FLETCHER 4-8 PILOT SCHOOL APPLICATION

- **Per the Joint Steering Committee Recommendations – Includes Revisions 10-3-08**

The Aurora Public Schools (APS) requests proposals for the creation of Pilot Schools in accordance with the conditions stipulated in the Aurora Public Schools Pilot Schools Overview, the Guidelines for Essential Features, the Memorandum of Understanding and the identified Sequence for becoming a Pilot School. The proposals must be organized in the following format and include a table of contents:

1. **OVERVIEW OF THE PILOT SCHOOL**
   - **A. Name of the school:** *Fletcher Intermediate Science and Technology School*
   - **B. Type of Pilot School** (conversion, start-up or conversion to a separate school within the same facility) : *Separate School Within the Same Facility*
   - **C. Location:** 10455 East 25th Avenue, Aurora, CO 80010
   - **D. Narrative describing what will make this school unique:**

As a 4-8 school, Fletcher Intermediate Science and Technology School will provide a better transition between elementary school and middle school. Since the 4-8 school will serve most of the same families as the K-3 school, it is important that there is coordination and articulation between the two schools. Families must feel that there is an overall community and seamless connection for all children enrolled at the Fletcher site. Although the two schools will be different because of different grade levels and specific areas of focus, we want to ensure that families retain the sense of community that is so important to the philosophy of both schools. K-3 provides the foundations for learning how to learn, how to read and how to write. The 4-8 program will be a science-based learning community that will expand the roles and responsibilities of students as learners. We will engage parents so they can better understand what post-secondary options might be available for their children.

The school will open in its first year with grades 4, 5, 6 and 7. The next year we will add 8th grade. We anticipate that the majority of the previous year's 5th graders will want to continue at Fletcher. We asked parents if they would be interested in having their children continue if the Pilot School proposal is approved and have received overwhelming support. Once our proposal is approved, we will send out letters to all of our parents with current 5th graders to get a firm commitment. We will also begin marketing for open enrollment for grade 7 (and 6th as space permits).

Our teaching and learning time will be organized differently than most traditional schools. The school day will be organized around large chunks of time devoted to in-depth study. Learning and teaching is anchored in the integration of scientific inquiry and exploration. We believe that science is a very powerful focus and it will provide relevance of study to the lives of students. The focus will be on discoveries and inquiry

as the vehicle for learning. Technology will be integrated and used as a tool to transform learning. The emphasis will be on student-directed learning that centers on student interest and need. Students will have more academic choice in order to increase student motivation by differentiating instruction and allowing students teacher-structured choices in their work. Through guided discovery, materials will be introduced using a format that encourages creativity and responsibility for learning. Technology will be used as a learning tool rather than learning about technology. Navigations is a math program that will help parents walk through the steps for getting their children scholarships.

A better intake process will include assessment and testing in Spanish or other languages if possible. This process will allow the school to provide appropriate English language acquisition supports. The diversity committee will help students transition between their home culture and language and the U.S./school culture and language while maintaining the maintaining the integrity of both cultures. There will be a comprehensive plan for teaching English that considers native language as an asset and builds upon what students already know in their native language. All staff will receive ELA and diversity training, and they will be encouraged to work toward an endorsement or certification in ELA.

The schedule will provide teachers with opportunities for flexible, co-teaching, teaming and collaboration – both in teaching and planning. There will be longer blocks for time for staff planning. Professional development will be on-going, differentiated and focused. It will be targeted to match the teacher's and school's goals and responsive to the needs of students. There will be more job-embedded professional development. Teachers will have the opportunity to work with experts from outside the school, e.g. Colorado School of Mines interns, partnerships and access to scientists and researchers.

For all families who enroll their students at Fletcher, whether K-3 or 4-8, they will be welcomed as an integral and functioning member of the school community. A goal will be to have a welcome club comprised of parents who can reach out to parents who are new to Fletcher. This strategy of accelerating the sense of community to new families, will potentially decrease the amount of families that choose to be transient with the Fletcher school community. Through parent involvement and outreach to develop community partnerships, Fletcher will become the hub for the community it serves. The goal is to build Fletcher into a community center. Once established, Fletcher would invite all parents and other members of the adult community to take advantage of learning opportunities (both academic and enrichment) as well as learn how to take on leadership roles within the school..

E. Narrative explaining how the autonomies granted to Pilot Schools will allow greater innovation in increasing student achievement?

To fulfill our plan, Fletcher must be a small school with small class sizes in order to create a cohesive school community. It is important to create relationships and instill within students that they have the ability to succeed. We want to create a culture of success and develop a sense of curiosity for learning within our students. We want to

connect school to the lives of students. The ability to support students based on individual needs demands a smaller student body if we are to build a genuine school community that engages and empowers our students and our parents. Staff will truly be able to know all students and collaborate with parents.

In order to achieve our vision and mission, we need maximum control over how we organize the schedules for staff and our students. Blocks, immersions, interventions, flexible groupings, cross grade level offerings and integrated content demand that the school be organized differently. It is essential to provide teachers with blocks of time for planning, collaboration and professional development so they can be more innovative and provide different models of teaching and learning. To design curriculum and resources to respond to student needs, teachers must have to opportunity to work together and team. This time to collaborate will create a cohesive staff with a sense that these are all "our kids" rather than class by class ownership. ELA support and instructional technology can be embraced by everyone and provided to impact the entire school – not assigned as a responsibility of a specific teacher. Professional development in any area can be based on students and delivered to best meet needs of each staff member.

With staffing autonomy, the roles of staff can be based more directly on the vision and mission of the school and better meet the specific needs of students. There can be more services in the areas of counseling, social work, mental health and family support.

We believe that because teachers design the programs and have buy-in to the school, there will be less staff turnover. A cohesive staff committed to Fletcher will ensure success.

F. Narrative describing a typical student day

In order to meet the needs of parents who are likely to have students enrolled in both the K-3 and the 4-8 schools, the beginning and ending times will need to be the same.

Each day, each student will interact with a teacher in a designated small community. The focus would include social development, grounding, academic checks, and activities to foster sharing and getting to know other students. The outcome is to provide an exceptional learning and teaching environment that is student-driven and anchored in scientific inquiring using technology to transform the learning experience.

All students will be engaged in challenging science-based curriculum that develops academic concepts. The learning would be organized around collaborative activities and scaffold instruction to build students' academic proficiency. We would draw on students' backgrounds, their cultures and their languages. There would be fluid grouping for language development, while maintaining the integrity of the community. There would not be the continual transition between subjects that currently occurs. Art, music, technology and physical education could be electives for grades 6, 7 and 8. There would be student choice and the content would be student driven. Older students would have opportunities for off-site learning experiences and mentorships.

The goal is to create confident students who value education, the diversity of others and value themselves as learners. Each student's academic and social needs would be met in a supportive, collaborative school community that honors students' cultural backgrounds and languages while fostering critical, creative thinkers.

See 4C for sample schedule of student day.

2. DESIGN TEAM PROFILE AND PLANNING PROCESS

The design team began meeting in November 2007 to develop a proposal for the K-5 school at Fletcher for implementation in 2008-2009. When it became apparent that Fletcher's projected enrollment would exceed 500, the design team requested support from the entire staff to develop proposals for two separate schools within the same facility at Fletcher Elementary. The survey results were supportive and the design team divided to form two new teams: one for a K-3 school and the other for a 4-8 school. Each design team added new members and began meeting to develop proposals. This 4-8 school proposal includes some of the work from the K-5 design team but needed to expand and re-focus to ensure appropriate learning supports for a student body that includes middle school.

The 4-8 school will open with grades 4-7 and will add 8th grade the following year. Feedback from our parents indicates that most would want to continue into 6th grade after their children complete 5th grade at Fletcher. Open enrollment will be marketed and encouraged for 7th grade (and 6th grade if space is available.) An outline of our intended open enrollment plan is attached. The following year we will expand our efforts to include 8th grade. Although first preference will be given to APS students (as outlined in both district policy and state law), our plan includes reaching outside of APS boundaries as space permits, especially to the nearby Stapleton neighborhood.

A. Identify who is on the Design Team to establish this Pilot School

Angelina Walker, 4th grade teacher	AEA member
Lori Martin, 4th grade teacher	AEA member
Jody VanderHamm, ELA teacher	
Ben Gondrez, tech educational Assistant	
Lisa Nieto, principal	
Ryann Patrick, Consultant (APS District Science Instructional Coordinator)	

B. Time line and feasibility of opening by the target date

The Intermediate school plans to open for the 2009-2010 school year. The 4th and 5th grade students will be enrolled from neighborhood boundaries. All current 5th graders will be invited and encouraged to remain at Fletcher for their 6th grade year. In addition, a marketing plan will be in place to open enroll students to fill slots in 6th grade and 7th grade. District policies for open enrollment will be followed.

Proposed Timeline for Fletcher Intermediate School

- October 21, 2008 Proposal presented to APS Board of Education
- November 11, 2008 Board approval of Fletcher Intermediate School
- Nov. 18-Dec. 9, '08 Establishment of Governing Board
- Dec. 10-17, '08 Development of Marketing Plan for grades 6 and 7
- Jan. 5-21, '09 Implementation of Marketing Plan (Parents sign Letters of Intent for 6th grade)
- Jan. 22-30, '09 Annual Election to Work finalized
- Feb. 2-5, '09 Teachers Sign Annual Election to Work
- Feb. 9 (Confer HR) Positions for Intermediate School Posted

3. SCHOOL VISION

A. Statements of the Vision and Mission

Vision: Create confident students who value education, the diversity of others, and who are able to apply scientific inquiry and exploration to succeed in the 21st century.

Mission: The Fletcher Intermediate Science and Technology School is dedicated to creating an exceptional learning and teaching environment that is student-driven and anchored in scientific inquiry using technology to transform the learning experience so students can be successful in our diverse, global community.

B. Provide narrative of the school's core values and principles

At Fletcher, we are accountable for putting children first and teaching the whole child by valuing engagement, relationships, professionalism and diversity in order to develop life-long learners. Teachers are responsible for fostering an environment that empowers students to make personal choices that are relevant to their success in both school and life.

We believe:

Everyone can learn
Everyone needs to feel known and cared for
Everyone has value
Everyone is both a learner and a teacher
Everyone can has something to contribute
Primary language is fundamental to thinking learning and creativity
Native language is an asset
Bilingualism is a cognitive, social and economic asset
Students must be met where they are and taken to the next level
Students are responsible for their own learning
Students must feel safe both physically and emotionally

Students must be in a place where risk taking is encouraged and supported
Students' cultural identifies will be supported and celebrated
A science and technology focus will provide an environment for teaching and learning to foster critical, creative thinking.

4. KEY CHARACTERISTICS

A. Describe the programmatic scope of school and, if applicable, community interest and participation in establishing this Pilot School. (From community, provide letters of support.)

Each student will be part of a home community and a teacher will be an advisor and advocate. The school will offer blocks of time for common standards-based content units. Within those standards-based content units there will be opportunities to organize students within areas of choice and student interest. Project-based learning will ensure that students understand how what they are learning is connected to the real world. Multi-disciplinary groups of teachers will ensure students are taught social studies, literacy, math and science. Units will be selected within classrooms, across grade levels and through out the school so all students share common experiences and have access to the same content and understanding. The delivery of instruction will be differentiated in delivery and curriculum adapted to best meet the needs of each student. Choice of electives will be made according to interest in areas such as art, music, physical education, technology and language. There will be ongoing support for language development and appropriate interventions. The goal is to ensure students master skills and gain a growing understanding of how things learned in the classroom are connected to each other, the outside world, and to their own lives.

B. How will the school be organized and structured

The school will use the principles of the Responsive Classroom approach as its basis. This means the school will be organized in a way to ensure a sense of community. Knowing the families of the children we teach and working with them as partners is essential to children's education. The structure will support the philosophy that the social curriculum is as important as the academic curriculum. How the adults at school work together is as important as their individual competence. We believe lasting change begins with the adult community. It is important to hear families' insights and help them better understand the school's teaching approaches. Collaborative problem solving will be developed by using conferencing, role playing and other strategies to engage students in problem solving. Through guided discover, materials will be introduced using a format that encourages creativity and responsibility. Students will be involved in creating the rules for their classrooms that allow all members to meet their learning goals.

The following outline key components within the organization and structure of the school:
Building a sense of community

1. Multidisciplinary teams
2. Home community for each student
3. Advisory
4. School wide activities and opportunities for students and teachers to interact

Professional Development

5. Interns, outside resource consultants
6. Ensuring diversity understanding
7. Assure that teachers feel comfortable using the technology already incorporated in technology
8. Opportunities for extensions for teachers to advance their knowledge of technology
9. Bring technology into their classrooms to differentiate instruction to change their classroom into dynamic learning environments
10. Extended team planning

C. The school calendar and daily schedule for both staff and students

This calendar is based on the district-adopted 2008-2009 calendar since there is not an adopted calendar for 2009-2010. In order to better accommodate parents, Fletcher will coordinate its calendar to the degree possible with the district calendar once a calendar is adopted by the Board of Education.

This schedule further assumes that Life Skills will be relocated in order to accommodate both the K-3 and 4-8 grades at Fletcher.

There are longer periods of time per subject area; scheduling week as a whole rather than daily schedule. Students will have choices in determine their science/technology courses of study.

Before School Retreat: 2daysx8h=16h
Before School Professional Development: 3daysx8h=24h
Total before School Hours=40h

Teacher Work Day: 7:15-3:15 = 8hrs
Student hours M-Th 7:45-2:45=7 hrs
F 7:45-12:05

Key Items	**Changes**
*same APS vacation days	*student day increase M-Th by ½ hour
*8 hours work day (early release)	*planning time on Friday

*1/2 hour before and ½ hour after school planning beginning of quarter
*same APS start dates and end date (for kids)
*same quarters as district

*shift inservice day to

TBD
*lunch schedule
*exact dates pending 2009-2010 calendar

	APS Hours	Pilot School Hours
Q1	49 days: 392h	352h
Q2	47 days: 376h	376h
Q3	47 days: 376h	376h
Q4	44 days: 352h	352h
Total		1456 + 40 BOY
	1496	1496

Traditional APS Student Day (5th)

7:45-8:10 **Morning meeting**
8:10-8:20 **Book trade**
8:20-8:40 **Skills**
8:40-9:40 **Reading**
8:40-8:50 mini lesson
8:50-9:15 independent reading
9:15-9:40 closing/share
9:40-10:25 **Writing**
9:40-9:50 mini lesson
9:50-10:20 independent writing
10:25-11:05 **Recess/lunch**
11:05-12:00 **Content**
12:00-1:30 **Math**
12:00-12:15 number talk
12:15-12:40 stations
12:40-1:30 investigations
1:30-2:15 **Specials**

Possible Fletcher Intermediate Student Day

7:30-7:45 **Community Breakfast**
7:45-8:15 **Advisory/ Mentorships**
815-8:45 **Homeroom Community**
8:45-10:45 **Literacy Block - Readers**
Writers Workshop
Tech Presentations
Speech Presentations
***Language Acquistion Practice**
10:45-11:30 **Elective -**
11:30-12:15 **Lunch Recess (Gr 4 & 5)**
12:15-2:15 **Content – Student Directed**
With embedded math
practiced authentically
through science exploration

D. The proposed class sizes and teacher-student loads

20:1 Student/Teacher Ratio

E. How students and staff will be grouped for instruction

The key concept for both students and staff will be *fluid grouping.*

Students

1. Teams will group and regroup students based on academic and language needs, as needed, also based on interest

Staff

1. Multidisciplinary teams

F. Methods for supporting students (e.g. those at risk, methods of intervention, academic and personal counseling)

We believe that a teacher can open the door but it takes the student to go through. We will strive to help students see themselves as academically oriented. We believe it is preparation gap and not an achievement gap. We will identify what students need to know and do to be successful. We will connect students to areas that ignite their interest in learning. Collaborative instructional planning and focused school-wide goals will make certain we know the children we teach – individually, culturally, and developmentally – is as important as knowing the content we teach. To be successful academically and socially, all students need a set of social skills in the areas of cooperation, assertion, responsibility, empathy and self control. All students will be encouraged to notice and internalize expected behaviors through modeling techniques. The physical classroom will be set up in ways that encourage independence, cooperation and productivity. The focus will be on logical consequences that respond to misbehavior in a way that allows students to fix and learn from their mistakes while preserving their dignity. We believe the greatest cognitive growth occurs through social interaction. The social curriculum is as important as the academic curriculum. We will increase student motivation by differentiating instruction and allowing students teacher-structured choices in their work. How students learn is as important as what they learn. Process and content go hand in hand. The emphasis on knowing each child individually, culturally and developmentally will allow for meeting the needs of transient students, as well as the stable core student community.

5. PILOT SCHOOL GOVERNANCE STRUCTURE

A. How the governance structure will support the goals and objectives of the plan

The Governing Board will ensure there is collaborative decision making around significant decisions of the school. Using a shared decision-making model, the Governing Board will make decisions relating to program, school enrollment, class size, schedule, length of school day and school year, and the amount and type of required professional learning for teachers at the school needed to fulfill the vision and mission.

B. Governing Board membership and responsibilities

The Governing Board will have at least 12 members comprised of the principal, four teachers who are AEA members, elected by all members of the site's bargaining unit (one of the AEA teacher representatives will be the building association representative), at least one classified representative chosen by peers, a minimum of four parents selected by parents and at least two non-parent community members selected by the Governing Board. We understand that if the Governing Board grows beyond 12 members, one-third will be AEA members.

The Governing Board will meet the requirements required by the state for school accountability committees. The Governing Board will develop its bylaws and will be responsible for making all final decisions for educational and operational policies at the school within the agreed upon school vision.

C. Matrix for the structures that will be in place to make decisions with identification of who is responsible for which decisions

Fletcher 4-8 Decision Matrix

Key:
A- Awareness
D- Decision: decides plan of action
I- Input
SD- Participates in decision making

	Governing Board	Principal	School Committee	Staff	Parents
School Goals/ Data	**D**	**SD**		**SD**	**I**
Budget	**D**	**SD**		**I**	**A**
Master Schedule	**D**	**SD**		**I**	**A**
Content/Integration Teams	**D**	**SD**	**SD**	**I**	
Staff Hiring		**D**	**SD**	**I**	
Staff Performance/Evaluation		**D**			
Principal Evaluation	**SD *Deputy Supt.-D**			**I**	**I**
Professional Development		**SD**	**SD**	**I**	
Responsive Classroom/Discipline		**SD**	**SD**	**I**	**A**
Student Intervention		**SD**	**SD**	**I**	
Community Partnerships		**SD**	**SD**	**I**	**A**
Fundraising/Grants		**D**	**SD**	**A**	
Facilities Management		**D**		**A**	
School Wide Events		**SD**	**SD**	**I**	**I**
Accountability/SQR	***JSC- D**	**SD**			

D. Description of process for staff input into decisions

As identified in the matrix, committees will develop recommendations for the governing to review and approve through consensus (whenever possible) or a 2/3 vote. Committees will be responsible for including staff input into recommendations for the governing board. The decision making process will be open and transparent and ensure two-way communications so that anyone can provide input and suggest actions to the committees. Specifics on the structure and process will be confirmed by the governing board once it is in place.

6. BUDGET

A. Proposed budgets (see attached documents Consolidated Title Funds and General Fund)

B. Strategies for additional fundraising

The school will aggressively seek dollars from grants, foundations and partnerships through a fundraising committee designated by the Governing Board.

C. Once in place, the Governing Board's process for responsibly managing the budget to ensure fiscal stability

The process will be developed and shared with all staff so there is transparency around all budget decisions based on the vision and mission of the school. The process must ensure that funds are used in a manner that supports the goals of the school and stays within allotted resources. The process should include an opportunity for staff input.

7. CURRICULUM AND INSTRUCTION

A. The school's instructional core practices and what teaching will look like

The standards-based science learning community will support students as they develop their individual courses of study. Students will be able to transform their learning through the use of technology. Our general philosophy is that all students are becoming young scientists. The focus will be on natural and social sciences and learning will be deepened through inquiry. Students will be expected to write, develop and publish products. Based on student interest, four units of study will be selected each year that will ensure that core understandings are addressed and are aligned with CSAP. Pacing guides and interim assessments will used as resources to monitor student progress.

Language demands will be evaluated for all grade levels and for new comers to ensure more focus and to provide support based on language needs. If necessary, a student could have additional language support.

Instruction will be organized around units that connect the natural and social sciences and are standards-based. Within the community culture, students will be grouped and re-grouped to meet individual needs. And within the same topic, teachers will identify and organize materials and identify resources that are differentiated and high interest for various needs of students. This allows students the access to the same content and understanding.

Science content will be divided into four, nine-week standards-based units of study that focus on the natural and social sciences to ensure that all students are prepared for CSAP in all areas. Learning will be deepened through inquiry. The first seven weeks of each content unit is common for all students at each grade level. The remaining 2 weeks in the quarter will have students choosing topics within the scope of the course of study to do independent work called self selected extensions. For example, upon culmination of a 7-week unit on Space, students will be given approximately 4 choices that will allow them to "dig deeper" into the content. For the Space unit, examples could be: Lunar Geology; biology on how space travel affects the human body; a robotics course involving space vehicles working with local aerospace engineers; and a course on a space simulation mission. Each of these choices will be coordinated and developed by a member of that grade-level team (teacher). Students will be held accountable for their learning during the self-selection extensions by making presentations to their grade levels, families and other members of the community to demonstrate their understanding of how what they are learning connects to the real world. Students will be able to transform their learning through the use of technology. Our general philosophy is that all students are young scientists. Pacing guides and interim assessments will used as resources to monitor student progress.

Science and social studies will be integrated into literacy so that reading and writing is supported across the curriculum. For example, during a science unit on space, teachers may select space related texts for shared reading or reading demonstration as well as use the topic of space in their writing demonstrations when it applicable. Social Studies

content will be integrated into science or literacy depending on the topic. For example, Colorado History and Western expansion can be integrated into the science unit on Colorado Wildlife, but there will be an infusion of content through literacy throughout the school day. Math will be taught as a stand alone course of study, but it will be deliberately connected to the content areas. Math may be offered in longer blocks of time (*e.g.,* three days a week with longer times but a plan that ensures practice every day in other courses).

As students progress through the grades they will have more opportunity each year to adopt their own content related course of study based on their own interests. They will be able to pursue courses within a "drop-down" menu for their self-selected extensions that is teacher developed. We will offer career advising and establish mentorships for students through partnerships (*e.g.,* City of Aurora, Youth Development participation in math, science and technology and partnership with Colorado School of Mines). Courses of study will be tied to middle school standards. Grades 4 – 6 will be expected to participate in community projects. By 7th and 8th grade students will be connected to mentors and get in-depth experience in their areas of interest.

We will use Gen Yes and TechYes as the basis for technology infusion and instruction to integrate science and technology.. GenYes is an elective where students are instructed to become the technology mentors to the teachers. A technology facilitator guides the learning of the students and coordinates the student's support in technology throughout the school. TechYes is designed to introduce students to technology and information literacy through science projects. This project-based approach ensures that students can be assessed both for science content and technology use. This program is correlated to the standards and meets the NCLB eighth grade technology mandate. The TechYes science projects are incorporated into the science curriculum. Students can use the TechYes student guides to plan and create projects for expanding their expected culminating evidence.

Technology/science fairs will be the culminating evidence to demonstrate knowledge. The upper grade of students will be able to compete in state, regional and, even, international fairs. A further advantage of demonstrations and presenting of projects is that students become more effective communicators and can present in front of audiences.

Overall, the first two years in the intermediate school will offer students a variety of choices in science so that by sixth grade, students can start to make more focused choices. Fourth and fifth grades are the transition years to more in-depth and focused courses of study by 6th grade. Initially, in 2009-2010, the 4-5 curriculum structure will look more like K-3 for language development and specials (Music, art, technology and pe.) will be offered and then by 7-8 will transition into content topics. Language demands will be evaluated for all grade levels and for new comers to ensure more focus and to provide support based on language needs. If needed, a student could have double blocks of language development. In subsequent years, as the students entering the 4-8

school have transitioned from the K-3 Pilot School, the curriculum structure will shift to a modified model of the 6-8 grades.

Electives for grades 6-8, initially and then expanding down to grades 4 and 5; could include creative writing, strategy games, debate teams, student government or leadership as well as art, music, foreign language and physical education.

B. A plan for closing and ultimately eliminating the achievement gap for all groups at the school

As students continue to become proficient in English, they will receive content development in their native language. Language enrichment time will allow students to take what they know and improve in content understanding. The goal is to provide opportunities for enrichment that will focus on what they need to know. With the common focus of learning, students will be able to explore and extend and we will be able to evaluate and organize units and teaching strategies that respond to their needs. Our goal will be to have language expertise on each teaching team. We will provide structures that organize students by language proficiency within groups that ensure learning is sparked, regardless of the language proficiency. The school structure will allow for small group work. By engaging all students in interesting and important units of science inquiry, they will be able to use their growing knowledge to support increased literacy skills. The students will be guided and advised into choosing their science unit of study in consideration of their interests and to expand their content understanding. Technology will be infused throughout the inquiry process.

Each Friday morning, students will have time for science exploration and note-booking. This will be a time for students to catch up or accelerated and interventions will be provided as needed. Small grouped can be pulled for whatever the students need. We can target responses if it is language development, concept building or advisory support.

C. Specific strategies for addressing needs of diverse learners including ELA, Gifted and Talented, special needs, etc.

Using data, we can identify learning goals for each student, provide appropriate supports and resources to teachers, and monitor progress. Common planning and targeted professional development will help teachers collaborate and work together to meet the needs of every learner.

The overriding philosophy of fluid grouping and re-grouping will ensure that students are receiving instruction based on their need rather than labels.

An advantage of having the K-3 primary school on the same premises will be that teachers can more easily talk to the students' previous teachers. Research also indicates that students can lose learning when they change schools. By staying in the same building K-8, they have the advantage of continuity.

Diverse and ELA

- Sheltered Instruction of concepts – Using visual representation, including interactive white-boards and visualizers, that is school-wide and consistent
- Continuing native Language concept development
- Daily language enrichment
- Intentional parent outreach to help parents understand what we teach and how the parents can help
- Grouping and regrouping – based on language level and content knowledge and content interest
- The Intermediate school focus of science and technology philosophy of instruction will be organized around units that connect the natural and social sciences and are standards-based. This will allow for the integration of scientific inquiry essential for success of the diverse and second language student.

Special Needs

- Students who are not showing progress academically or socially can be referred to intervention team consisting of academic and mental health representation
- Intervention team will also be a part of instructional intervention, following the Response to Intervention (RTI) process.
- Wider range of electives will support engagement and better connect students to learning

Gifted and Talented

- Clustered groupings
- Middle school program based on accelerating learning for grades 6, 7 and 8 (acceleration also possible for 4 and 5 once established

a. The core curriculum all students must have and the overall curriculum

Every morning students will start their day in a home community with a teacher. In addition, every student will be assigned an adult who serves as an advisor to help students direct their own learning and make appropriate choices.

The focus will be on natural and social sciences. Technology will be the bridge that connects students to learning experiences that foster critical, creative thinkers. Literacy will be connected to content with language enrichment. Math connections will be made during content with the majority of math delivered during a math block. Every team will have strong literacy and strong science expertise. Each grade level, 6-8, will focus on identified science standards (for example, 6th grade might focus on life science and 7th and earth science). Grades 4 and 5 will receive more of a sampler of science to help identify areas of interest. There will be a range of electives available that are geared toward student interest.

Although math will be a stand-alone course, other content will be infused throughout the curriculum. Content will be designed using standards and concepts that are mutually agreed upon by teachers. Teachers will continue to investigate current curriculum resources to serve our linguistically diverse community. The end goal is to develop curriculum that will prepare our students for the 21st century. One way will be to ensure mentorships to all 7th and 8th grade students.

Technology will be that bridge that transforms learning

8. STUDENT ASSESSMENT

A. Describe your school's philosophy on student assessment

The overall purpose of assessment is to drive instruction and to measure student learning. Ongoing assessment based upon identified benchmarks and the use of district interim assessments as a resource will be used to identify what students know and are able to do.

Fletcher will determine consistent criteria for proficiency. Backwards planning will be used to determine key concepts, assessments and identify resources. There will be multiple assessments that will allow students to demonstrate what they know and are able to do in a variety of formats. Teachers will have time to analyze assessments to determine next step and give timely feedback to students. State mandated tests will be used as summative data to determine if kids are proficient on state standards.

In addition, interest surveys will be given to students to identify interests. Other surveys will measure learning attitudes to measure the shift in thinking in how students perceive themselves.

B. Explain what formative and summative measures you will use to determine student progress and success

Our goals in reporting will be the same as any other school in the district, but how we get there will be different. Surveys, benchmarks and quarterly assessment will be used to define and develop curriculum in order to respond to the needs of every student. Student developed portfolios will provide cumulative evidence confirming student learning outcomes. The student project demonstrations and participation in science/technology fairs will provide summative evidence of student success. We will have a standards-based district report card system.

C. Describe how you will prepare your students for all state mandated tests such as CSAP and ACT

Within each standard based unit will be clear identification of what students should know and be able to do as well as what proficiency looks like. Quarterly assessments and teacher-created assessments can be collaboratively scored to provide immediate feedback

to students and teachers. Portfolios will monitor learning and include common assessments that are teacher-developed and rated according to a rubric that identifies whether students are proficient, below or low. Curriculum aligned quarterly assessments, similar to District interim assessments (in Spanish and English) will be administered. This will help teachers gauge student preparedness for state mandated tests and provide important information on student progress. Results of all testing will be analyzed in order to differentiate instruction. The data will help teachers make decisions about instruction.

The DRA2 standards and benchmarks will align with science content inquiry. Fletcher will write annual goals with a minimum of 3% growth in order to reach or exceed District average in three years on CSAP. (See attached Assessment Target chart). Kathy Richardson and Investigations assessments will be used in math.

Standards-based curriculum and the use of quarterly assessments as a resource will ensure students are being prepared for state assessments. The quarterly assessments will also help prepare students for the format of state tests. CELA will be used as a summative assessment to measure language development.

D. Identify data that will be collected to measure student progress

In addition to achievement data, student progress will be measured through targets for attendance and discipline referrals.

E. Describe how the data will be used to assess student needs and identify students needing help

Information about each student's social, personal and academic needs will be assessed in order to formulate an appropriate course of study to ensure personal growth. Students will be supported and empowered to learn how to direct their own learning and make choices. Families will be engaged as partners to better support the learning needs of their children. Other information about the student will be provided by the advisor to help connect the student with appropriate resources.

All this information will help identify interventions and supports for academic and personal success.

F. Explain how the data will be used to guide instruction

Teachers will use quarterly assessments, end of the unit and formative assessments to monitor student understanding. Teachers will have time provided for joint planning and to share assessments and to accordingly plan for student needs. Students do not have to wait for intervention or for extra support. The structure of the school day will allow teachers to have common time for ongoing collaboration to make instruction

modifications. This will create a deliberate alignment between the data and instructional data is the guide to instructional planning for meeting the needs of all learners.

9. LEADERSHIP AND STAFF SELECTION

A. Describe the proposed staffing plan for the school

Administrator – 1

Classroom Teachers

- 2009 – 80 students projected 4th – 4 teachers 20:1
- 2009 – 80 students projected 5th – 4 teachers 20:1
- 2009 – 60 students projected 6th – 3 teachers 20:1
- 2009 – 58 students projected 7th – 3 teachers 20:1

14 classroom teachers

- 2010 89 students projected 4th – 4 teachers 22:1
- 2010 75 students projected 5th – 4 teachers 19:1
- 2010 72 students projected 6th – 4 teachers 18:1
- 2010 58 students projected 7th - 3 teachers 20:1
- 2010 57 students projected 8th – 3 teachers 19:1

18 classroom teachers

ELA/Technology Support

- Classroom teachers ESL Endorsed or HQ; then resource proportionately
- Technology EA

Special Education (Mild/Moderate)

- Classroom teachers Special Ed endorsed or HQ; then resource proportionately
- Interventionist

Electives Offered

- Music, Foreign Language, Strategy Games (Math), Leadership, Physical Ed (Creative Movement, Dance)
- Guest teachers – Artists in Residence, Contractual

Character/Career Development

- 1 Coordinates Advisory and Mentorships
- 1 Counselor and/or social worker to support behavioral and social needs

Classified Staff

- 4 initial then 5 classroom support; 1 per grade level
- Office Support: Secretary

Shared Staff between Two Pilot Schools Sharing Facilities
Initial Year

- **Specialists (Art, Music, P.E., Tech) for grades 4 and 5**

Classified Staff

- **Health Para**
- **Clerk**
- **Media EA**
- **Nutritional Staff**
- **Custodial Staff**

B. Explain the proposed leadership structure

The principal will ensure distributive leadership principles are followed. Using a shared decision-making approach, the principal will work collaboratively with the governing board to include staff, parents and community.

C. Identify the expectations for leadership and staff

All staff will be expected to be engaged and support the vision and mission of the school. Through the annual election-to-work agreement, staff will know what is expected of them. Staff will be expected to work collaboratively with colleagues on Friday afternoons for planning and professional learning. Each person is expected to serve on at least two school communities to support the requests of the governing board and the organization of the school.

D. Describe the evaluation process for teachers and leadership

Evaluation for all staff will follow district-approved guidelines

E. Describe the plan for recruiting, selecting and retaining staff and leadership

Most of the staff will come from the current Fletcher staff. Once the two proposals for the K-3 and 4-8 school is voted on and accepted by Fletcher staff and approved by the Joint Steering Committee and ultimately the Board of Education, staff at Fletcher will have the opportunity to submit which school and grade level they would prefer. The design team will act as the de-facto governing board until the staff is identified and confirmed at each of the two schools. In the event, that there are more requests than are available for a position, staff will be asked to submit a second choice. In cases where a person's first or second choice cannot be met, the design team will interview the persons and determine who would be the best placement for the position.

F. Explain how you will ensure adequate support, service and instruction for Special Education and English language learners

We will continue to access and receive district provided resources for these learners. In addition, our school structure and plans for meeting the needs of every student explained in 7B and 7C will ensure adequate support, service and instruction.

10. ANNUAL ELECTION-TO-WORK AGREEMENT

A. Complete the template for the Annual Election-to-Work Agreement attached to this application. The agreement must contain the terms of employment, including the work day and work year, school schedule and identification of supplemental hours and tasks necessary to complete the mission of the school.

The Annual Election-to-Work Agreement is attached and includes required information.

The Annual Election-To-Work Agreement for licensed staff shared proportionately between the Fletcher Primary School and Fletcher Intermediate Science and Technology School is attached and includes required information.

B. Outline job responsibilities in the Agreement

(See agreements)

C. Identify a dispute resolution process (or if none is included, the process outlined in the Memorandum of Understanding will govern).

We will follow the dispute resolution process outlined in the Memorandum of Understanding.

11. PROFESSIONAL LEARNING AND SUPPORT

A. Explain the goals and process for developing the professional learning culture of the school

Our goal is to create content experts at each grade level. Each grade level Team will have a Science, Math, Technology and Literacy Expert; with all highly qualified in ELA. A grade level team could have an additional Special Ed or ELA expert, depending on the students' needs. Learning Communities will be grade level and vertical. The graduate Interns from Colorado School of Mines will work directly with the Science content expert at each grade level. Teachers will consistently model lifelong learning through their interactions with students, other teachers, teacher leaders, other professionals, and

outside experts. Learning opportunities will be based on teacher and student need and will include:

- Coaching – individual and collaborative
- Collaborative team planning (within and across grade levels and disciplines)
- Team Teaching
- Lesson Studies
- Dialogues
- Whole group workshops

B. Describe the proposed plan for providing staff with professional learning and an outline for how professional learning will occur.

Professional Development

- Conferring with curriculum specialists for integrating curriculum (i.e. Nancy Language Dev., Responsive Classroom, Dennis TechYes)
- Coaching Model
    - Collaborative
    - Individual
- APS Support
    - Science
    - Technology
    - Confer with IC for Math and Literacy

Ongoing daily opportunities for learning will be available through work with content coaches (Science, Math, Technology, Literacy), using the formats mentioned in 11A. Outside experts (consultants or graduate interns) will also take on coaching roles, working with teachers, teams, and whole groups. One day per week, teachers will have 4 hours of student contact free time for collaborative team planning based on data, along with professional learning opportunities as mentioned above. Teacher leaders, team leaders, outside consultants and district coaches will support this process by facilitating teams and large groups. Day long opportunities for professional learning will be built in at the start of the school year, and before each break (fall, winter, spring).

12. STUDENT SUPPORT

A. Describe both the academic and affective supports that will be provided to students, including special education and ELA

All special education legal requirements will be met. Special education will be aligned with the content area focus of the school with differential supports to help students be successful in the collaboratively agreed upon academic goals of the school.

B. Identify how health services (nursing, counseling, truancy, homelessness, etc.) will be provided to students

There will be a shared health para-professional and support from the district assigned school nurse as well as a counselor. An affective needs/parent community support person will be on staff to manage truancy and homelessness. There will be partnerships with the community to provide additional support.

C. Identify any extra and/or co-curricular activities that will be provided to students

Colorado School of Mines Bechtel Grant

- Graduate interns in classrooms
- Excursions to Colorado school of Mines

GenYes – TechYes

- After-school curriculum for teaching student mastery of technology to support the staff

Internships with City of Aurora
Bluff Lake Partnership Excursions
Calwood Educational Annual Experience
Leadership Council (Students)

13. FAMILY AND COMMUNITY ENGAGEMENT

A. Explain how families will be involved in their children's education

Our Comprehensive Parent Involvement Plan will be coordinated with the K-3 school and will include:

- Four positions on the Governing Board
- Parent workshops
- Frequent communication meetings
- Meaningful volunteer opportunities (classroom, clerical, supervision, safety, library, etc.)
- Parent leadership development (through Denver Foundation, conferences and parent trainings)
- Consistent and helpful written communication
- Parent Resource Center
- Parent library

B. Describe the proposed community engagement plan

A committee will be established to coordinate and seek community partnerships. Further partnerships will be created as students engage in mentorships and community projects. The student projects will give something back to the community through service and will help students gain an appreciation and understanding of their community.

C. Outline anticipated community partnerships with the school

Proposed community partnerships:

i. Colorado School of Mines
ii. Learning Source - Family Literacy
iii. City of Aurora (Moorehead, Office of Youth Development, Aurora Public Libraries, Aurora Police Department)
iv. Bluff Lake Nature Center
v. Calwood Educational Center
vi. Stapleton Foundation
vii. Donnell Kaye Foundation
viii. Kids Tech
ix. Denver Foundation
x. Aurora Mental Health
xi. Fitzsimmons Science and Technology Center
xii. Community College of Aurora
xiii. Downtown Aurora Business Association

Fletcher will partner with the City of Aurora, specifically the Office of Youth Development to coordinate support for students and families. Areas included are early childhood, at-risk interventions, and affective supports such as anger management, mentorships and recreational activities.

14. SAFE AND SECURE CAMPUS

A. Describe how safety and security will be ensured for staff and students

Safety and security will be maintained through continued adherence to Aurora Public Schools district-wide plans, including Safe Schools policies, district protocols for safe campuses (secured doors, lockdown drills, etc.) and training for staff in appropriate procedures and responses to support school safety.

B. Describe how students will be engaged in character development, diversity appreciation and conflict resolution

Student presentations in science/technology fairs and internships will help students develop as learners and contributing members of society. By following the Responsive

Classroom principles, students will learn how to resolve conflict and take responsibility for their own actions and develop character. In addition, there will be more school-wide projects such as culture day, yearbook, student council, college days, and other leadership opportunities.

The structure for learning will be choice-based as the students learn to develop their path of science study and determine their projects as evidence of their learning as they use technology to transform learning. This increased responsibility, partnered with the guidance from the student's personal advisor, will encourage positive academic and social decision making.

Respect for student diversity will be embraced and modeled by everyone in the school community. Diversity will include race, gender, religious beliefs and personal differences. We will consistently design and deliver instruction that incorporates diversity concepts. Student and family appreciation of various cultural values and beliefs will be fostered. Teachers will consistently use an unbiased curriculum and materials that promote an inclusive classroom climate, enhancing students' skills and knowledge to interact with each other. All adults will communicate in a culturally responsive and linguistically appropriate manner with students' families.