



**2022-2023**

**Dr. Martin Luther King Jr. Early College  
Innovation School Renewal Application**

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## Letter to your School Community

[This letter](#) is one way that community stakeholders can get an overview of how innovation status impacts your school. It gives an overview that can help families and community stakeholders understand why the school is seeking renewal of its status and how the school has used Innovation status. Innovation Plan Narrative

### **School Mission, Vision, and Values**

Dr. Martin Luther King Jr. Early College (DMLK) is a public, non-charter, innovation school in Denver Public Schools that serves students in grades six through twelve, in the far northeast neighborhoods of Montbello and Green Valley Ranch in Denver, Colorado. In 2006, through a Revitalization Grant, the school changed from being a middle school to an early college and graduated its first high school class in 2010. That same year, the school was granted Innovation Status by the Denver Public Schools Board of Education and the State of Colorado. As an Early College, it is our goal to offer courses, including concurrent enrollment (college) and career and technical education programs, that ensure students are prepared for post-secondary education. The mission of DMLK is to offer rigorous and meaningful education while empowering our students to become agents of change in our community and global society.

The DMLK student body is diverse, with 96% of students belonging to minority ethnic groups (primarily Hispanic and Black) and 55% of students identified as English language learners. 12% of our students have IEPs and 76% are eligible for free or reduced lunch. The demographics of the student body reflect those of the broader Montbello and Green Valley Ranch neighborhoods which we serve. We implement various programs to ensure equitable opportunities for our traditionally underserved student groups. Our Transitional Native Language Instructional (TNLI) program allows our native Spanish speakers to take some classes in Spanish, taught by bilingual staff members in core content areas, thus improving their literacy skills in their native language. We offer center programs for our students with autism and multi-intensive and severe disabilities to receive appropriate academic and occupational skills. Our XoCo and BSA affinity groups and student council class offer opportunities for our Latinx, Black/African American, and entire student body, respectively, to shape the culture and the programming at the school in order to ensure belonging and emphasis on student voice. Our Career and Technical Education pathways in technology, engineering, manufacturing, business, and education allow students to earn industry certifications that allow them to take jobs that pay a living wage after graduating from DMLK.

Decisions regarding budget, calendar, and curriculum are the responsibility of our school governing board (SGB), which combines the composition and areas of responsibility of both the school leadership team (SLT) and collaborative school committee (CSC) at traditional schools. The SGB is an inclusive group of teachers from a swath of our subjects and grade level areas, support staff members, administrators, community members, and students.

DMLK has faced staffing challenges in recent years. Five members of the leadership team have departed DMLK in the last two years, including the principal. Teacher turnover has been a particular challenge, with approximately 30% turnover each year in the last three years. This turnover in a time of teacher shortages has led to disruptions in critical program offerings and in academic departments.



		<p>throughout the school year..</p> <p>DMLK is opening a new CHSAA approved gym and implementing a full cycle of sports. Our innovation status allows us to staff this appropriately.</p>
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Table 1. Innovation plan goals.

Performance Indicator/Other Assessment or Measure	Current/Baseline Performance	2022-2023 Goal	2023-2024	2024-2025*
Maintain an adequate budget reserve to allow for up to 5% enrollment shortfall without requiring RIBS.	Currently \$300,000 in reserve, which will allow for a shortfall of 47 students under projections without requiring RIBS.	Reserve enough for 5% shortfall in enrollment.	Reserve enough for 5% shortfall in enrollment.	Reserve enough for 3% shortfall in enrollment. <i>This reflects our intent to phase down the reserve required as the environment of declining enrollment stabilizes.</i>
Retain unlicensed innovation instructors and hire additional professionals that provide our students innovative and unique educational experiences not otherwise afforded to them.	DMLK currently staffs three innovation instructors that teach journalism/podcast, Speech and Debate and Latinos in Action	Retain all three and add one for future pathway development. In the 23-24 school year we will be looking to add engineering.	Retain all previous innovation instructors and potentially add one for our planned PTECH program.	Retain all previous innovation instructors.
Student Growth and demonstration of graduation competencies	ACCESS growth was MGP 42 in 2022. 27% of MLL's were on-track. COSAT EBRW 2022: 30.7% at benchmark, MGP 36. COSAT Math 2022: 11.5% at	Increase MLL's on-track to 35% or better and earn MGP of 50 or greater on ACCESS. COSAT EBRW: 40% at benchmark.	MLL's on track: 50% or better, ACCESS MGP 55 or greater. COSAT EBRW: 50% at benchmark. COSAT Math: 35% at benchmark	MLL's on track: 50% or better, ACCESS MGP 55 or greater. COSAT EBRW: 50% at benchmark. COSAT Math: 35% at benchmark

	<p>benchmark, MPG 35.          CMAS ELA 2022: 28% met or exceeded expectations, with MGP 72 in 8th grade.          CMAS Math 2022: 8% met or exceeded expectations, with MGP 52.5 in 7th grade.          Graduation rates were as follows:          4-year 69.0%,          5-year 90.5%,          6-year 91.4%,          7-year 93.3%          (Meets per CDE's SPF)</p>	<p>COSAT Math: 21.5% at benchmark.          CMAS ELA: 35% meet or exceed.          CMAS Math: 15% meet or exceed.</p> <p><i>With the change in early college status, we plan to shift graduation timeline to conform to 4-year pathway more than was practicable under early college model. 4-year grad rate: 80% or greater.</i></p>	<p>CMAS ELA: 42% meet or exceed          CMAS Math: 25% meet or exceed</p> <p>4-year grad rate: 90% or greater.</p>	<p>CMAS ELA: 42% meet or exceed          CMAS Math: 25% meet or exceed</p> <p>4-year grad rate: 95% or greater.</p>
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Innovation Plan Onboarding

- a. Describe how new teacher and other staff hires will be supported to understand what innovation status is and how it supports your school.
  - i. veteran DMLK invites new-to-DMLK teachers to return earlier than the rest of the staff for a 2-day training. A deep dive into the innovation plan will be one of the sessions during that time.
- b. Describe how new leader (e.g. Instructional Leadership Team) hires will be supported to understand what innovation status is and how it affects their management of the school.
  - i. New leaders will be required to read the innovation plan. Leaders all build detailed action plans that align to the UIP and must explicitly articulate elements of the innovation plan. For example, each leader must include curriculum planning elements in their action plans, and they must cite their adherence to our waivers regarding curriculum and assessment in these plans.

**Section I: Educational Program Flexibilities**

Educational Program Flexibilities		
Flexibility Area	Detailed Flexibility and Rationale	Associated Waivers
Calendar	<p>MLK has the authority to develop its own annual calendar in order to ensure the training of staff and to support the growth and development of students. The process for coordinating and implementing the calendar will include:</p> <ul style="list-style-type: none"> <li>• The Principal collaborating with the School Governing Board (SGB) will determine the following year's school calendar no later than 60 days before the end of the school year.</li> <li>• School staff will be consulted through email and a staff-wide vote (at least 7 days before SGB votes to ratify the calendar) to determine viable options regarding the calendar to ensure:               <ul style="list-style-type: none"> <li>○ Students' needs (i.e. mental health, social emotional, and developmental)</li> <li>○ Teaching supports and training.</li> </ul> </li> <li>• DMLK's yearly calendar may have fewer student contact days than the district calendar but will meet or exceed district and state minimum requirements for student contact hours.</li> </ul> <p>In no way will calendaring or scheduling impact healthy start times or negate policies implemented in Article 8 of the master contract.</p>	<p>DCTA CBA:</p> <ul style="list-style-type: none"> <li>• Article 1-7: Definition of "School Year"</li> <li>• Article 8-1-2: Professional Learning Days/Parent Conference Day</li> </ul> <p>State Statute:</p> <ul style="list-style-type: none"> <li>• 22-32-109(1)(n)(I): Schedule and Calendar</li> <li>• 22-32-109 (1)(n)(II)(A): Actual Hours of Teacher-Pupil Instruction and Contact</li> <li>• 22-32-109 (1)(n)(II)(B): School Calendar</li> <li>• 22-33-102(1) Definition of "Academic Year"</li> </ul>

<p>Curriculum and Assessment</p>	<p>Dr. Martin Luther King Jr. Early College will participate in the universal flexibilities process when selecting a new curriculum, and will follow the district approval process if seeking to implement a new curriculum outside of this process. If curriculum flexibility is not provided by DPS, Dr. Martin Luther King Jr. Early College will retain flexibility to make changes to their curriculum in accordance with state and legal requirements.</p>	<p>State Statute:</p> <ul style="list-style-type: none"> <li>● 22-32-109(1)(t): Determine Educational Program and Prescribe Textbooks;</li> <li>● 22-32-109(1): Adopt Content Standards and Plan for Implementation of Content Standards</li> </ul>
<p>Professional Learning</p>	<p><u>Mission Statement:</u> In the Spirit of Dr. Martin Luther King Jr., our early college community offers rigorous and meaningful education while empowering our students to become agents of change in our community and global society.</p> <ul style="list-style-type: none"> <li>● All school curricula will be aligned to the Dr. Martin Luther King Jr. Early College mission statement (listed above) to ensure positive student outcomes and academic development. <ul style="list-style-type: none"> <li>○ All curriculum will align to CCSS and district assessments (excluding those listed above).</li> <li>○ Teachers and student-facing staff may supplement district curricula to ensure that students' complex needs are met (e.g. social, emotional, developmental, academic) while ensuring equitable representation and outcomes.</li> <li>○ School specific "teal days" (5 throughout the school year with at least one occurring per quarter) will ensure that instructional staff are guided toward using Data Driven Instruction (DDI) and meeting the needs of the student population based on empirical data and concrete evidence (i.e. student work samples, artifacts, assessment data, IEPs and 504s, student culture and satisfaction surveys).</li> <li>○ Senior Team Leads (STLs) and peer observers will work in coordination with the Instructional Leadership team to ensure that teachers receive actionable, data driven, and LEAP aligned feedback and provide differentiated professional development opportunities to ensure specific and targeted growth amongst student-facing staff.</li> </ul> </li> <li>● If teachers do not supplement their curriculum or request additional professional learning opportunities, they may attend district specific professional development (teal day) sessions to ensure growth.</li> </ul>	<p>State Statute:</p> <ul style="list-style-type: none"> <li>● 22-32-109(1)(t): Determine Educational Program and Prescribe Textbooks;</li> <li>● 22-32-109(1): Adopt Content Standards and Plan for Implementation of Content Standards</li> </ul>



	<ul style="list-style-type: none"> <li>Professional Learning (PL) will be differentiated based on observations rooted in LEAP or based on specific interventions determined by the ILT and supported by the mission and vision of MLK and student needs. <ul style="list-style-type: none"> <li>Teacher attendance is required at professional learning for 45 minutes per week in order to align with MLK's UIP.</li> </ul> </li> </ul> <p>School staff will still complete all training related to health, safety, and other legal compliance.</p>	
Supplemental and Enrichment Programming	<p>MLK may use HQ (Highly Qualified) teachers and instructors within their respective field (e.g. Business Administration) who hold HQ designation to ensure students have opportunities to succeed within their respective field(s).</p> <ul style="list-style-type: none"> <li>Teachers who hold HQ designations will not facilitate core classes and will attend all the same PD, PL, and student-facing requirements (such as "Mandated Reporting" modules) as other staff. <ul style="list-style-type: none"> <li>All applicable teachers will meet Multilingual Education requirements outlined in the Consent Decree, and teachers of core content will continue to meet licensure requirements, including special education licensure requirements.</li> </ul> </li> <li>MLK leadership (ILT) will plan and implement 6-10 "teal days" where staff will report to a specified location (i.e. the school building) during the specified work hours in order to ensure curriculum mastery and health, safety, and legal compliance throughout faculty and staff.</li> </ul>	<p>State Statute:</p> <ul style="list-style-type: none"> <li>22-63-201: Employment - License;</li> <li>22-32-110(1)(ee): Local Board Powers-Employ teachers' aides and other non certificated personnel;</li> <li>22-32-109(1)(f): Local Board Duties Concerning Selection of Personnel and Pay</li> </ul>

## Section II: Governance and Budget Flexibilities

Governance and Budget Flexibilities				
Flexibility Area	Detailed Flexibility and Rationale			Associated Waivers
School Committees	Committee Name and Acronym	Members	Brief Overview of Responsibilities	<p>District Policy:</p> <ul style="list-style-type: none"> <li>BDF-R4 Collaborative School Committee</li> </ul> <p>CBA:</p> <ul style="list-style-type: none"> <li>Article 5-5: School</li> </ul>
	School	Principal	<ul style="list-style-type: none"> <li>Building the</li> </ul>	

	<p>Governing Board (SGB)</p>	<p>Principal Designee          HS Social Studies          HS Science          HS Math          Intervention          HS English          ELD          Electives          Special Education          School Support          Classified Employee          DCTA          6th Grade (shared content)          7th Grade (shared content)          8th Grade (shared content)          Student Representatives          Parent Representative          Community Representative          Board Facilitator (non voting)</p>	<p>master calendar</p> <ul style="list-style-type: none"> <li>● Identifying issues that affect the majority of the school community and propose solutions</li> <li>● Collaborating via consensus based decision making to the Student, Parent, and Faculty Handbook as needed</li> <li>● Monitoring and communicating progress toward major improvement strategies from UIP</li> <li>● Collaborating via consensus based decision making for the school budget September, November, and March</li> <li>● Identifying strategies to maintain or increase enrollment</li> <li>● Overseeing other areas of school policy if appropriately amended to these by-laws as needed</li> </ul>	<p>Leadership Team</p>
<ul style="list-style-type: none"> <li>● Members will be chosen through staff vote and open elections prior to the first SGB meeting of the school year.</li> <li>● Any staff who is qualified for a position (ex. Multiple teachers who teach ELD) may express interest and the candidate will be chosen by a confidential vote to be conducted no less than 7 days prior to the first SGB meeting of the school year.             <ul style="list-style-type: none"> <li>○ Results of the vote will be presented though voters' information will not.</li> </ul> </li> </ul>				

	<ul style="list-style-type: none"> <li>○ Discrepancies will be directed to the SGB facilitator and resolved prior to the first SGB meeting of the school year.</li> <li>○ In the event of a tie, other SBG members will vote to break the tie in order to fill the position.</li> <li>● SGB members will make determinations and comprise teams regarding and including the following: <ul style="list-style-type: none"> <li>○ School hiring committee (ensuring the adherence of article 13.8 of the DCTA contract).</li> <li>○ Retention (in consultation with the Instructional Leadership Team (i.e. ILT) and Administration Team (i.e. Admin Team)</li> <li>○ Analyze school data and school needs as they relate to MLK's unified improvement plan (UIP)</li> <li>○ Review and approve the fiscal priorities of the MLK's budget and advise the principal before the budget is submitted</li> <li>○ Collaborating via consensus based decision making programmatic and operational changes to improve MLK's achievement;</li> <li>○ Work with school administrators in developing ways that parents and school personnel can build a partnership to improve student learning</li> </ul> </li> </ul>	
<p>Budgeting on Actual Teacher Salaries</p>	<p>DMLK seeks to budget on actual teacher salaries rather than average teacher salaries. This strategy saves us money, typically around \$300,000 (or approximately 2.5% of our total school budget) each year, due largely to the fact that our high teacher turnover rate causes us to attract teacher candidates who tend to have fewer years of experience and less educational attainment than other schools.</p> <p>While a reasonable rebuttal to this rationale may be that our school should aim to reduce teacher turnover to mitigate this impact, we contend that, as a Title I school, we are subject to external factors beyond our control that will cause this problem to perpetuate despite any of our best attempts to mitigate the issue.</p> <p>Teacher turnover in Title I schools is often attributed to a number of factors, including lower pay, inadequate support, and challenging working conditions. These schools, which serve high-poverty communities, are often under-resourced and face significant academic and social challenges.</p> <p>Here are three studies that highlight some of the reasons for higher teacher turnover rates in Title I schools:</p> <p>A study published in the "Journal of Educational Administration" found that lower salaries, lack of professional development opportunities, and insufficient administrative</p>	<p>No Associated Waivers</p>

support were key drivers of teacher turnover in Title I schools (Baker & Welner, 2009).

Another study published in the "Journal of Teacher Education" found that poor working conditions, such as large class sizes and high levels of student behavior problems, were significant contributors to teacher turnover in Title I schools (Ingersoll & Strong, 2011).

A report from the National Commission on Teaching and America's Future found that teachers in high-poverty schools are more likely to leave their jobs due to a lack of resources, such as instructional materials and support from school leaders, and a lack of autonomy in the classroom ( NCTAF, 1996).

**These studies show that teacher turnover in Title I schools is driven by a complex set of factors that require a comprehensive solution. Improving working conditions and providing support and resources are important steps towards reducing teacher turnover and improving educational outcomes for students in schools.**

References:

Baker, E. L., & Welner, K. G. (2009). The turnstile of teachers: Achieving stability in high-poverty schools. *Journal of Educational Administration*, 47(3), 263-280.

Ingersoll, R. M., & Strong, M. (2011). The problem of underqualified teachers in American secondary schools. *Journal of Teacher Education*, 62(1), 87-97.

National Commission on Teaching and America's Future (NCTAF). (1996). *What Matters Most: Teaching for America's Future*. NCTAF.

## Waivers and Replacement Language

### Calendar

#### DCTA CBA:

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

#### State Statute:

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

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

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

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

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

### Curriculum and Assessment

#### State Statute:

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

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

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

#### Professional Learning

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

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

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

#### Supplemental and Enrichment Programming

##### State Statute:

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

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

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

#### School Governance and Committees

##### District Policy:

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

**CBA:**

- [Article 5-5: School Leadership Team](#)
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The School will utilize innovation status to combine the School Leadership Team and School Collaborative Committee, creating the School Governing Board (SGB). The SGB will comply with State Law on School Accountability Committees (summarized below).

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

The CSC 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 Accountability Committee and the Instructional Superintendent concerning Principal evaluations.

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6. *Increase the level of parent engagement in the school. The committee's activities to increase parent engagement will include, but not be limited to:*
- a. *Publicizing opportunities to serve and soliciting parents to serve on the CSC. In soliciting parents to serve on the CSC, the CSC will direct the outreach efforts to help ensure that the parents who serve on the CSC reflect the student populations that are significantly represented within the school;*
  - b. *Assisting the District in implementing at the school the parent engagement policy adopted by the Board of Education; and*
  - c. *Assisting school personnel to increase parents' engagement with teachers, including but not limited to parents' engagement in creating students' READ plans, in creating individual career and academic plans, and in creating plans to address habitual truancy.*



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

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

During our School Governance Board (SGB) meeting on 1/9/2023, members of SGB which includes roles listed on page 15 under section 2 of the waivers on this document, decided to form an Innovation Plan Committee to look at the waivers, and decide to revise the innovation plan, or move forward without innovation status by a vote of 12 of 17 voting members.

On January 10, 2023 A survey was sent to the full DMLK staff email list, in order to gauge interest in joining the committee to review innovation status and revise the plan ([link](#) to form sent on January 10, 2023) and a committee was formed on January 17, 2023. The committee then reviewed the innovation plan on subsequent Tuesdays from 3-3:30pm until each waiver was reviewed and edited accordingly.

Meeting dates started on January 24, 2023 and ended on February 14, 2023.

Innovation Plan Committee members included:

Atzin Cabrera, Adam Tewahade, Ben Isaac, Beth Juhnke, Brian McNamara, Caitlin Vallalar, Dayan Emery, Lupita Ojeda, Hadley Bowen, Jim Trainer, Lori Presley, Mike Opferman, Mindi Onwuegbu, Shazia Imam, TJ Cafferty, and Tim Boylan (facilitator)

Upon the conclusion of the review, the committee facilitator (Tim Boylan) created the initial document for the DMLK Early College Innovation Plan SY 22-23. In accordance with the steps outlined by the DPS innovation committee and the office of Authorizing and Accountability, the innovation plan will be shared again with SGB members, school staff, and the DMLK community at-large to ensure all stakeholders are aware of the plan and understand it fully before voting and potential implementation.