

FLETCHER PRIMARY SCHOOL – 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 Primary 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 with projected enrollment of 350 students*
- C. Location:** 10455 East 25th Avenue, Aurora, CO 80010
- D. Narrative describing what will make this school unique:**

Fletcher will be unique in several ways. First is how teaching and learning time will be organized. Content will be cohesive and integrated so the school day is less chopped up by individual subject areas. A thematic approach will be one strategy for providing longer blocks of time that are based on student needs. Curriculum will be more in-depth (e.g. science and social study awareness, non-fiction writing). Specials will be connected to content themes of courses. All students will have access to technology. The schedule will be flexible to accommodate targeted interventions and allow for flexible grouping of students. Since the K-3 school will serve most of the same families as the 4-8 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. Primary provides the foundations for learning how to learn, how to read, how to write and basic number sense. The intermediate school will be a science-based learning community that will expand the roles and responsibilities of students as learners.

The Fletcher Primary School will provide a comprehensive plan for teaching English that considers native language as an asset. There will be an increased focus on cultural awareness and diversity school-wide. A better intake process that includes assessment and testing in the native language will focus appropriate English language acquisition supports. English Language Acquisition (ELA) training will be provided to all staff, and they will be encouraged to work toward an endorsement or certification in ELA.

Teachers will have 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.

A major emphasis will be placed on community building – both within the school and with parents and the community. Within the schedule there will be time built in to encourage interaction among students and with parents. Fletcher will become the hub of the community it serves. There will be an educational component for parents to become learners as well. There will be before and after-school learning opportunities (both academic and enrichment) that are open to all students and adults. Fletcher Primary will actively seek community partnerships and connections.

E. Narrative explaining how the autonomies granted will allow greater innovation in achieving student achievement

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 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.

To fulfill our plan, Fletcher Primary must be a small school with small class sizes in order to create a cohesive school community. 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.

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 Each day could look different based on the deeper blocks of learning and the professional development of teachers. But some things would be consistent. For example, each day could begin with an optional “invitation” to breakfast that would include students, families and staff. It would be designed as a gathering to establish a sense of community.

Students would begin each day with a teacher in a designated small “community” with a morning meeting. The focus would include social development, grounding, academic checks, and activities to foster sharing and getting to know other students.

Academics would be delivered in a variety of ways based on student needs but with a thematic, integrated design that provides blocks, immersions, etc. 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 connected to academics and content. Lunch would continue with a community focus that allows students time to eat, play and socialize. The end of the week would include a “closing” either for individual communities or the whole school.

The result is that 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 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 primary school and the other for a 4-8 intermediate school. Each design team added new members and began meeting to develop proposals. The Primary School was able to take most of the work already completed and refine and reorganize to better respond to the structure and needs of a K-3 student population.

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

Jori Botvinick	Second Grade	AEA member
Carla Chavez	ELA	
Cindy Gray	First Grade	
Jody Jones	Third Grade	AEA member
Kelsey Muellner	Kindergarten	AEA member
Toni Pinkstaff-Smith	Educational Assistant	
Lisa Nieto	Principal	

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

Fletcher Primary School would open for the 2009-2010 school year. We believe that planning for implementation throughout this school year will enable us to open on the

projected date. The Primary School will be drawing exclusively from neighborhood students, and we expect to have approximately 325 to 350 students enrolled.

Proposed Timeline for Fletcher Primary School

- October 21, 2008 Proposal presented to APS Board of Education
- November 11, 2008 Board approval of Fletcher Primary School
- Nov. 18-Dec. 9, '08 Establishment of Governing Board
- Dec. 10-17, '08 Criteria for Selection of Principal
- Dec. 18, '08 Principal for Primary School Position Posted
- Jan. 5-21, '09 Principal Selection (Interviews, Selection)
- 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 Primary School Posted

3. SCHOOL VISION

A. Statements of the Vision and Mission

Vision: Prepare all students to be community contributors who embrace multiculturalism and succeed in the 21st century.

Mission: In partnership with our community, Fletcher Primary School highlights children's varied learning strengths and honors students' cultural backgrounds and languages. Technology is the bridge connecting students to learning and experiences that foster critical, creative thinkers.

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 learner.

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 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
School must be a risk-free environment
Equity does not mean equal

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.)

Fletcher Pilot School will be organized as total school community with a unity of purpose, philosophy and instruction. Learning will be organized around a standards-based, language enriched curriculum designed for a linguistically diverse population. Common content based 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 differentiation of delivery and curriculum adapted to best meet the needs of each student. The philosophy is that content is a primary vehicle for learning and developing skills such as reading and writing. An overriding goal is to help students become critical consumers and creators of information. Technology is the bridge connecting students to learning and experiences that foster critical, creative thinkers.

The standards-based program will be anchored by a focus on deep conceptual and linguistic development. Instruction and community outreach will be organized to build on and value students' native language and background knowledge. The intent is to deepen all students' conceptual understanding along with connections to oral communication and interaction with text through reading and writing. There will be a commonly agreed upon set of critical topics that link the natural and social sciences based on state and district standards.

We propose that the first year the focus be on an agreed upon set of outcomes organized around natural and social science delivered in four thematic units or blocks of time. Teachers will collaboratively develop the curriculum units to identify what we expect all students to know and be able to do. Science and social studies will be integrated. Reading and writing will be connected to topics with language enrichment. Math will be a stand alone content area but will be organized with the same philosophy of delivery. In addition, as content based units are developed they will include potential links to math concepts and understandings.

An amount of time for specials (art, music, technology and physical education) will be determined for each grade level. Strategies will be developed to ensure specials are organized around the commonly agreed upon topics and content focus.

In addition, all personnel (classroom teachers, specialists, para-educators, counselors) will be supported in using a variety of instructional strategies that are known to promote language development and are designed to allow students to actively participate in and benefit from their instruction.

B. How will the school be organized and structured

The school will be organized 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. The structure will emphasize the ideal that it is not your student and my student, but rather OUR students. 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.

As a result, professional development will be focused on the needs of our students versus the entire district. Through the flexible grouping of teachers and students we can better be more responsive to our students. We will bring in outside resources/ consultants as needed. The structure of the school will support on going, data driven discussions for planning and delivery of curriculum within and across grade levels based on student performance. There will be common, collaborative planning times for teachers and vertical teams.

Teacher training will be offered in such areas as diversity, integrated technology, the responsive classroom model, science and English Language Acquisition.

a. ELA

- i. Strategies would include: Language Experience Approach, Shared Writing, Sheltering Techniques
- ii. Use of the Assessment Inventory for formative assessment information

b. Training on inquiry learning and science content

- i. Projects such as WET, WILD, Learning Tree, Aquatic
- ii. In subsequent years units will be further refined to deepen project-based learning emphasis.
- iii. Through partnerships with Colorado Schools of Mines

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.

The calendar reflects longer periods of time per subject area; scheduling week as a whole rather than daily schedule.

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

- *same APS vacation days by ½ hour
- *8 hours work day (early release)
- *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

Changes

- *student day increase M-Th
- *planning time on Friday
- *shift in-service 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

- 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 Primary Student Day

- 7:30-7:45 Community Breakfast
- 7:45-8:30 Morning Meeting
- 8:30-9:00 Language Development
- 9:00-10:30 Literacy Block read/write integrated to support Content units
 - * Whole Group Mini lesson
 - * Independent Practice
 - * Language Acquisition Practice
 - * Extentions -
 - * Summary/Share
- 10:30-11:10 Lunch/Recess with Lang. Dev.
- 11:10-12:30 Math Block or 2nd Lit Block
 - * Whole Group
 - * Small Group/Independent
 - * Summary Share
- 12:30-1:30 Content
- 1:30-2:15 Specials to support Content

The Day is organized to meet the needs of the student, which is determined by assessments of the student. If a double literacy block is required two days a week, that will occur; and student will receive a math block at least three times a week. Math concepts will be discussed during Content and in the Integrated Specials.

D. The proposed class sizes and teacher-student loads

The goal is: K-1 grades: 1 to 18 and 2-3 grades: 1-23

These are general averages taking into account needs of students being served, learning goals, support staff provided and joint classrooms.

E. How students and staff will be grouped for instruction

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

Students

Classrooms will be created heterogeneously with an emphasis on community.

- Teams will group and regroup students based on academic and language needs, as needed
- Groups will remain flexible to effectively differentiate the curriculum.

Staff

Organized in grade level teams

- Each teacher on grade level teams will have an area of expertise to create cross-grade level teams (math team, literacy team, science team)
- Goal is for every grade level team to include 1 ELA staff and 1 classified support
- In addition, there will be support from coaching, support staff and administration.

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

Knowing 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. With respect to knowing the child academically, a better intake process that includes academic assessment and language testing in the native language will focus appropriate English language acquisition supports. 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 K-3 Decision Matrix

Key:

A- Awareness

D- Decision: decides plan of action

I- Input

SD- Participates in decision making

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

D. Description of process for staff input into decisions

The Governing Board is charged with adopting a shared decision making model that honors and supports the involvement of all staff and includes parents and the community.

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

All delivery will be structured on the understandings of best practices for second language learners with the confidence that all students, including Native English speakers students with special needs and at-risk learners, can and will profit from these approaches. Parents will be engaged as partners in learning so they know the big ideas that are being taught at school and can support and re-enforce the learning at home. Parents will be engaged in discussion on ways to improve student learning and helping to reinforce their conceptual development

Instruction will be anchored by what teachers mutually agree is most important for all students to know, based on Standards. All students will use inquiry to deepen their learning. Another goal is to deepen conceptual understanding in the first language. Intentional language instruction will be provided daily in order to ensure participation.

Within the community culture, students will be grouped and re-grouped to meet individual needs. Teachers will work together to ensure students do not have a sense of being “pulled out” for learning because every student at the school is doing the same thing and will have a culminating activity that demonstrates what they have learned. The school will reflect a flexible organization to support the common experience for all students. 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. Instructional technology will allow for individualization for students better enabling them to expand on what they are already familiar with as well as to research and learn more about particular areas of interest. Technology will also be used to set up social networks for sharing information and learning among students and teachers.

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

Small school size and small class sizes coupled with the community focus of the school as a whole will support a focus on success for every child. By engaging all students in interesting and important units of study, they will be able to use their growing knowledge to support increased literacy skills.

We will be documenting where every student starts and their on-going progress. Portfolios will be used to monitor learning for every student. Within those portfolios, we can determine what students know and understand and teachers can develop common

assessments to monitor progress. An important step will be to identify reading and resource materials at a wide range of levels on common topics and to organize instruction around project based learning.

Students will be supported through the small school size that allows individual needs to be identified and provides teachers the opportunity to collaboratively plan and ensures that professional development is focused on improving instruction. There will be a focus on deep conceptual and linguistic development. In other words, students will understand why they are learning concepts and how to apply them. All students will use inquiry to deepen their learning. At the same time there will be intentional instruction for language development to deepen conceptual understanding in the first language.

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

Using data, we can identify targets 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 group and re-grouping will ensure that students are receiving instruction based on their need rather than labels.

Diverse and ELA

- Sheltered Instruction of concepts – Using visual representation, including, whenever possible, visualizers and interactive white-boards that are school-wide and consistent
- Native Language concept development
- Intentional Parent Programming – what we teach and how the parents can help
- Grouping and regrouping – based on language level and content knowledge
- Intentional teaching of language with language objectives

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.
- Utilize district support resources

Gifted and Talented

- Clustered groupings
- Utilize district support resources

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

The core curriculum will support language development. Literacy will be connected to the natural and social sciences with and through language enrichment. In addition, there will be dedicated time daily for language development. Math connections will be made daily during content with the majority of math delivered during a 90-minute math block. Art, music, technology and physical education will be provided to enhance content units.

Curriculum 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.

An example of a quarter grade level curriculum alignment that fully supports language development and concept understanding for all disciplines based on the content area focus follows. All lessons contain content objectives and language objectives.

2nd Grade 1st Quarter Curriculum Alignment 2009-2010		
	August	September – October First Quarter ends 10/2
Content	<p>Where We Live Social Studies 8/11-8/22 People live in different places with different characteristics</p> <p>What is a scientist? 8/25-8/29 Technical drawings Questioning Predicting Recording Observations 5 senses</p> <p>Language Objectives Included</p>	<p>Soils State Science Std. The Earth's materials (rock, soil and water) provide many of the resources that humans use and reuse. Benchmarks/Students should know and be able to: Soils have different properties such as color, texture, capacity to retain water and the ability to support different kinds of plants.</p> <p>Soils retain water with varying degrees of effectiveness (e.g., run-off, overly saturated conditions)</p> <p>Soil is a system and a mixture of decomposed material (living parts) as well non-living parts (rocks and minerals)</p> <p>Language Objectives Included</p>
Math	<p>Mathematical Thinking Per current Pacing Guide</p>	<p>Navigating Through Measurement – Grade 2 Benchmarks 5.1 Knowing, using, describing, and estimating measures of length, perimeter, capacity, weight, time, and temperature. 5.2 Comparing and ordering objects according to measurable attributes (for example, longest to shortest, lightest to heaviest). 5.3 Demonstrating the process of measuring and explaining the concepts related to units of measurement. 5.4 Using the approximate measures of familiar objects (for example, the width of your finger, the temperature of a room, the weight of a gallon of milk) to develop a sense of measurement. 5.5 Selecting and using appropriate standard and non-standard units of measurement in problem-solving situations.</p> <p>Changing this District curriculum to 1st Quarter to support the measuring required for Science exploration of Soils Unit</p>

Reading	Using the Reading Process, Teaching/Learning Cycle and ELD Continuums with Language Objectives ←	Provide research-based instructional model that is language-based, student-centered, process-oriented, and outcome-based	Resources from school's resource room: Mondo, Into English, Rigby, Etc. →
Writing	<p>Small Moments – Lucy Calkins Units of Study Focuses on one important moment of author's life</p> <ul style="list-style-type: none"> ○ Central character is author ○ Plot is developed by taking a focused moment and stretching it out to describe important events or many moments that are linked by a common focus - Focused on Where We Live Soc/Studies Unit – Our Culture <p>Science Note-booking Set up the Scientist's notebook to record Scientific Process</p> <p>Language Objectives Included</p>	<p>Nonfiction Procedures and Reports Nonfiction - Lucy Calkins Units of Study</p> <p>How-To:</p> <ul style="list-style-type: none"> ▪ Gives instructions or directions on how to do something ▪ Title introduces topic ▪ Contains a list of what will be needed ▪ Sketches and words provide a series of general steps or actions for carrying out a procedure or activity ▪ Steps and actions are organized in order by time ▪ Numbers, transition words, or other devices (e.g.: headings, question and answer) are used to indicate sequence of steps or actions ▪ Details help the reader to understand the instructions <p>All-About:</p> <ul style="list-style-type: none"> ▪ Contains facts and information focused on one subject ▪ Topic and context are established in introduction ▪ Main topic is divided into subtopics which become separate chapters or sections ▪ Organized by table of contents ▪ Contains features of nonfiction texts that relate to topic such as: labeled diagrams, headings, captions, and pictures ▪ Contains pages with unique purposes (e.g.: how-to page, partsof-page, fun facts page, and different-kinds-of-something page) ▪ May include a simple concluding sentence ▪ Contains names and specialized vocabulary related to topic <p>Language Objectives Included</p>	

8. STUDENT ASSESSMENT

A. Describe your school's philosophy on student assessment

The overall purpose of assessment is to inform instructional decision making. It is essential to identify what students know and are able to do as soon as they enter our school. Fletcher would develop a comprehensive intake process for students. There will be initial testing for all new students in their native language (if available) to determine levels of academic understanding. An oral language assessment inventory will be used to provide interpretive data and information on language development.

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.

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

Every new student will be tested in literacy, math and language development. Throughout the year, we will assess all new students who are not proficient in English in literacy and oral language using the Mondo oral language assessments or comparable tests available to assist in making appropriating placements. The Kathy Richardson assessments in (English and Spanish versions) will be used determining math placement. In addition, we will use the CELA placement test.

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, using Science assessments, such as Uncovering Student Ideas in Science. 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. Quarterly curriculum based assessments similar to the District interim assessments 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 will be administered to determine student growth in levels of comprehension, accuracy and fluency. Teachers will use running records, individual conferences and writing rubrics as formative assessments to drive their instruction. Kathy Richardson and Investigations assessments will be used in math.

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

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)

We will prepare students through focused, intentional instruction that is developed collaboratively and involves vertical teaming. Standards-based curriculum and third-grade quarterly assessments 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. We will want to maintain being above the District average for CSAP median growth. (See attached Assessment Target chart)

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

Following the teaching-learning cycle, data analysis will be a regular part of ongoing team collaboration, allowing students to be grouped and regrouped regularly according to their needs. The teacher intervention team will review data for attendance, discipline referrals and mobility to identify additional resources and support

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

Classroom Teachers: K-3 will have a total of 16 classroom teachers reflecting the agreed upon ratios (K-1 grades: 1 to 18 and 2-3 grades: 1-23 as averages taking into account needs of students being served, learning goals and joint classrooms).

ELA Support

- 1 per grade level
- District-provided staff and support

Special Education

- Special Ed endorsed teachers
- District-provided special education staff and support

Specialists

- Art, Music, PE (shared position, proportionately with grades 4 and 5 in 4-8)

Classified Staff

- Media EA (shared position with 4-8 school)
- Technology EA
- Secretary
- Clerk (shared position with 4-8 school)
- Health (shared position with 4-8)
- Parent liaison (shared position with 4-8)
- Paraprofessionals – 8 positions for classroom support and supervision

B. Explain the proposed leadership structure

The primary leadership will be provided by the principal and the governing board using a shared decision making model that supports distributive leadership and involvement of staff in important decisions.

C. Identify the expectations for leadership and staff

All staff must agree as part of the Annual Election to Work Agreement to serve on at least one committee. They must have a passion for being part of the K-3 school and must agree to support the vision and mission and to be actively involved in all aspects of the school. The principal must be an instructional leader. He or she will attend school functions and actively participate in all aspects of the school. The principal will attend all staff meetings and be part of the planning and delivery of staff development. The principal must regularly spend time in classrooms as well as work collaboratively in outreach to the community.

The shared expectations are to support small class sizes, good professional development, shared leadership and mutual respect.

D. Describe the evaluation process for teachers and leadership

Evaluation for all staff will follow district-approved guidelines for staff.

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

The school will identify a hiring committee that will be responsible for recruiting and hiring recommendations to the principal. Representatives from the school will attend job fairs. Connections will be made with universities to encourage student teachers to come

to Fletcher. The UCD Network for Language, Literacy and Culture will be accessed as a resource.

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

Please refer to response in 7C.

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

Refer to 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 an environment in which differentiated, job-embedded professional development is the norm. Teachers will consistently model lifelong learning through their interactions with students, other teachers, teacher leaders, district coaches, 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
- Modeling

- Dialogues
- Whole group workshops
- New teacher support through coaching and mentors

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
- Individual and/or collaborative coaching
- Access to district support
 - Science
 - Technology
 - Confer with IC for Math and Literacy

Ongoing daily opportunities for learning will be available through work with teacher leaders, using the formats mentioned in 11A. Outside experts will also take on coaching roles, working with teachers, teams, and whole groups. One day per week, teachers will have 3.5 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.

Academic support to students will include:

- Assess proficiency in and instruct in native language when available and appropriate
- Sheltered instruction for second language learners
- Intervention team (RTI) to recommend intervention when concerns are apparent
- ELA teachers to support classroom teachers
- Para-professionals to provide targeted services
- Special education teachers to provide services
- Speech language pathologist to provide services

Affective support will include:

- School psychologist

- School-based mental health therapy
- Social work support
- Parent support

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

There will be a shared health paraprofessional and support from district-assigned school nurse and counselor. A 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

Programs might include: COMPASS, Bluff Lake Partnership excursions, Butterfly Pavilion Partnership, sports programs through OYD of COA, student council, math tutoring after school, and after school fine arts program.

13. FAMILY AND COMMUNITY ENGAGEMENT

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

Opportunities for involvement will include:

- Four positions on 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

The community engagement plan will include subcommittee for community partnerships, a community liaison (shared with 4-8 school), and a community member on the Governing Board. In addition connections will be developed with the community to provide resources for students on Friday afternoons that will include activities, mentoring and partnerships.

C. Outline anticipated community partnerships with the school

Proposed community partnerships could include:

- i. Family Literacy
- ii. Aurora Asian Pacific Development Center
- iii. City of Aurora (Moorehead, Office of Youth Development, Aurora Public Libraries, Aurora Police Department)
- iv. Bluff Lake Nature Center
- v. Butterfly Pavilion
- vi. DAVA
- vii. Kids Tech
- viii. Denver Foundation
- ix. Aurora Mental Health
- x. Fitzsimmons Science and Technology Center
- xi. Community College of Aurora
- xii. Stapleton Healthy Heart Program
- xiii. Downtown Aurora Business Association

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

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 events and projects will focus on culture and diversity. We will have school assemblies to encourage cultural awareness.