plan(s). The Collaborative Director is responsible for convening the IMO Advisory Board to recommend finalists to the Superintendent when a vacancy exists for an Executive Principal.

Executive Principal

- The Executive principal shall oversee the expansion of the Beacon IMO and maintain fidelity to the school model as the head of the IMO. The Executive Principal has direct oversight of each school's principal/ school leader, IMO network staff, shared resources, budgets. The Executive Principal has primary authority over hiring school-based principals with input from the Collaborative Director and School Advisory Board (CSC) with final approval of candidates by the Superintendent. The Superintendent with input from the IMO Advisory Board shall have the authority to dismiss an Executive Principal.

School Leader/ Principal

- Similar to a typical principal, both Grant Beacon and Kepner Beacon have a Network Principal who serves as the instructional leader and school-based staff supervisor. The Principal is directly supervised by the Executive Principal.

- The Principal oversees all school based staff that are not directly overseen by the Executive Principal as part of the IMO Network Staff. When teachers & staff are shared across campuses they are supported and evaluated by the Principal of the school where they provide a majority of their time/instruction; additional support and input into their evaluation may be provided by their other principal.

IMO Network Staff

- The Beacon IMO includes IMO Network staff who provide essential services across campuses. Beacon IMO Network Staff report directly to the Executive Principal.

IMO Advisory Board-

- The Beacon IMO is advised by an IMO Advisory Board which is a voluntary committee coordinated by the Executive Principal to provide input on the IMO's improvement strategies, shared resources, and regularly reviews progress on implementation and achievement goals. To help ensure continuity of leadership within the IMO structure, when a vacancy exists for an Executive Principal, the IMO Advisory Board coordinated by the Collaborative Director recommends finalists to the Superintendent for approval. IMO Advisory Board membership shall reflect the school communities in which the IMO serves.

VISION:

The Beacon Network's students will be among the highest in academic growth in the state, will be well-rounded in their interests and abilities, and will be recognized in the community for outstanding leadership.

MISSION: *Achieve, Lead, and Grow Together*

The Beacon Network's schools are committed to the high achievement and growth of every student, providing a college and career preparatory program of study that sets high expectations and requires critical thinking and problem-solving skills. Through the integration of technology and collaborative work of students, staff, families, and community partners, Beacon schools will bring together its neighborhoods' diverse communities and prepare students with the academic knowledge and 21st century leadership skills necessary for college and career success.

VALUES:

In support of our vision and mission, all Beacon staff members across both schools anchor their daily work in the following collaboratively identified **Core Values**:

- **Student-Centered:** We foster (PL) environments where students own their education.
- **Growth Mindset:** We relentlessly pursue improvement of our practice.
- **Relationships:** We are here for our students and each other.
- **Happiness:** We don't just work, we have fun because we are valued.

Additionally, Beacon staff do business according to the beliefs below:

- **Culture** Drives our Performance
- **Growth Mindset** Creates our Solutions
- Our **Teams** Lead Our Transformation
- **Blended Learning** is Our Path to Personalization
- **Data** Informs Our Instruction
- **Social Emotional Learning** Builds Our Character
- Rich and Varied **Learning Experiences** Motivate Us

CHARACTER TRAITS:

- **Perseverance:** Students demonstrate the ability to establish goals and work in pursuit of overcoming challenges, even after experiencing difficulty or failure.
- **Integrity:** Students display an intrinsic motivation to be honest and fair in their consideration and regard for self, others and community.
- **Curiosity:** Students exemplify the desire to learn & show initiative to explore new things.
- **Kindness:** Students exhibit friendliness, empathy, generosity, and consideration.
- **Leadership:** Students nurture abilities in themselves and others to make an equitable impact on their community.

EDUCATION PLAN

Innovation Status provides KBMS with the autonomy needed to support the diverse population of students served. Through our blended learning model and enrichment programming, we are able to personalize learning experiences for students with different achievement levels and language development and learning needs, provide language development support to multilingual learners, intensify academic interventions for struggling students, and provide a multitude of high-quality enrichment opportunities for all of our students. Innovation Status provides KBMS with the flexibilities to: select curricular materials and assessments that are aligned to the school's education plan and State Standards; hire, develop, and retain skilled teachers who are effective at implementing the Beacon personalized learning educational model; partner with community-based organizations and instructors to deliver engaging supplemental and enrichment instruction during the school day; make budgeting decisions based on Beacon priorities; and adopt school calendars and schedules that increase instructional time for students and collaboration time for teachers.

Innovation comes with a commitment to the innovation planning that traditional schools cannot consistently commit to due to budget constraints and program changes. Staff members having the flexibility in designing a curriculum that is aligned to State Standards, requires a commitment to the innovation plan and the systems that support the plans. For example, to support our character development, we need additional deans, and technology that support the competency-based model. We provide real-time feedback on, not only academics, but on character, as well. Furthermore, community-based organizations provide enrichment opportunities

during the school day. Traditional programs often offer enrichment as an after-school program. Regardless of unforeseen circumstances during the three-year plan, the school agrees to offer a personalized learning model that embraces blended learning, enrichments, character development and critical thinking.

Beacon Network SCHOOL MODEL:



PERSONALIZED LEARNING *through...*

Blended Learning

By intentionally partnering instructional time in the classroom with ongoing access to technology, students are provided with a personalized learning platform capable of meeting their individual academic needs. Additionally, our blended learning model affords learners the opportunity to take ownership of their experience by promoting both their voice and their choice. Student growth and achievement is measured frequently by our staff with research-based assessments, and students understand and intentionally track their individual performance.

- Relational Framework embedded in all contents
- Student Voice & Student Choice
- Technology-enhanced instruction, applications & assessments
- Student 1:1 access to technology
- Instructional technology in every classroom
- Learning management system used consistently by all teachers and students
- Language development tools and applications

Enrichment Opportunities

Increasing students' exposure to learning opportunities beyond the traditional academic setting, KBMS provides all learners with high quality, comprehensive experiences as part of the weekly academic schedule. These offerings include classes in five unique categories: S.T.E.M, Health & Athletics, Arts & Culture, Leadership, and Academics. This invaluable time allows our students to learn from and work with high-quality instructors through formal community partnerships.

- Programming in: STEM, student leadership, athletics, arts and culture, humanities

-
- Teacher-led enrichments and interventions,
 - Community-led enrichments
 - School-wide college and career excursions
 - Summer School and 6th Grade Academy

Character Development

Committed to the total development of our students, Beacon Network's educational programming includes a strong focus on character traits that influence one's success professionally and personally. Weekly, students who demonstrate one of the Beacon Character Traits are recognized at the grade-level community meetings. Students are tasked with displaying a strong commitment to behaviors that reflect Leadership, Perseverance, Integrity, Curiosity, and Kindness.

- Advisory Family: Character Traits, Goal-Setting, Mindfulness/Emotional Intelligence, & World Issues
- Grade level celebrations and awards in areas of attendance, academics and character
- Student leadership opportunities: student voice, student ambassadors, peer mentors
- Service learning and community-based enrichments
- School store and character points

Critical Thinking

Through analysis, inquiry, and evaluation, students discover the importance of utilizing factual information to develop a solid argument, draw a thoughtful conclusion, or resolve a complex issue. This important, universal skill of critical thinking assists our Beacon learners far beyond their middle school years.

- Essential Learning Goals aligned to Common Core Standards
- Data-driven culture that informs and transforms instruction
- Advanced learning opportunities
- Competency-based learning that targets student interest and need
- Personalized and targeted academic extensions & interventions

Innovation Plan Goals

KBMS

Performance Indicator/Other Assessment or Measure	Current/Baseline Performance	2023-2024	2024-2025	2025-2026
SPF Overall	Priority Improvement Plan 40%	Improvement Plan 43.2%	Improvement Plan 46.7%	Performance Plan 53%
MGP CMAS ELA	44.5	48	52	55
STAR Reading	568 Average Lexile	718 Average Lexile	768 Average Lexile	818 Average Lexile
Parent Satisfaction	NA	85%	87%	90%
Student Satisfaction	NA	85%	87%	90%

KBMS Academic Measurable Goals

1. KBMS will increase the Priority Improvement Plan to Performance Plan as measured by the CDE School Performance Framework and increase from 40% to 53%.
2. As measured by the CDE School Performance Framework, KBMS will increase the Median Growth - CMAS ELA Percentiles from 44.5 to 54 by the 2025-2026 school year.
3. As measured by CMAS - ELA MGP's, KBMS will maintain an average overall MGP of 52 by the end of the 2025-2026 school year.

KBMS Satisfaction Measurable Goals

1. Kepner Beacon MS will monitor the following questions for *families* and meet the overall average as indicated above or exceed the district average.
 - a. My teachers work to build a positive relationship with me.
 - b. Share information with families about their student's academic progress.
 - c. Adults in my school respect students and their cultures.
 - d. Adults in my school work to build positive relationships with students.
2. Kepner Beacon MS will monitor the following questions for *students* and meet the overall average as indicated above or exceed the district average.
 - a. How much do you feel like you belong at your school?
 - b. My school is a place that helps anyone learn.
 - c. My teachers work to build a positive relationship with me.
 - d. My teacher respects me and my culture.

Data Teams & Interims

Data Team Focus: The Beacon Network Data Team plan addresses student learning by improving teacher learning across schools. Under the leadership of the IMO Executive Principal and with consultation with the DPS Collaborative Director, teachers from all Beacon schools collaborate weekly in Professional Learning Communities to learn about and then implement best practices using data to drive instruction. Ongoing PLCs focus on literacy instruction, math instruction, and school culture. Data teams engage with curriculum and assessments to intentionally implement Colorado Standards and prepare students for demonstrating learning on state assessments such as CMAS and ACCESS. In PLCs, teachers collaboratively plan assessments, analyze data, and develop plans for re-teaching and re-assessing standards that are not yet mastered. In subsequent PLC sessions, teachers share what they have learned about their students and plan and implement further targeted instruction before the next cycle assessment begins. Student work and teaching strategies align with the school's UIP goals, LEAP framework expectations, and CCSS Instructional Shifts. The differentiated, collaborative, teacher-led structure of our PLCs allows teachers in Beacon schools to increase skills and knowledge to better meet the learning needs of students. Our Student Learning Objectives are tied to the common assessments and common teaching tools that are used across the schools.

Data Team Objectives:

- Participants will **create** CMAS aligned **assessments** in literacy and math on Grade Book.
- Participants will **assess all students** and record the data in the area appropriate to the team.
 - Math: Interim Assessments
 - All other content teachers: CMAS Literacy-Aligned Interim Assessments
 - Student Services: Attendance and Behavior Data
- Participants will **collaborate to analyze the data**.
- Participants will **determine school-wide teaching strategies & interventions** during weekly data team sessions.
- Participants will **teach/use these common strategies in their classrooms**

Lead Measures (examples):

- 100% of students will meet personalized, targeted goals: students show academic growth in the form of a body of evidence through the interim score and/or learning portfolio (BOE)
- 100% ELL will meet targeted ELD goals in Reading, Writing, Speaking and Listening as measured with ELD quarterly assessments. The targeted goals will be set by reviewing previous initial assessments, and 3 of the 4 interim will be administered by January 2023. 90% of students will meet 3 of the 4 BNS academic criteria by April 2023. This will be measured by monitoring all students and setting up interventions throughout the school year. Students not meeting 3 of the 4 criteria and/or having demonstrated competency in the grade-level content standards will be provided additional support such as summer school, interventions and possible retention.

Monitoring Progress

The Beacon Network schools believe in competency-based learning. Our report cards reflect a student's most current achievement so that teachers, students, and guardians can track student progress, reflect upon strengths and areas for growth, and set goals for future learning and academic success. Beacon schools monitor progress by measuring standards and providing tight feedback loops to our students, and teachers use data from their gradebooks to support student learning. Teachers follow the same grading policy so the grades are consistent and reliable. The data is then available to students, parents and teachers to review. In support of our competency-based model, students are measured in the following areas:

- Standard-based grade: Our standards-based gradebook measures a student's competency in each Essential Learning Goal (ELG) for a given class, and communicates how well a student understands the academic content and skills in that class at the end of each quarter.
- Learning behavior grade: Students are awarded a score for each class as an average of all successful learner behaviors, including 1) Classwork & Homework, 2) Participation & Collaboration, and 3) Goal Setting
- Character Trait Grade: Character Trait points are awarded throughout each day, giving our students the opportunity to show growth in Perseverance, Integrity, Curiosity, Kindness, and Leadership.
- Attendance Grade: Each student's attendance is tracked throughout the entire school year. Our students must have 94% attendance to show readiness for the next grade level, meaning that students may have no more than ten excused absences for the entire year.

We believe:

- Grades should aim to give students and guardians useful, timely, and actionable information.
- An academic grade should reflect a particular student's academic achievement.
 - Cooperative, behavioral, and motivational skills are important, but they should be reflected separately from a student's academic standards (ELG) grade.
- Grading policies should be set up to support student motivation to learn. In other words, throughout the school year, students should feel like improvement is always possible.

Student Learning Objectives

Student Learning Objectives (SLOs) are course-long learning objectives set by teachers to identify and then monitor student progress along a learning progression towards critical learning outcomes. The goal of SLOs is to focus teachers on setting ambitious, realistic and measurable objectives towards student mastery of the standards. The Beacon Network determines SLOs, using Beacon school interim assessments and other measures of student progress. Beacon SLOs are based on school-wide data and are created through the data team process. Multiple resources are used to set targets. Data teams and teachers set targeted goals based on a body of evidence which include interims and state assessments. The Beacon schools SLO setting process meets or exceeds the district guidelines for SLOs. Beacon schools may use a different number of SLOs or type of data than are collected by the District, and this process is overseen by the Executive Principal with consultation from the DPS Collaborative Director.

Students will meet school-wide targeted goals based on quintiles for data team cycles for R1 (literacy) and MP1 (math) by the end of the school year by meeting one or more interim targeted goal AND as evidenced in the teacher gradebook. The emphasis is on classroom assessments that align to R1 (assessments can also assess close reading and other data team measured standards). A student must meet End of Year Goal on at least one Interim AND through a body of evidence. The body of evidence includes at least two summative assessments that demonstrate End of Year Goal Status. These summative data points must be independent, grade level/standards based assessments. Two additional data points are optional if needed to form a body of evidence. Every student in each SLO must have a robust body of evidence to demonstrate EOY Goal mastery. That robust body of evidence can be presented on an individual student basis. This body of evidence must include work in the student learning portfolio (in content section). The evaluator determines if the body of evidence demonstrates EOY goal met.

KBMS Innovation Plan Onboarding

KBMS position descriptions will include explicit responsibilities related to implementing the school innovation plan. Teachers and other staff, including district direct placements, will be expected to review the KBMS Innovation Plan and Job Description prior to interviewing for positions, and interview questions will focus on alignment with the school vision, mission, programming, and goals. All candidates are interviewed by a

committee composed of the school leader, department and grade-level leads. A scorecard is used to measure alignment to school values and questions aligned to teaching pedagogy.

New teachers and staff members will participate in Beacon Network professional development to learn how to implement the Beacon School Model and will receive coaching and feedback on implementation. Teacher performance goals and evaluations will be aligned with the innovation plan as outlined in the position description, job responsibilities, educational program, school performance goals, and student performance goals.

Commitment Beacon Innovation Agreement

All staff will review and be held to the Beacon Network Innovation Agreement that summarizes our commitments to support student learning. The Beacon Innovation Agreement is not a contract but an agreement where individuals can hold each other accountable in supporting the plan, maintaining a positive school culture and adhering to professional standards. The agreement is also reviewed with all new hires and supports are provided for them to succeed and grow as educators.

Teacher Development and Pre-service Training

Beacon Network schools create a strong pipeline of new teachers by recruiting teachers in training to work as paraeducators, student teachers, interns or residents. In collaboration with the district and DPS Collaborative Director, if necessary, Beacon schools will partner with the University of Denver in maintaining a teacher residency program that meets the state's criteria to train new teacher candidates in the Beacon Schools' unique curriculum, assessments, and instructional approaches. This has been an ongoing practice with both DPS and DU where we are one of the leading DPS schools that has developed a successful school level residency program. Many of the residents have either continued at a Beacon School or are serving other DPS schools.

Beacon Schools have a robust coaching model focusing on teacher support and growth from pre-service training and throughout the school year. All teachers receive observations and feedback aligned to a coaching calendar. Coaching meetings with teachers include feedback on observation, planning support, and looking at data to adjust instruction to address student learning needs.

Coaches receive their own professional development in twice-monthly meetings that focus both on practical skills (how to have a coaching conversation, how to develop action plans, how to assess standards, and how to identify high-leverage next steps) as well as mindset and leadership development and skills.

Teacher Recruitment

Beacon Network Schools will expand its residency program and partner with a local university in training future educators. The success rate of the residents of the program is high and the majority are teaching within the network or Denver Public Schools. In collaboration with, or with approval from, the district and Collaborative Director if necessary, the Beacon Network will expand the program and KBMS will have the flexibility to hire non-licensed teacher residents. Teacher Residents will be provided ongoing support and will have a minimum of 2 years to be licensed. Any teacher that does not meet or exceed the state requirements, after provided support, will not be permitted to continue in the assigned positions.

Leadership Development and Onboarding

Onboarding for new school leaders, which includes principals, assistant principals, instructional deans, deans of culture, and academic directors, is carried out by the Executive Principal in alignment with the hiring process.

Beacon school leaders are recruited, developed, and retained using a variety of approaches designed to ensure commitment to the Beacon vision, mission, and values; knowledge and skills for effective implementation of innovation plans; support for leadership growth; and recognition of accomplishments.

School Leader Residency - The Beacon IMO Executive Principal will provide opportunities, when funding is available, for internal leaders and teacher leaders to develop school leadership skills as a Principal Resident, for potential future leadership roles. Beacon Principal Residents are provided with additional leadership training, responsibilities, and coaching from the Executive Principal and experts in the field. If the Beacon Network seeks to operate its own Principal Residency separate from the program already operated by the district, it shall work with the district to receive approval for this program.

School and Network Leader Development - The Beacon Executive Principal, with consultation with the DPS Collaborative Director, manages and coordinates school leaders' leadership development, leadership team collaboration, and opportunities to participate in instructional rounds, as well as individual coaching and feedback to support ongoing development of leadership skills and foster a professional learning community that retains highly effective leaders within the Beacon Schools.

Section I: Educational Program Flexibilities

Educational Program Flexibilities		
Flexibility Area	Detailed Flexibility and Rationale	Associated Waivers

<p>Calendar</p>	<p>The KBMS educational program requires the following calendar flexibilities:</p> <ul style="list-style-type: none"> • Ability to designate or move professional development and assessment days from those on district calendar • Increase or decrease the number of school days, both student contact and professional development • Add, paid professional days for onboarding new staff, leadership development, and other PD not to exceed 10 additional days in the summer • Autonomy to have teacher input and decision making when deciding our planning, lunch, and work day/work week • Will not require a confidential vote of faculty for each decision • Add days for summer school and early entry programs • Meet State law and district requirements for student contact to include the following minimum number of days/hours of planned teacher-pupil instruction and teacher-pupil contact during the school year: <ul style="list-style-type: none"> ○ 160 days ○ Secondary schools: 1,056 hours ○ Elementary schools: 968 hours <div data-bbox="373 892 1193 1102"> <p style="text-align: center;">BNS Communications and Decision Making</p> <pre> graph TD BNSAB[BNS Advisory Board] --- EP[Executive Principal] BNSAB --- TC[Teacher Council] BNSAB --- PC[Parent Council] EP --- NLT[NLT] TC --- SLT[School Leadership Team] PC --- SABCS[SAB/CSC] NLT <--> SLT SLT <--> Staff[Staff] Staff <--> SABCS </pre> </div> <p>When significant changes are needed in KBMS based on changes in the district or funding which involve calendar, schedule, programming etc. Beacon schools follow a decision-making process before final approval is made. The proposal can be developed once the design process (Empathize, Define, Ideate, Prototype and Test) of gathering information and clearly identifying the problem the solution solves. Feedback is gathered to inform the decision but depending on the program, decisions are finalized by the school leadership team and Beacon Network leadership team.</p> <p>To support our shared distribution model, teams make decisions based on the purpose of the team. See team org chart that is reviewed with all leadership teams. For significant changes such as calendar, schedule, curriculum, assessments, we follow the Beacon <u>decision making process</u> where we seek feedback from the staff. The Beacon Network Leadership Team (NLT) or the person driving the change, can develop options that align to the innovation plan, values, mission and positively impacts our programming. The steps taken include feedback from staff, presenting to School Advisory Board (SAB) and School Leadership Team (SLT), and Beacon</p>	<p>DCTA CBA:</p> <ul style="list-style-type: none"> • Article 1-7: Definition of "School Year" • Article 8-1-1 through 8-1-5: Contract Year: Professional Standards- Calendar, Year, Day, Class Size & Load <p>State Statute:</p> <ul style="list-style-type: none"> • 22-32-109(1)(n)(I): Schedule and Calendar • 22-32-109 (1)(n)(II)(A): Actual Hours of Teacher-Pupil Instruction and Contact • 22-32-109 (1)(n)(II)(B): School Calendar • 22-33-102(1) Definition of "Academic Year"
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	<p>Network Leadership Team (NLT) meeting with Teacher Council. If the process is followed, and the team does not reach consensus then the person that oversees the team makes the decision that best supports the commitment to the innovation plan.</p> <p>Rationale: Calendar flexibilities allow KBMS to adjust to the unique needs of our students, staff, and communities. When unforeseen challenges present themselves Beacon schools have a clearly outlined process to draft changes quickly, get feedback from stakeholders, and implement them quickly so that student outcomes are improved. The ability to move PD days strategically allows KBMS to align major improvement strategies to a more logical calendar. Additionally, Beacon schools and data teams aligned to the calendar allow for the whole staff to create, implement, and execute schoolwide SLOs with targeted support for teachers. All PD is intentional and aligns to the major improvement strategies. Also feedback is collected by the staff to make adjustments to the professional development.</p> <p>The school calendar is built to support our belief that data informs instruction. The KBMS calendar will align with our interim testing which provides staff dedicated time to grade the interims and for teachers to develop agreed upon strategies. The time is also used to support school-wide professional development which includes, but not limited to, trauma informed, personalized learning, equity training and team development. The Beacon Network Leadership Team will align the calendar to the DPS approved calendar, but will have the permission to assign student contact days and non-contact student days that might be different from the district. Once a calendar is adopted, any changes that may impact the district must be approved by the district. The school agrees to notify parents throughout the school year of any changes to the calendar. Such changes shall be preceded by adequate and timely notice of no less than 30 days, except for emergency closing or other unforeseen circumstances as determined by the district. Once approved, the calendar will be entered by the school leader through Infinite Campus.</p> <p>Teachers new to KBMS begin earlier than district teachers at the start of the school year and participate in additional professional development and planning days. Beacon teachers receive a stipend to compensate them for additional days and extended time schedules (which must meet or exceed their hourly DPS/DCTA agreed upon rate if continuing to do the work they perform during the contract year). Beacon Network schools have high expectations for all staff and provide intentional and aligned professional development during this time that is unique and separate from the traditional DPS PD.</p>	
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	<p>Each year, no later than the date set in the innovation guidebook (or April 15th, if no date is specified), the school calendar and school day schedule will be set by the Network Leadership Team, in collaboration with School Leadership Teams and School Advisory Boards, for the following school year. A copy of the upcoming school-year calendar and school day schedule will 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 will be provided to the District.</p> <p>Students that need additional support will be asked to attend summer school which extends one week beyond the school year. Families will be notified and the school will compensate staff members that work beyond the school year that aligns to the network extra pay philosophy.</p> <p>The school will also provide an early entry program to acclimate students to middle school. The school will work with the district in providing transportation and educators whose summer school work will be compensated for supporting our students. The school will ask for volunteers for summer school and early entry programs, but has the ability to set up an equitable process for other school members to support school wide goals.</p> <p>Vacations and holidays for all staff, including teachers, administrators, and professional technical and non-affiliated staff members shall be those listed on the Beacon Network Schools Innovation calendar.</p> <p>The Beacon Network Innovation Agreement, as a unique condition of employment at any Beacon schools, will become an addendum to each educator's initial employment contract with the District. The Beacon Network Innovation Agreement describes our mission and shared values as an educator in Beacon schools.</p>	
	<p><input checked="" type="checkbox"/> Describes all desired extensions or adjustments to the calendar year and affirms that the school calendar and schedule will meet or exceed the minimum state requirements for instructional time. While the school does not need to commit to a certain number of additional days or minutes, a limit of how many additional days/minutes may be added should be provided (e.g. additional summer PD will not exceed 5 extra days).</p> <p><input checked="" type="checkbox"/> If not included in the Schedule section, summarizes the process the school will follow for developing its calendar and/or schedule, including the date by which they will be developed and the role of the CSC/CSC equivalent and SLT (if applicable).</p>	

<p>Schedule</p>	<p>The KBMS educational program requires the following schedule flexibilities:</p> <ul style="list-style-type: none"> • Ability to designate or move professional development days • Extending or shortening the work week from 40 hours • Changing weekly teacher planning and lunch minutes to meet student and programming needs, which will meet or exceed teacher planning time and lunch minutes over the course of a week • Team-directed planning time as part of district self-directed planning time allocation • Changes to teacher class size or course load • Student contact day may be extended • Assignment to non-teaching duties determined by NLT & SLTs with input from teachers and Teacher Council <p>KBMS has autonomy over its bell schedule which includes autonomy over our plan time, lunch time, start and end time. This allows our decision making bodies including but not limited to NLT, SLT, Teacher Council, and Beacon Advisory Board to have voice when designing the bell schedule. “Teams lead our transformation” is one of our core values. Therefore, the schedule for the day, week and school year provides intentional time for departments to lesson plan, grade-level teams to discuss student supports, data teams to drive instruction, professional development to grow our staff and individual planning time. The allocated time is facilitated by educators.</p> <div data-bbox="378 1142 1190 1346"> <p style="text-align: center;">BNS Communications and Decision Making</p> <pre> graph TD AB[BNS Advisory Board] -.-> EP[Executive Principal] EP --- TC[Teacher Council] EP --- PC[Parent Council] EP --- NLT[NLT] EP --- SLT[School Leadership Team] EP --- ST[Staff] EP --- SAB[SAB/CSC] NLT <--> SLT SLT <--> ST ST <--> SAB </pre> </div> <p>To support our shared distribution model, teams make decisions based on the purpose of the team. See team org chart that is reviewed with all leadership teams. For significant changes such as calendar, schedule, curriculum, assessments, we follow the Beacon <u>decision making process</u> where we seek feedback from the staff. The Beacon Network Leadership Team or the person driving the change, can develop options that align to the innovation plan, values, mission and positively impacts our programming. The steps taken include feedback from staff, presenting to SAB and SLT, and Beacon NLT meeting with Teacher Council. If the process is followed, and the team does not reach consensus then the person that oversees the team makes the decision that best supports the commitment to the innovation plan.</p>	<p>DCTA CBA:</p> <ul style="list-style-type: none"> • Article 1-7: Definition of "School Year" • Article 8-2 - 8-10: Professional Standards <p>State Statute:</p> <ul style="list-style-type: none"> • 22-32-109(1)(n)(I): Schedule and Calendar • 22-32-109 (1)(n)(II)(A): Actual Hours of Teacher-Pupil Instruction and Contact • 22-32-109 (1)(n)(II)(B): School Calendar • 22-33-102(1) Definition of "Academic Year"
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	<p>The following bullet points remain core foundational principles as we design our calendar and schedule. Based on student numbers and budget, the school uses the following criteria in developing the calendar and schedule.</p> <ul style="list-style-type: none"> • School grade-level teams comprise of the following courses: reading, language arts, math, social studies, science, elective and end of day enrichments • Core content teachers teach 5 sections plus advisory • One plan/prep for core content teachers (exceptions for electives and special programs) • School begins with daily advisory classes to provide school readiness and social emotional support. • Elective teachers teach 4 sections plus enrichments. • Non elective teachers have enrichment duty and support advisory classes • Stipends available for teachers that elect to teach enrichments <p>For Example:</p> <ul style="list-style-type: none"> • Monday - Thursday Student Schedule 8:15am - 4:00pm • Student Schedule Early Release Friday at 1:30 or 2:00 PM <p>For the safety of students and per parent request, the school is requesting an 8:15am - 4:00pm bell time (within 15 minutes)</p> <p>Bell times will comply with district Healthy Start Time requirements and the school will work with DPS Transportation appealing bell times from Tier 3 to Tier 2.</p>	
<p><input checked="" type="checkbox"/> Provides a comprehensive description of what the school is maintaining vs. waiving within Article 8;</p> <p><input checked="" type="checkbox"/> If not included in the Calendar section, summarizes the process the school will follow for developing its calendar and/or schedule, including the date by which they will be developed and the role of the CSC/CSC equivalent and SLT (if applicable).</p>		
Extra Duty Compensation	<p>KBMS staff (office staff, pro-techs, teachers) are compensated for extra time worked or additional responsibilities/activities through its compensation philosophy. The KBMS compensation philosophy is created through the process outlined by the Beacon Compensation Philosophy. The compensation philosophy is proposed by the innovation committee, composed of teachers, parents, and Beacon Advisory Board Members.</p>	<p>District Policy:</p> <p>CBA:</p> <ul style="list-style-type: none"> • DCTA - Article 28: Extra Duty Compensation • <p>State Statute:</p>

	<p>The Beacon Network empowers all employees to take on leadership responsibilities within the schools and across the network. All staff members are participants and leaders in the network's professional learning community.</p> <p>KBMS retains excellent teachers and staff by: 1) providing an innovative, positive, and collaborative culture where staff members have autonomy to make decisions and see their impact on student achievement gains; 2) providing extensive leadership and development opportunities that allow staff members to grow and master new skills, and 3) honoring contributions through leadership roles, recognition, and compensation.</p> <p>Salary ranges and employment benefits for all employees, as well as any incentives or reward structures that are part of the compensation system, are aligned with DPS salary structures and KBMS job responsibilities.</p> <p>Stipends are provided as compensation for any work that is performed beyond the contract and are paid at a rate determined annually by the Beacon IMO Executive Principal, in consultation with the Beacon Network Advisory Board and DPS HR (as part of the annual Compensation Philosophy review).</p> <p>KBMS is committed to supporting our staff when they exceed job requirements. The school will reimburse planning time and additional time beyond the 40 hour work. Unless otherwise agreed upon in the innovation plan, the network will provide the agreed upon hourly rates as outlined in groups bargaining agreement.</p> <p>All staff that are pre-approved for the additional time that is beyond the 40 hour work week or calendar or are giving up assigned planning time must complete the KBMS Extra Pay Form. The pay form is reviewed by the Executive Principal and the operations manager. If there are discrepancies that need to be reviewed, the lead will contact the educator that requested the payment. The form is reviewed every week and all payments are processed for the 2nd monthly pay period. The schools follow the same criteria as the district, where requests must be submitted by the 12th of the month. Once it is approved the operations manager submits the hours in the DPS systems that align to or exceed the DPS hourly rate for the assigned duties.</p> <p>KBMS will work with the DPS HR department to ensure that all necessary processes are followed, including annual review and approval of its compensation philosophy.</p>	<ul style="list-style-type: none"> • 22-32-109(1)(f): Local Board Duties Concerning Selection of Personnel and Pay
	<p><input checked="" type="checkbox"/> Includes an overview about the process that will be used to create a compensation philosophy (e.g. stipends and additional compensation that would be used at the school, how stakeholders will be informed and involved in these decisions, etc.), including an overview of how the school will handle that compensation process.</p>	

☒ ~~Affirms the school will work with the DPS HR department to ensure that all necessary processes are followed.~~

Curriculum and Assessment

KBMS will retain the flexibility to make changes to their curriculum in accordance with state and legal requirements. KBMS's curriculum will meet all legal requirements and provide a program of instruction that enables students to meet or exceed the CCSS and CAS. If curriculum flexibility is not provided by DPS, KBMS will retain the flexibility to make changes to their curriculum in accordance with state and legal requirements.

KBMS provides CDE approved supplementary programs as needed especially as it relates to READ ACT and MTSS supports.

KBMS's curriculum meets all legal requirements and provides a program of instruction that enables students to meet or exceed the CCSS and CAS.

KBMS uses the following process to select curriculum and assessments: In collaboration with the Academic Team and Department Leads, curriculum design begins with well crafted Essential Learning Goals (ELG) (aligned to Common Core State Standards and CRE best practices). Every department creates an ELG-driven scope and sequence that then drives curriculum design. In collaboration with the Academic Team and department leads, departments have a degree of autonomy when designing units and lessons. This autonomy is supported in best practices and rooted in Beacon instructional systems that include: The Relational Framework, Proficiency Scales, and tight feedback looks (LBA and GPA).

Beacon Network schools use a variety of resources to support curriculum design and implementation including: a learning management system (Moodle) for content delivery, assessment and grading/reporting. The online learning management system is where teachers design their course and students access all course materials. The online grade book program is used to track student growth, as well as to serve as an assessment tool for quizzes and assignments. Google Apps and PearDeck are used by teachers to create lesson materials, and are used by students to demonstrate their learning through assignments or projects that can be easily shared.

With a focus on Personalized Learning and the Relational Learning Framework, Beacon schools design and implement units and subsequent lessons that focus on the learning process, critical thinking, cultural responsiveness and equitable access to high level learning opportunities.

State Statute:

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

Many curricular materials used as part of the curricula are available in English and Spanish. Teacher-created curricular materials are translated into Spanish, as necessary, for Transitional Native Language Instruction and bridging activities.

In addition to certain social studies, math, and science classes being taught in Spanish, KBMS provides a comprehensive program for English Language Development (ELD). Our ELD program includes a New-to-US ELD class for students who are at beginning levels of English language acquisition, a Dedicated ELD class for students at ACCESS levels 3-6, and a Spanish Language Arts class for students whose primary spoken language is Spanish. Outside of ELD classes, content classes taught in English include language acquisition supports that follow the SERVE model for Integrated Content and Language Development (ICLD).

KBMS follows the Beacon Network grading policy and provides quality ongoing feedback to our students. KBMS also utilizes progress monitoring systems through literacy and math data trackers, the student learning portfolio and the LMS gradebook.

A common learning management system provides students and families with a single learning platform that culminates and communicates unit and lesson goals, lessons, materials and supports. The LMS has agreed-upon structures and are proprietary of Beacon.

KBMS monitors these materials to ensure ongoing effectiveness and that materials are culturally responsive, liberatory and culturally sustaining to serve our diverse body of students. All curriculum and programming are monitored through data teams, coaching structures, and department meetings.

Current Selections for Curricula

Curriculum Subject	Commercial Program Name	Description
Math	Open Up	Open Up is an open source digital core math curriculum.
LA, Reading, SS, Science	Newsela	Online texts that complement topics and standards. Texts are leveled and include optional supports.
Language Arts	No Red Ink (6th and 7th)	Online grammar and writing supplemental curriculum with a focus

			on modeling, scaffolding, practice and feedback.
Reading	Renaissance Accelerated Reader and STAR	Renaissance includes both STAR products and Accelerated Reader products. STAR is an independent reading assessment that is computer-adaptive. STAR determines a student's reading lexile level and identifies which skills and sub-skills a student already knows and which skills they're ready to work on next. AR provides reading material guidance for students that is individually suited to reading level and growth potential.	
Science	Gizmos	Online science virtual labs and simulations that power inquiry and understanding.	
Provide the current selections for assessments:			
Assessment Subject		Assessment Type	
Reading		STAR Reading	
Math		STAR Math	
ELA		Beacon Interims	
Math		Beacon Interims	
All		Learning Portfolio	
Special Education		I-Ready and Mathletics	
Standards of Quality - Curriculum and Assessment			

- ☒ Provides a table with the school's current and/or new selections for curriculum and assessment (including SEL curriculum). Schools that implement teacher designed curricula can note that and provide an example of the curricular materials that are used to support teachers if applicable. If utilizing teacher designed curricula, some rationale is provided regarding how that curricula is developed and monitored for effectiveness and cultural sustainability.
- ☒ The school is approved or has already received approval for implementing these new curricula or assessments. For new curricula or assessments that haven't been approved, the school affirms that district processes will be followed to implement that curricula.
- ☒ The school's curricular choice aligns with any guidance provided by the CDE (currently applicable for Elementary Literacy and Elementary Literacy Intervention).

Professional Learning	<p>KBMS uses the following process to determine when to opt out of district professional development that is not aligned to the school's mission and vision:</p> <ol style="list-style-type: none"> 1) KBMS Professional Development Calendar is aligned to Major Improvement Strategies 1, 2 and 3 that can be found in our Annual Plan and developed with the school leadership teams. The Annual Plan is part of our Unified Improvement Plan that is submitted to the Colorado Department of Education (CDE). KBMS plans a professional development scope and sequence and utilizes the expertise of the Academic Team (Academic Director and Deans of Instruction) as well as Senior Leads and Department Leads. Major Improvement Strategy #3 is focused on culture and aligned PD is led by building principals and Deans of Culture. Professional development leads collaborate with outside experts to ensure high quality content and delivery. Levers Surveys are administered quarterly to solicit feedback and make adjustments. 2) KBMS ensures that staff attend required district professional development including: Mandatory Training, Teal Day Professional Development for Elective and ELD departments and essential New to DPS Onboarding <p>KBMS ensures that professional learning is high quality and promotes the professional growth of all teachers by continually surveying teachers and responding to teacher needs and feedback when developing PD plans. Professional development is grounded in common texts and supported by outside consultants.</p> <p>KBMS schedules the professional development for the school year which includes district training: health, safety and legal compliance.</p>	<p>State Statute:</p> <ul style="list-style-type: none"> • 22-32-109(1)(t): Determine Educational Program and Prescribe Textbooks; • 22-32-109(1): Adopt Content Standards and Plan for Implementation of Content Standards
Standards of Quality - Professional Learning		

- ☒ ~~Clearly describes how the school will determine when to implement different professional learning for the school staff than what is offered by the district, including areas where the school may seek to do so and how the school will ensure this professional learning is high quality.~~
- ☒ ~~Addresses how this professional learning will be differentiated to meet the needs of all teachers.~~
- ☒ ~~Affirms that school staff will still complete all training related to health, safety, and other legal compliance (such as special education and Multilingual Education).~~

Supplemental and Enrichment Programming

Enrichment programming is central to the KBMS innovation plan educational program. The purpose of our enrichment programming is to encourage and provide a space for all students to explore areas of interest through 5 main categories: STEM, Arts & Culture, Leadership, Athletics & Health, and Academics.

Our enrichment offerings are embedded into the academic school day with no additional cost to students or families, ensuring all learners are able to participate and are afforded these outstanding, engaging opportunities.

Enrichments allow our students to learn from and work with high quality instructors through formal community partnerships, expanding their personal networks beyond the school building and providing a multitude of opportunities for all of our students while closing opportunity gaps for students who do not have access to enrichments outside of school.

KBMS will continue to use innovation status to hire supplemental and enrichment educators and teacher residents in training that do not hold a teacher's license, in order to provide students with a variety of educational experiences and exposure to instructors with diverse training and expertise.

The school will adhere to the district volunteer process where all providers are required to complete background checks and meet DPS Criteria for being in the buildings. An application process must be completed and approved by the Enrichment coordinator.

To support the school's educational programming, KBMS may seek to hire supplemental and enrichment educators that do not hold a teacher's license. All applicable hired teachers will meet Multilingual Education requirements outlined in the Consent Decree, and teachers of core content will meet licensure requirements, including special education licensure requirements. This only applies to individuals that are hired and does not apply to contracted community providers.

Enrichment Examples:

State Statute:

- 22-63-201: Employment - License;
- 22-32-110(1)(ee): Local Board Powers-Employ teachers' aides and other non certificated personnel;
- 22-32-109(1)(f): Local Board Duties Concerning Selection of Personnel and Pay

	<p>Students who participated in music and art classes with our partner and neighboring organization, New Cottage Arts, were invited along with their families to join and participate in classes and summer programming at their community facility. New Cottage Arts also brought students to see a professional musical at the Denver Center for Performing Arts, many students' first experience at a professional theater production.</p> <p>One of the first enrichment classes we offered and still offer today is the Aerospace and Rocketry enrichment. Two students who were in the first cohort of the Aerospace and Rocketry enrichment are now studying Mechanical Engineering; they chose to pursue this field of study after their experience in this enrichment. Many students who have taken this enrichment and have expressed interest in going into the field or to become a pilot were invited to go on flights with the class instructor. In addition, former students who are currently in high school return each week to volunteer with this class because of the impact it made on them.</p> <p>The Video Game Design enrichment made a very powerful impact on a 6th grade student who said it “opened my eyes to a world of possibilities through coding! I have not only been able to make a game but how to understand coding and graphics and a lot of other components that make a game. This enrichment has opened a door for me and my future job as a game design coder/creator.” We believe that when our students have positive enrichment experiences such as these at school it impacts their educational and personal successes.</p> <p>Examples of Community Based Organizations and enrichment providers include:</p> <p>Apprentice of Peace Youth Organization</p> <ul style="list-style-type: none"> • Ballet Folklórico Sangre de México • Boys & Girls Club • CO Uplift • Convivr • Creative Dance Kids • Denver Chess • Fire and Root Collective • Future Hearts, Minds and Dreamers • Girls Inc. • Glendale Youth Rugby • KidztoPros • MindnSpire • Neighborhood Music and Theater • New Cottage Arts • New Treks • Nexlore • Queenshipp • RTC Sports Academy 	
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- Saraphina Yoga
- Series Fest
- Youth Biz

Teacher Induction and Onboarding

The KBMS onboarding process includes required training for new teachers (including district direct placements) prior to the start of the school year on school priorities, innovation plan, education program, school culture, classroom management routines, school community, and unique student needs. New teachers will be compensated for the additional time at their contracted rate.

KBMS teachers who are new to DPS will complete the Beacon Network Induction Program, adapted from the DPS Induction Program, within their first year. The Beacon Network Induction Program will include:

- New Educator Handbook: Within the first 30 days of employment, new KBMS teachers will read the DPS New Educator Handbook and Beacon Schools Handbook.
- New Teacher Induction (NTI): KBMS new teachers will attend the District New Educator Welcome Event. If unable to attend the New Educator Welcome Event or if hired after the event, KBMS will work with the District to identify make-up options.
- Professional Development (PD): KBMS new teachers will complete a minimum of 16 hours of Beacon Schools new teacher professional development, aligned to state standards and criteria for induction.
- MLE ELA Qualification Basic Training: KBMS teachers will be trained in accordance with the consent decree requirements. KBMS will work with District MLE ELA Department to schedule this training in a format (time & place) that works for KBMS teachers to complete the MLE ELA Qualifications.
- Mentoring: KBMS new teachers will receive a minimum of 20 hours of mentoring per semester of their first year, by the designated Teacher Ambassador.
- The Beacon Network will:
 - fulfill all state and district requirements of the Denver Public Schools approved Induction Program for teachers and specialized service providers,
 - send all new-to-profession and new-to-district hires to the Welcome Event; a requirement for all new teachers in the district,
 - design and deliver 14 hours of tailored, school-based professional learning experiences for new teachers. The Executive Principal will work with Teacher Pathways and Talent Management team to demonstrate evidence of tailored learning experiences,
 - ensure all new teachers are supported by a Senior/Team Lead who will provide ongoing coaching,

	<p>development, honing in on deep instructional practices,</p> <ul style="list-style-type: none"> ○ ensure all new teachers are supported by a New Teacher Ambassador and assigned coach who will provide socio-emotional and logistical support, ○ evaluate inductees, documenting growth and performance in relation to inductee's assignment. ○ notify the district of performance evaluations of inductees and teacher leader recommendations and the district will recommend an inductee to the state for a professional license based on KBMS evaluations, ○ cover all extra-duty incurred as a result of additional school-based professional learning experiences they may want to offer teachers who are new to the building. 	
Standards of Quality - Supplemental and Enrichment Programming		
<p><input checked="" type="checkbox"/> Describes how the school's educational programming would benefit from the flexibility to hire industry professionals without a teaching license to teach supplemental and enrichment programming.</p> <p><input checked="" type="checkbox"/> Describes how the school will determine when hiring non-licensed personnel to teach supplemental and enrichment programming offered at the school would be appropriate.</p> <p><input checked="" type="checkbox"/> Affirms that all applicable teachers will meet Multilingual Education requirements outlined in the Consent Decree, and that teachers of core content will meet licensure requirements, including special education licensure requirements.</p>		

Section II: Teaching/Staffing Flexibilities

Teaching/Staffing Flexibilities		
Flexibility Area	Detailed Flexibility and Rationale	Associated Waivers
Recruitment	<p>Flexibilities related to hiring timelines and committees allow KBMS to post positions when they are vacated, recruit early, and extend offers more quickly to secure the best candidates.</p> <p>KBMS will not adhere to the district staffing cycle.</p> <ul style="list-style-type: none"> • In accordance with the Equal Pay for Equal Work Act, the school will post vacancies when they become open. Each school year, the school will work with the district Human Resources office to determine system availability, procedures and timelines for staffing to ensure timely recruitment and posting for open positions through the district website. 	<p>DCTA CBA:</p> <ul style="list-style-type: none"> • Article 13-7 Hiring timelines • Article 13-8 Personnel Committee • Article 14-1 Summer School Teaching Positions

	<ul style="list-style-type: none"> • In addition to this posting, the school will engage in independent outreach efforts to recruit candidates outside of the centralized recruitment channels. <p>The school will follow district guidelines with the hiring process but will also set additional criteria that aligns to the hiring scorecards listed above. For example, candidates are requested to provide additional information and asked to send a teaching video that is shared with the hiring committee. Once the position is posted on the DPS website, DPS HR submits qualified candidates and then the committee selects the most qualified candidate.</p> <p>Since teams lead our transformation, the Beacon Network creates hiring committees for each department, based on the position to be filled. The committees are comprised of the department lead, grade-level lead and an administrator. See above for the hiring procedures. The school relies on DPS in providing qualified candidates but the committee also agrees to the skills that are needed for the open position. In the beginning of the year, the procedures are reviewed with the hiring committees to ensure we are following equitable procedures. Should a hiring committee fail to reach consensus, the school leader shall cast the deciding vote. During school breaks, the school leader can fill positions without attempting to consult the Hiring Committee.</p> <p>KBMS will fill summer school positions with our own staff to the extent possible in order to provide our students with continuity of instruction from staff members with knowledge of our unique program and provide staff members with opportunities to extend their year with additional compensation. Should additional teachers be necessary, the school will fill those positions with the best possible candidates, not necessarily teachers currently in the District.</p> <p>KBMS will recruit and hire teachers who are committed to the Beacon vision, mission, goals, personalized learning instructional model, and innovation plan. KBMS will recruit teachers from diverse backgrounds and cultures and teachers who are culturally and linguistically responsive to the needs of students. KBMS will have the flexibility to hire outside of district processes and timelines. All candidates must meet the following criteria:</p> <ul style="list-style-type: none"> • Pedagogy <ul style="list-style-type: none"> ○ Classroom Environment, Management & Culture ○ Lesson Planning & Methods Aligned to Relational Learning Framework ○ Deep Content Knowledge & Competency-Based Learning ○ Special Education & Adaptive Instructional Practice ○ ELA, ELD, Linguistically Responsive Classroom ○ Equity • Beacon Values: 	
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	<ul style="list-style-type: none"> ○ Student-Centered: We foster (PL) environments where students own their education. ○ Growth Mindset: We relentlessly pursue improvement of our practice. ○ Relationships: We are here for our students and each other. ○ Happiness: We don't just work, we have fun because we are valued. <p>Candidates that meet the criteria demonstrate the Beacon values and support the personalized learning program that includes; blended learning, character development, enrichments and critical thinking. Candidates must understand and or be willing to support the personalized learning model outlined in the school innovation plans. KBMS will support the individual with professional development, one on one support, and team support that is guided by team leads with aligned resources.</p>	
Standards of Quality - Recruitment		
<input checked="" type="checkbox"/> Includes details about hiring process timelines the school will utilize and how DPS HR will be involved in hiring. <input checked="" type="checkbox"/> Includes details about the process and committees that will be used to hire new teachers (i.e. what committees will be utilized, how will these committees be formed, how will they interact with the school leader, GSC, etc.). <input checked="" type="checkbox"/> Includes details about how this process will support equitable hiring practices. <input checked="" type="checkbox"/> Includes rationale supporting summer school hiring flexibilities.		
Reduction in Building Procedure	<p>The KBMS School Advisory Board, in partnership with the Beacon Advisory Board and Network Leadership Team, will charge the School Leadership Team and staff with the task of conducting a Reduction in Building Staff upon receipt of information that reduced the number of DCTA bargaining unit assignments at a school, or when a SAB decides fewer DCTA bargaining unit assignments are needed in a department, grade level or ELA/specialty area.</p> <p>The School Leadership Team will establish the group of educators to be considered for reduction. The determination of staffing needs should include identification of all educators who would volunteer to vacate a position. For the purpose of establishing consideration groups, educators serving in more than one department, grade level or ELA/specialty area shall annually declare the department, grade level or ELA/specialty area in which they choose to be considered no later than the completion of the third week of school.</p>	<p>DCTA CBA:</p> <ul style="list-style-type: none"> • 13-10 Reduction in Building Staff (RIBS)

	<p>The consideration group may be a grade level, department or specialty area. The consideration group shall be defined as narrowly as possible based on program needs. The SLT shall notify the affected consideration group as soon as possible. Educators will not be required to re-interview for their positions if they are not in an affected consideration group.</p> <p>The SLT will establish and make available a written procedure in the beginning of the year that will be followed when determining the teacher(s) to be reduced from a building, the school leader collaborates with the Network Leadership Team (NLT) and the School Leadership Team (SLT) in determining the consideration group.</p> <p>If it is determined that a specific reduction is no longer necessary (at any time between the RIB and the conclusion of fall adjustment for the subsequent school year), the reduced educator has the first right of refusal to his/her former position.</p> <p>If a position is available within Beacon schools, the reduced educator will have the opportunity to interview for the internal position, prior to the position being posted externally.</p> <p>The SLT will attempt to reach consensus on the candidate most suitable to be reduced. If the SLT is unable to reach consensus, the principal will decide which candidate will be reduced.</p>	
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Standards of Quality - Reduction in Building Procedure

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

If you are interested in RIB process flexibility, we recommend you consult your HR partner on what your desired process would be.

Section III: School Management and Leadership

School Management and Leadership Flexibilities		
Flexibility Area	Detailed Flexibility and Rationale	Associated Waivers
School Leader Training and Development	KBMS will continue to seek autonomies related to principal training and development. KBMS will work with the IMO Executive Principal to develop a plan for school leader coaching and professional learning that is aligned to the KBMS vision, mission, and goals.	State Statute: <ul style="list-style-type: none"> 22-32-109(1)(jj): Identify Areas in which the Principal/s Require Training or

	<p>The IMO Executive Principal supports Beacon School Leaders to learn together, grow, and excel through the Network Leadership Team and strategic leadership development activities.</p> <p>Network Leadership Team (NLT)</p> <ul style="list-style-type: none"> • Contributes to the decision making and implementation of the BNS Innovation Plans at both schools • Analyzes school-wide data to define steps needed to meet school goals • Meets bi-weekly to evaluate progress on critical metrics • Represents and communicates to their assigned constituents • Communicates with department, data, grade, culture, and support teams • Ensures that all Beacon Schools apply the Beacon model to drive outstanding student achievement while still empowering uniqueness and innovation • Clears barriers for schools so they can focus on great outcomes for students • Attracts and develops talent • Promotes use of “Best Practices” and a “Culture of Sharing” • Delivers efficiencies through scale and shared resources <p>Leadership Development, Coaching, & Evaluation</p> <ul style="list-style-type: none"> • 1:1 Check-Ins and Feedback from Executive Principal (Weekly) • Executive Coaching (2/month) • Administration Team Work Sessions focused on Personalized Learning, DDI, & Culture (2/month) • Network Site Visits focused on Culture or Instruction (1/month) • Network Leadership Team PD and Instructional Rounds (1/month) • Professional Growth Plans & Mid-Cycle and Final Ratings Conversations (2/year) <p>The KBMS school leader will complete required DPS training related to health, safety, and other legal compliance (such as special education and MLE).</p>	Development
Standards of Quality - School Leader Training and Development		
	<p><input checked="" type="checkbox"/> Clearly describes how the school leader will determine when to implement different coaching and professional learning for the school leader than what is offered by the district, including areas where the school leader may seek to do so and how they will ensure this coaching and professional learning is high quality.</p> <p><input checked="" type="checkbox"/> Confirms that the school leader will meet with their Principal Supervisor or Zone Executive Director as appropriate to make decisions about coaching and professional learning.</p> <p><input checked="" type="checkbox"/> Affirms that the school leader will still complete all training related to health, safety, and</p>	

other legal compliance (such as special education and MLE).

Section IV: Governance and Budget Flexibilities

Governance and Budget Flexibilities								
Flexibility Area	Detailed Flexibility and Rationale	Associated Waivers						
School Committees	<p>Network Leadership Team (NLT): The NLT monitors the goals and ensures the BNS innovation plan's goals are followed. The team provides the support needed to ensure all schools are sustaining the agreed-upon network initiatives. Decisions are prioritized around the Cornerstones outlined in the Beacon Innovation Plan, Major Improvement Strategies and feedback from stakeholders.</p> <p>School Advisory Board (SAB): Each School Advisory Board provides input on the school's improvement plan strategies, regularly reviews progress on implementation and achievement goals, and advises on professional standards, school business, operations, and hiring of the school leader. School Advisory Boards actively seek marketing and fundraising.</p> <p>School Leadership Team (SLT): The SLT is a working committee and information sharing team. Team leads meet to discuss culture and academic performance of the school. They work as liaisons with the principal to provide feedback and information to and from classroom teachers and staff.</p> <p>BNS Communications and Decision Making</p> <pre>graph TD; BNSAB[BNS Advisory Board] -.-> EP[Executive Principal]; EP --- TC[Teacher Council]; TC --- PC[Parent Council]; EP --- NLT[NLT]; TC --- SLT[School Leadership Team]; PC --- SABCSC[SAB/CSC]; NLT <--> SLT; SLT <--> Staff[Staff]; Staff <--> SABCSC;</pre> <table><tr><th>Committee Name and Acronym</th><th>Members</th><th>Brief Overview of Responsibilities</th></tr><tr><td></td><td></td><td></td></tr></table>	Committee Name and Acronym	Members	Brief Overview of Responsibilities				<p>District Policy:</p> <ul style="list-style-type: none">• BDF-R4 Collaborative School Committee <p>CBA:</p> <ul style="list-style-type: none">• Article 5-5: School Leadership Team <p>State Statute:</p> <ul style="list-style-type: none">• 22-32-126: Employment and Authority of Principals
Committee Name and Acronym	Members	Brief Overview of Responsibilities						

	<p>School Advisory Board (SAB)</p>	<ul style="list-style-type: none"> • 1 school principal, • 1 representative from the school leadership team, • 1 NLT member, • 2 teacher volunteers (elected if more than 2 volunteer), • 3 elected volunteer parents and family representatives from the diverse communities within the school's boundaries, and • 2 community business associations and/or strategic non-profit partners selected by the principal. • one adult member of an organization of parents, teachers and students recognized by the school 	<p>The KBMS School Advisory Board will meet the following minimum duties as described in state statute:</p> <ol style="list-style-type: none"> 1. Act as the school accountability committee for the school. 2. Recommend to the Principal priorities for spending school moneys and formulating school budget requests. 3. Advise and make recommendations to the Principal on the school improvement plan. 4. Advise and make recommendations to the Executive Principal and DPS Board of Education on the school priority improvement or turnaround plan. 5. Provide input and recommendations on an advisory basis to the Executive Principal concerning School Principal evaluations. 6. Increase the level of parent engagement in the school. The committee's activities to increase parent engagement will include, but not be limited to: <ol style="list-style-type: none"> a. Publicizing opportunities to serve and soliciting parents to serve on the SAB. In soliciting parents to serve on the SAB, the SAB will direct the outreach efforts to help ensure that the parents who serve on the SAB reflect the student populations that are significantly represented within the school; b. Assisting the District in implementing at the school the parent 	
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			<p>engagement policy adopted by the Board of Education; and</p> <p>c. Assisting school personnel to increase parents' engagement with teachers, including but not limited to parents' engagement in creating students' READ plans, in creating individual career and academic plans, and in creating plans to address habitual truancy.</p> <p>The KBMS SAB will make decisions by consensus. A consensus is either a unanimous decision or a majority decision that the entire SAB, including the dissenters, will support. If consensus cannot be reached, the matter will be referred to the Beacon Executive Principal.</p> <p>1. participate in the day-to-day operations of the school;</p> <p>2. be involved in issues relating to individuals (staff, students, or parents) within the school; or</p> <p>3. be involved in personnel issues (the School Personnel Committee will stand alone according to the current DPS/DCTA contract).</p>	
	SLT	<ul style="list-style-type: none"> • 1 school principal, • 3 grade level teachers, recommended by grade level team and appointed by the principal (including the association representative) • Additional 	<p>The KBMS SLT will meet regularly. Their responsibilities will include:</p> <p>a. Review data and collaborate in the development of the Unified Improvement Plans and KBMS Innovation Plans;</p> <p>b. Review and collaborate on the design of school specific schedules;</p> <p>c. Review and collaborate on the implementation of the Beacon Network major improvement strategies as it specifically applies</p>	

		<p>principal appointed representatives as needed</p>	<p>to classrooms and grades at the school; d. Collaborate to identify strategies for increasing attendance and enrollment at the school; e. Collaborate to develop communication strategies for regularly reporting student progress to parents; f. Collaborate to implement best practices in school culture and instruction; g. Perform additional duties as assigned.</p> <p>The SLT will make decisions by consensus. A consensus is either a unanimous decision or a majority decision that the entire SLT, including the dissenters, will support. If consensus cannot be reached, the matter will be referred to the Executive Principal who will consult with NLT (Network Leadership Team) prior to making a decision.</p>	
	Beacon Network IMO Advisory Board	<p>Membership shall reflect the school communities in which the IMO serves and shall include diverse stakeholders such as the following:</p> <ol style="list-style-type: none"> 1. Each school principal 2. 1 representative from the school leadership team 3. 1 DPS representative 4. 1 representative of the IMO network staff 5. 2 teachers 	<p>The Beacon IMO is advised by an IMO Advisory Board which is a voluntary committee coordinated by the Executive Principal to provide input on the IMO's improvement strategies, shared resources, and regularly reviews progress on implementation and achievement goals. To help ensure continuity of leadership within the IMO structure, when a vacancy exists for an Executive Principal, the IMO Advisory Board coordinated by the Collaborative Director recommends finalists to the Superintendent for approval.</p>	

	<p>from each school 6. 1-2 parents/guardians from each school 7. 2 community business and/or strategic non-profit partners</p>		
	Executive Principal	1 Executive Principal over all Beacon schools	<p>In addition to school building principals, the BNS has an Executive Principal to oversee the expansion of the Beacon IMO and maintain fidelity to the school model as the head of the IMO. The Executive Principal has direct oversight of each school's principal/ school leader, IMO network staff, shared resources, budgets. The Executive Principal has primary authority over hiring school-based principals with input from the Collaborative Director and SAB and final approval of candidates by the Superintendent.</p> <p>The Superintendent with input from the IMO Advisory Board shall have the authority to dismiss an Executive Principal.</p>
IMO Executive Principal and School Leader Hiring	<p>Leadership Hiring and Succession Plan</p> <p>The Beacon Network leadership succession plan includes a process for both internal succession, i.e. promotion of existing staff, and external recruitment and hiring of new leadership from outside the school communities. A Beacon Leadership Profile is developed that specifies the attributes necessary to ensure that there is leadership in place to support the Beacon mission, vision, values, and goals. The Leadership Profile describes attributes, roles, and expectations for the Beacon Network Leaders and Beacon School Principals.</p> <p>Hiring Process (Executive Principal & Principals/School Leaders)</p> <p>Hiring IMO Executive Principals</p> <ul style="list-style-type: none"> Purpose: To ensure successful transitions and maintain the unique vision and culture of the IMO. Process: 		<p>District Policy:</p> <ul style="list-style-type: none"> BDF-R4 Collaborative School Committee <p>CBA:</p> <ul style="list-style-type: none"> Article 5-5: School Leadership Team <p>State Statute:</p> <ul style="list-style-type: none"> 22-32-126: Employment and Authority of Principals

	<ul style="list-style-type: none"> ○ The Executive Principal is hired and fired by the Superintendent. ○ The Collaborative Director facilitates the IMO Advisory Board and Network Leadership Team (NLT) in search for a new Executive Principal. Executive Principal Candidates are recommended by the IMO Advisory Board and approved by the Superintendent. ○ If a candidate is not approved by the Superintendent, the IMO Advisory Board will submit additional candidates. ○ If there is a vacancy pending Executive Principal selection, the Collaborative Director with input from the IMO Advisory Board may appoint an interim principal. <p>Hiring IMO School Leaders / Principals</p> <ul style="list-style-type: none"> ● Purpose: To ensure that the IMO Executive Principal is empowered & held accountable to hiring a successful and IMO-aligned school leaders/principals. The Executive Principal has authority over evaluation and firing school leaders/principals. ● Process: <ul style="list-style-type: none"> ○ Executive Principal has primary responsibility for recommending the School Leader/Principal finalist to the Superintendent for hiring. The Executive Principal shall cultivate and prioritize school leader candidates within the IMO to develop leadership competencies that maintain program integrity, ensure cross-campus decisions & shared resources are implemented. ○ When necessary, the Executive Principal will expand the hiring process to the principal/ assistant principal applicant pool. Recommend additional finalist(s) to the Superintendent for consideration/ approval. ○ All school leader/ principal finalists shall be vetted and approved through the DPS principal hiring pool. ○ The Executive Principal may fill in as an interim Beacon School Principal in the event of an extended vacancy. If the Executive Principal is unavailable, the DPS Collaborative Director will assign an Interim School Principal. 	
Standards of Quality - School Committees		
<ul style="list-style-type: none"> ✓ Any changes to School Committees follow C.R.S. 22-11-401 and 22-11-402, which are unwaivable based on the Innovation Schools Act. ✓ Provides a table documenting the makeup of each committee at the school impacted by the flexibility, including the number of members from each stakeholder group required on that body. The CSC/CSC equivalent meets statutory requirements in terms of composition, roles, and responsibilities. ✓ Includes decision making process for the CSC. ✓ Includes the responsibilities of the CSC, with specific emphasis on how much oversight that body has on a given process (will the body be making a decision in partnership, 		

advising, etc.). Also includes responsibilities that each school committee will not be involved with.

- ☒ Includes the process for selecting members of each school committee.
- ☒ Includes specific details about how school committees will be involved in leadership hiring.

Sponsorships	<p>KBMS has the authority to collect revenue directly from sponsorships, subject to District oversight through routine reporting to the Office of Budget.</p> <p>BNS shall have the ability to request and secure school-based sponsorships independent of the district according to the following policies:</p> <ol style="list-style-type: none"> 1. The sponsorship must not compromise or show inconsistency with the beliefs, values of the district and school. 2. The sponsorship will not alter any district owned resources unless permission is granted by the district. 3. The sponsorship does not create a real or perceived conflict of interest with school administrators or staff. 4. The sponsorship agreement will be reported to the district budget office at least 30 days before an agreement is to take effect. The budget office will have the ability to refuse the agreement only in situations where said agreement will adversely impact funding arrangements for other schools in the district more than it would benefit the School or because it would be in conflict with existing fund regulations (such as federal grants). 5. The BNS schools may utilize 501c3 to apply for grants and support school-determined priorities. <p>By collecting revenues for the unique programming offered by the schools and supported by the innovation plans, the school is able to benefit from the economies of scale which, in turn, allows for additional funding in the school. For example, BNS will seek funding sources for the school to continue to enhance and build the enrichment programming.</p>	<p>District Policy:</p> <ul style="list-style-type: none"> • KHBA: Sponsorship Programs
Budgeting on Actual Teacher Salaries	<p>KBMS will continue to budget based on actual teacher salaries rather than district average teacher salaries and will use the difference to supplement the funding of school priorities aligned to the school's mission and vision such as personalized learning and enrichments. This strategy has allowed KBMS to continue essential programming for students after district allocations and grant funding were no longer available.</p> <p>Examples of programming supported by this funding include:</p> <ul style="list-style-type: none"> • Enrichments • Targeted PD • Resources • Interventions • MCC/CC Support • Programs • Extra Pay 	No Associated Waivers

	<ul style="list-style-type: none"> • Family Activities • Network Support • Shared Resources • Enrichment Programming 	
Standards of Quality - Budgeting on Actual Teacher Salaries		
<input checked="" type="checkbox"/> Provides a summary of the benefits of this budgeting strategy as it relates to implementing the school model and/or achieving the school's mission, vision, and values.		

Section VI: Innovative Practices Outside of Waivers (Optional)

Innovative Practices	
Innovative Practice	Rationale and Specific Benefits
IMO	Kepner Beacon is a member of a Denver Public Schools Innovative Management Organization (IMO) known as the Beacon IMO. The Beacon IMO provides a distinctive approach to school governance aimed at replicating the high-performing Grant Beacon Middle School allowing the Beacon IMO to exercise greater autonomy over school-based decisions, shared resources across campuses. IMOs utilize a unique multi-campus leadership structure that is overseen by an Executive Principal with input from an IMO Advisory Board. The goal of the Beacon IMO is to leverage best practices and shared learning.
Grading Policy	For KBMS to be successful it's imperative that we commit to consistent programming. The programming supports the personalized learning model and allows the schools to provide tight feedback to students and also provide real-time feedback to teachers so they can make the necessary adjustments. At Beacon Network schools, we believe in competency-based learning. Our report card reflects a student's most current achievement so that teachers, students, and guardians can track student progress, reflect upon strengths and areas for growth, and set goals for future learning and academic success. See Grading Policy .
Technology Manual	Innovation allows our school to staff a full time STR to support Tech and our 1:1 initiatives, facilitate and manage online systems that support the Beacon Innovation plan, and partner with DPS in improving the MyTech program. Our purpose is to provide real time feedback to students and staff through our BNS data points. We also want to reinforce technology integration and supports in the classroom. Finally, we seek to maintain 95% uptime on technology and technology systems through internal support and third party support. See Technology Plan
Character Development	BNS creates a culture of high expectations for achievement and growth, college prep, critical thinking, collaboration, diversity, student leadership skills and character traits through a variety of rituals and routines for all students always through the lens of increasing equity and dismantling historical systems of oppression.

	<p>We believe that all students are entitled to feel loved, cared for, and joyful at school. We do this through an asset-based approach with caring adults that model communication, values, character traits, and expectations. Through guidance and the use of a common language, our students can internalize and set personal goals.</p> <p>We provide Restorative Opportunities for individuals (students, teachers, and staff) to understand their roles, take responsibility for their behaviors, and repair harm.</p> <p>Character Traits</p> <ul style="list-style-type: none"> ● Perseverance: Students demonstrate the ability to establish goals and work in pursuit of overcoming challenges, even after experiencing difficulty or failure. ● Integrity: Students display an intrinsic motivation to be honest and fair in their consideration and regard for self, others and community. ● Curiosity: Students exemplify the desire to learn and show initiative to explore new things. ● Kindness: Students exhibit friendliness, empathy, generosity, and consideration. ● Leadership: Students nurture abilities in themselves and others to make an equitable impact on their community <p>See BNS Staff Handbook for more information</p>
Parent Engagement	<p>We will develop a Beacon Family Group that will participate in one or more of the following categories; 1) volunteering, 2) attending educational programs, 3) advocating for district and state-wide policies to support families, and 4) obtaining additional resources through fund-raising, grant-writing and sharing expertise to support our BNS values.</p> <p>We will provide our families with opportunities to build community within the school, the zone, and the district by offering a whole-family approach to meet the diverse needs of all families we are committed to serving. We will build trust in historically marginalized communities, particularly in the Southwest region by building strong connections between schools, families, and communities.</p> <p>See Beacon Family Group Plan</p>
Enrichment Programming	<p>In collaboration with community partners, parents, teachers, and students, BNS staff will provide high-quality, diverse enrichment programming that focuses on building our students' 21st century skills. The enrichment program will be sustained by teacher and staff support and participation, community partnerships and through fundraising efforts including donations and grant funding.</p> <p>Our enrichment program will provide students with engaging, hands-on opportunities that will allow them to explore their curiosity, discover passions and interests, and encourage career exploration in an effort to close the opportunity gap that our students face. Students are graded based on their demonstrated Curiosity, developing this cornerstone character trait of BNS students. See Enrichment Plan for more information</p>
Academic Programming	<p>Beacon Schools have the flexibility and autonomy in developing curriculum that aligns to the personalized learning model. Departments agree to targeted standards (ELG) and can build curriculum and supplement the curriculum with the resources that are available. Here you will</p>

	find the Recipes for Academic Success that details the programming for each of the departments.
Beacon Agreement	BNS staff members are provided with professional development, guided practice, coaching and feedback, and opportunities to reflect and adjust practices to continually work toward the fulfillment of these commitments. Beacon Agreement .
Teacher Job Description	Beacon Teacher Job Description
BNS Staff Handbook	The BNS Staff Handbook describes the procedures the school follows that align to the innovation plans. The Staff Handbook is reviewed with the staff and any changes to the handbook are approved by the network leadership team, and school leadership team.

Waivers and Replacement Language

Calendar

DCTA CBA:

- [Article 1-7: Definition of "School Year"](#)
- [Article 8-1-1 - 8-1-5: Contract Year](#)

State Statute:

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

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

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

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

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

Schedule

DCTA CBA:

- [Article 1-7: Definition of "School Year"](#)
- [Article 8-2 - 8-10: Professional Standards](#)

State Statute:

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

The school may **modify the professional standards outlined in Article 8-2 - 8-10**, as described in the innovation plan. All other aspects of Article 8 in the DCTA contract, besides those related to planning time and those

indicated in the Calendar flexibility, will be observed (all references in article 8 to the SLT will refer to the SLT equivalent).

Professional Learning

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

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

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

Curriculum and Assessment

State Statute:

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

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

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

Extra Duty Compensation

DPS CBAs:

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

State Statute:

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

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

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

Supplemental and Enrichment Programming

State Statute:

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

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

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

Recruitment

DCTA CBA:

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

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

The school leader shall be responsible for hiring all staff and shall implement a hiring process that best meets the needs of the innovation school. The school leader, with consultation from the CSC-equivalent, may establish a hiring committee as described in the innovation plan to provide input into hiring decisions. To the extent possible, the hiring committee shall include representatives from staffing areas that will be affected by the new hire.

During school breaks, the principal can fill positions without attempting to consult the personnel committee or the school's replacement for the personnel committee.

The Innovation School will fill summer school positions with its own teachers to the extent possible. Should additional teachers be necessary, the school will fill those positions with the best possible candidates, not necessarily teachers currently in the District. Teachers will be compensated for summer school time as determined by CSC-equivalent during the budgeting process.

Reduction in Building Procedure

DCTA CBA:

- [13-10 Reduction in Building Staff \(RIBS\)](#)

The principal, with consultation from the CSC-equivalent, will follow the RIB process as described in the innovation plan or the process as outlined in Article 13-10.

School Leader Training and Development

State Statute:

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

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

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

School Governance and Committees

District Policy:

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

CBA:

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

(If the CSC is more involved in principal hiring)

State Statute:

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

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

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

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

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

The SAB will provide input into principal hiring as described in the innovation plan. The CSC may also choose to follow the typical district process for principal hiring.

The SAB will not:

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

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

Summary of State Statute

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

Meetings

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

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

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

The CSC will:

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

- b. *Assisting the District in implementing at the school the parent engagement policy adopted by the Board of Education; and*
- c. *Assisting school personnel to increase parents' engagement with teachers, including but not limited to parents' engagement in creating students' READ plans, in creating individual career and academic plans, and in creating plans to address habitual truancy.*

School Sponsorships

District Policy:

- [KHBA - Sponsorship Programs](#)

The school has the authority to collect revenue directly from sponsorships, so long as any revenue collected is processed through the appropriate district system (currently My School Bucks), which will then be directed to the school. This revenue is subject to district oversight.

The school shall have the ability to request and secure school-based sponsorships independent of the district according to the following policies:

1. The sponsorship must not compromise or show inconsistency with the beliefs, values of the district and school.
2. The sponsorship will not alter any district owned resources unless permission is granted by the district.
3. The sponsorship does not create a real or perceived conflict of interest with school administrators or staff.
4. The sponsorship agreement will be reported to the district Office of Finance at least 30 days before an agreement is to take effect. The Office of Finance will have the ability to refuse the agreement only in situations where said agreement will adversely impact funding arrangements for other schools in the district more than it would benefit the school or because it would be in conflict with existing fund regulations (such as federal grants).

Membership in an Innovation Zone

Kepner Beacon Middle School submits this plan consistent with the Denver Public School Board's April 10, 2023 decision revoking the innovation status of the Beacon Network Schools Innovation Zone. Beacon Network Schools has initiated proceedings before the Colorado Board of Education and litigation disputing the Board's revocation decision. Accordingly, if the April 10, 2023 revocation decision is deemed unlawful or if the Denver Public School Board reinstates Beacon Network Zone innovation status while this plan is in effect, Kepner Beacon Middle School will automatically rejoin the Beacon Network Schools Innovation Zone as a member school and will operate consistent with the terms of the Beacon Network Schools Innovation Zone innovation plan and any related implementing agreement.

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