

Beacon Schools Proposal Cover Page

The Denver Public Schools and the Denver Classroom Teachers Association jointly recognize that all families demand rigorous and compelling academic choices for their students. To this end, DPS and DCTA will encourage teachers and principals to collaborate in the development and implementation of Beacon Schools. In Beacon Schools, teachers and principals will work closely together to exceed the expectations of the Denver Plan by establishing coherent and consistent instructional practice that leads to high academic performance for all students.

Provide the name of the primary point of contact for your proposal. This individual will serve as the contact for follow-up, interviews, and notices regarding this process. *Please note: names and contact information may be shared with external groups by DPS.*

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Names and roles of members applying:

Leadership Team Names and Roles: Sally Edwards, Principal; Cindy Miller, Assistant Principal; Stacy Turnbull, 3rd grade ELA-S teacher, proposal reader; Tracy Hall, 4th grade ELA-S teacher; Jessica Buckley, 2nd grade ELA-S teacher; Loralie Cole, G/T teacher, community facilitator; Karine Pitts, director of Early Excellence; Sandra Berumen Villa, Early Excellence ELA-S Teacher; Laura Luevano, 1st grade teacher; Karen Fields, Special Ed. teacher, CSC member; Sarah Johnston, Music Teacher; Rene Wilson, 4th grade ELA-S teacher; Rachel Rosenberg, 5th grade teacher; Charmaine Keeton, Math/Science Facilitator; Marjory Ulm, Humanities Facilitator; Tony Cordova, Technology and Computer teacher/specialist; Mercedes Martinez, parent, CSC member; Tash Mitchell, parent, Earth Force teacher, CSC member; Ann Obrzut, Psychologist; Chip Wiman, ECE teacher; Emily Rowland, ELA-S Kdg. Teacher; Sandra Konta, MOP Facilitator; Norma Zoetewey, ELA-S Kdg. Teacher; Darcie Forde, 1st grade teacher; Linette Cabral ELA-S 2nd grade teacher; Natalie Lovato, 2nd grade teacher; Veronica Moreno, 5th grade ELA-S teacher; Jean Wright 6th grade Math teacher, CSC member; Maria Flores, parent; Silva Avalos, parent; Silvia Barran, parent; Emilia Lomeli, parent; Connie Brown, parent; Angelica and Morel Lerma, parents; Julian and Natasha Gilbert, parents; Caroline Luevano, parent; Celia and Fernando Blanco, parents; Liset Terrazas; Celia Masmolcjo, parent; Maurice Goodgaine, President of Heritage Bank; Anthony Thomas, Cole/Clayton Neighborhood Association; Blanca Sanchez, parent.

Name of the Proposed School: Harrington School

Proposed site for this school: Current site

Section I

ACADEMIC VISION STATEMENT

I. The Academic Program

The academic program that students will participate in when they attend Harrington School is multi-faceted and carefully designed to increase student achievement with the goal being that “College is an Option” for every student at our school. Following is a list of the major components of this program:

- Harrington Lab School: Teachers new to the district, new to teaching, or in need of additional support will have the opportunity to work with and learn from veteran master teachers prior to, and during, the school year in a lab format.
- Standards-based curriculum as defined in the Denver Plan: All students will achieve at a high level through a well-defined curriculum with clear student goals and strong classroom management. Curriculum, instruction, and assessment will be based on the Denver Plan.
- Staff development resulting from intensive research: Student curriculum and instruction will benefit from the intensive staff development on the latest research pertaining to brain development and the implications for successful teaching and student learning. As well, research by Doug Reeves (90,90,90) and McRel (What it Takes to Beat the Odds) will be incorporated to impact teacher staff development with the result of higher student achievement.
- AVID Program: The AVID program will continue at Harrington School for our upper elementary and middle school students. Organizational binder checks, inquiry and note taking skills are part of the program as is learning about, visiting, and setting goals for college.
- Advising groups: Teachers and staff will participate in morning advising for small groups of students. Academic accountability and relationship building will be the focus of these small groups.
- Looping and Platooning teaching patterns: Teacher looping with students allows teachers to build ongoing relationships with students and families. Platooning allows teachers in upper elementary and middle school to develop a high degree of focused expertise which translates into higher student achievement levels.

Our vision for a coherent and consistent academic program is based on the combination of building upon our strengths as well as incorporating new and innovative ideas and techniques into our curriculum, teaching and assessment.

The curriculum for all grade levels will align with the Denver Plan including uninterrupted blocks of time for core subjects and double blocks for remedial needs of students. Additionally, students will experience a new interpretation of the curriculum that they are studying. Based on staff development in brain development and differentiated teaching techniques, as well as research from McRel around the research on “Schools that Beat the Odds” students will be in classrooms where their learning will reflect the components found in the cutting edge research of writers such as Eric Jensen (Teaching with the Brain in Mind) and others. Less seat work, more continuous engagement and cooperative learning in an experiential, concrete format has been shown to increase the amount of information that is stored in long term memory. With more learning that can be retrieved from memory, the result is higher student achievement. Higher student achievement based on deeper and more meaningful engagement in school result in a positive affect regarding school and a future where college truly is an option. Upon completion of the 6th grade at Harrington, students will be more likely to pursue high school graduation and a future which includes college.

Section II
EDUCATION PLAN

a. Harrington School’s academic and operational goals for three years:

“College is an Option” is our mantra for the belief that every child that leaves Harrington K-6 will have the learning tools and motivation necessary to go to college. This conviction underlies our desire to become a Beacon School. Our central goal of increased student achievement will be demonstrated over a three year period by the following indicators:

Measure	Time Frame	Goal
CSAP	Yearly End of 3 Years	Minimum 10% Growth “Average” vs. “Low” School
Annual Yearly Progress	1-3 Year Period	Make AYP in all categories
Benchmark Assessments	1-3 Year Period	Consistent with CSAP goals
Math Assessments: Everyday Math	1-3 Year Period	80% of students have one level Growth
Reading Inventories: DRA II, EDL	1-3 Year Period	75% of students on grade level
Informal Assessments: Timely teacher feedback; observations, conferences...	1-3 Year Period	Consistent pattern of student achievement growth

Annual Objectives:

Harrington’s annual academic objectives are aligned with our School Improvement Plan. Consistent with Harrington’s School Improvement Plan, and based on the District Literacy goals, 75% of all students will achieve grade level in Reading as measured by the Observation Survey, EDL, or DRA II. Based on district Math goals, at least 80% of students (K-6) will progress one level as measured by Everyday Math Assessment. Interventions for students below grade level: Harrington’s Pyramid of Interventions.

Measurable Benchmarks:

Our Power Standards, based on Colorado State Standards and the analysis of our data, will be the framework upon which all assessments are aligned and the lens that we will use to determine student Proficiency levels.

Alignment with the Denver Plan:

- Standards based rigorous instruction and assessments
- Assessments which provide timely information conveyed to the student and family
- Differentiation of Instruction based on student academic level, special needs, and LAS level
- Highly qualified Humanities and Math/Science facilitators
- The examination of student work by teachers and facilitators to inform instruction
- After School programming including enrichment activities, homework club, mentoring
- ELA alignment in core curriculum design, instruction, and assessment
- Teacher “Looping” pattern with students for two years or more

b. Student Success Indicators:

All students deserve the opportunity to make their life dreams a reality and this opportunity should not rely upon ethnicity nor economics. Students will need two critical components: motivation and academic tools. Motivation encompasses a love of learning, a belief in self and ability, and a tenacity to bring those dreams to fruition. Academic tools are the knowledge as well as the “know how” and application of learning. Students that leave our school will have a solid understanding and grounding in the following:

- Rigorous learning experience with exposure to excellence in curriculum and teaching as evidenced by writing, portfolios and standardized testing.
- The importance of excellent attendance: 97%
- The importance of goal setting for both short and long term goals: Primary students will set two personal goals (Reading and Math). Intermediate students will set a short term goal for each academic area and a long term goal for post secondary education.
- Higher level thinking skills: inferring, synthesizing, critical thinking as evidenced in testing, writing, and through portfolios.
- Math skills for real life problem solving as evidenced through Benchmarks, and portfolios.
- Experiential opportunities: excursions, career days, speakers, in order to see the importance of the “Big Picture” of life as evidenced in writing and journaling.
- A celebration of that which is unique and wonderful about the student: his or her culture and language as evidenced in portfolios and writing.
- A solid foundation in the Arts, Technology and Fitness will be evidenced in projects and portfolios.

College Prep programs or meaningful postsecondary opportunities

Harrington is currently in its second year of the AVID program. The AVID program is a research-based college preparation program designed for all of our upper elementary students from grades 4 through 6. The integrated program prepares students with the skills and knowledge needed to pursue high level academic coursework in order to qualify for college. This is accomplished through the following venues:

- Note Taking Skills; Binder Organization; Tutoring; Higher Order Thinking Skills (Socratic Seminars); Setting Personal Goals; Visiting Secondary and College Campuses; Having Speakers in the Classroom.

These skills and experiences create the foundation and help our students master the strategies necessary to make college truly an option.

c. Harrington’s Education Plan:

The Denver Plan provides the foundation for our Standards-based curriculum. The use of district supported curricula for core subjects will form the basis for Standards-based rigorous instruction and assessments along with the culling of Power Standards which cohere with the needs of our students. Uninterrupted blocks of time for core subjects, and the utilization of Looping and Platooning teaching patterns will provide the structure of teaching blocks. The examination of student work by teachers and facilitators will inform the basis of instruction. This, with regular assessments, will provide timely information regarding the academic growth of each student and will be conveyed to the student and family. Differentiation of Instruction based on student academic level, special needs, and LAS level will be supported by highly qualified Humanities and Math/Science facilitators. ELA alignment in core curriculum design, instruction, and assessment with the use of ELD curriculum and Sheltered English techniques will be incorporated in classrooms. Harrington’s use of a Pyramid of Interventions for students below grade level will include: After School programming including enrichment activities, homework club, mentoring, sports, and tutoring; Response to Interventions (RTI) in Special Education. Incorporation of Best Practices through brain research components: Innovations to our Education Plan include cooperative groups, concrete manipulatives, and instructional techniques based on brain research; Further staff development and research around data from High Achieving/Low SES Schools: Doug Reeves; Robert Marzano, The McRel Institute, and other sources will support high expectations for every student.

Many years ago, a group of Harrington staff members came together and did intensive research on the question of what contributes to high student achievement. A book by Richard Allington, *What Works in Schools*, became a catalyst for us and ultimately for our school as we began the process of crafting a

common vision about what we believe about high level student achievement and its implications for us as educators. The Beacon Proposal offers us the opportunity to address the issue of taking student achievement to the next level by looking keenly at what cutting edge research has to say about creating a school where all students experience a rigorous curriculum and achieve at high levels.

Innovations, in addition to the Denver Plan, include those which we have had in place for a number of years as well as new ones that we would like to incorporate:

Advising Groups	<p>“No significant learning occurs without a significant relationship.” (James Comer)</p> <p>Small school wide advising groups will meet regularly to discuss academic concerns, general school issues, and positive character ed. characteristics such as integrity, persistence, etc.</p>
Harrington Lab School	<p>Teachers new to the district, new to teaching, or in need of additional support will have the opportunity to work with and learn from veteran master teachers prior to and during the school year in a lab format.</p>
Looping and Platooning	<p>Following students for more than one year is beneficial for Harrington staff, students and families resulting in a greater partnership of families and teachers. Platooning allows teachers to more deeply delve into fewer subject areas where they can develop expertise.</p>
Extended Day/Early Release	<p>Adding ten minutes to the school day will allow for a partial early release day every other week. The benefit of this will be to have intensive blocks of staff development time to give the staff the opportunity to deeply look at student work, testing data, and to have conversations around next steps. It would also provide time for home visits to create and sustain relationships with families.</p>
Early Excellence Program	<p>Currently funded by the PITON Foundation, this program has greatly increased parent participation at our school. The program offers parent/child classes for students 0-4 yrs. old. Also, a parent organization, Parents United for Progress, has grown out of this. They have come together to be a part of our Leadership Team and to advocate for their children as well as for the good of our school.</p>
All Day ECE and KDG classes	<p>All day classes for our 4 and 5 year-old students have had a proven impact on student achievement by helping students gain “readiness skills” necessary to succeed. Currently these programs are funded by our budget, The PITON Foundation, and CPP funding.</p>
Brain Research Techniques	<p>Innovative teaching and learning techniques will be a focus of staff development with an emphasis on techniques to effectively learn and retain through interactive and experiential strategies. Student learning will focus on problem solving, critical thinking skills, and complex activities. Student feedback will be specific, multi-modal, timely and involve the learner in the setting of goals. Our arts and music program will complement research with a foundation of creativity, concentration, problem solving, self-efficacy, coordination, and self-discipline.</p>
High Performing/Low SES Research	<p>Research by Doug Reeves, Robert Marzano, The McRel Institute and other sources will be incorporated stressing a strong focus on academic achievement, differentiated teaching, clear curriculum</p>

	choices, frequent assessment of student progress and multiple opportunities for improvement, an emphasis on nonfiction writing and collaborative scoring of student work.
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Offer evidence that other proposed programs are based on best practice, aligned with the overall academic program, and will lead to higher student achievement

The program that Harrington is proposing in order to become a Beacon School is aligned with research and Best Practices, and holds implications for how we teach with regards to gender, ethnicity and the socioeconomic status of our students. See Appendix for a partial list of the resources we have used and will continue to research.

d. Proposed Academic Program: Differentiated instruction that serve the needs of every student:

Differentiated Instruction for All Students:	<p>Scaffolding: All teachers instruct on grade level and offer additional support for struggling students.</p> <p>Pyramid of Interventions: A shared repertoire of student interventions from general to specific will be developed.</p> <p>Gender: Math/Science classes at the Intermediate Level will be grouped by gender.</p>
Differentiated Instruction for Students with Disabilities:	<p>Inclusion Model: SPED teacher co-teaches and plans with classroom teacher to support student/s.</p> <p>Cultural/Language Validation: Understanding how student culture and language impacts our perception of student abilities and potential.</p> <p>Response To Intervention (RTI): School wide training to implement in 06/07.</p>
Differentiated Instruction for Students At or Above Grade Level:	<p>Gifted/Talented Instruction: G/T instructor facilitates activities such as school newspaper, Odyssey of the Mind, etc.</p> <p>Extension of Lessons/Activities: Classroom teachers utilize differentiation through extension of classroom activities and lessons</p> <p>Enrichment Opportunities: After school programming which includes, Robotics, Chess Club, CLOUT club</p>
Differentiated Instruction for English Language Learners:	<p>District ELA Program: includes all components</p> <p>Sheltered English Techniques: Used by all teachers for second language learners</p> <p>Cultural Validation: Understanding of culture can help all teachers differentiate instruction to target student strengths while maintaining high expectations for student academic success.</p>

e. School Culture and Climate: How it will support a high performing community of: Students.

Harrington Students will participate in a high performing school where:

- Education is relevant, and engaging because students have meaningful relationships with adults, teachers, and staff through advisory groups, home visits and enrichment activities such as after school clubs, tutoring, Student Council, and the Arts.

Faculty members participate in

- Research based staff development which fits the unique needs of our school population through a spirit of inquiry, collaboration, and shared vision among all staff
- Common language and expectations through a school wide behavior plan: Time To Teach
- Shared Leadership

Parents participate in a school where:

- They are empowered through organizations such as Early Excellence, Parents United for Progress (PUP), CSC, and MOP (Metropolitan Organization of People) with leadership opportunities, education classes, and access to community services information
- Their cultural perspective is not only welcome---it's valued
- There is regular communication and home visits by the teacher regarding their child's achievement

f. 3 to 5 year timeline for academic plan including plans to:

Develop the Program

Leadership Committee: Our Leadership Committee, as well as staff who have volunteered their time, have come together to brainstorm the implementation. The consensus is that, aside from additional, intensive, and on-going staff development and research, the proposal can be implemented at the beginning of the 06/07 academic school year.

Implement the Program:

The staff and parent training will begin in January, 2007. Full school wide implementation will occur in the fall of 2007.

Evaluate the Program: The Program will be evaluated on a regular basis with the following indicators to increased Student Achievement:

- Standardized Test scores: CSAP, CBLA, Individual Reading Inventories, District Benchmark testing
- Staff/Parent/Community survey
- Lower mobility rate
- Higher attendance rate (97%)
- Feedback from District/Superintendent

g. Schedule supporting overarching mission and philosophy:

Harrington's Mission: "We will empower students to become lifelong learners in a safe, respectful environment."

Our daily schedule supports student growth by utilizing uninterrupted blocks of time for core subjects. Relationship is an important factor as well. Students who "buy in" to school and are successful usually have an important relationship with one or more adults at the school level. Looping with students allows teachers to build and strengthen relationships with students and families, as does small group advising. Finally, extended day and early release time will allow teachers the time to look deeply at student work, assessment data, and to have those conversations that facilitate best practices in the classroom and results in high student achievement for every child at Harrington.

Section III Leadership and Staffing

a. **Leadership Team Names and Roles:** Sally Edwards, Principal; Cindy Miller, Assistant Principal; Stacy Turnbull, 3rd grade ELA-S teacher, proposal reader; Tracy Hall, 4th grade ELA-S teacher; Jessica Buckley, 2nd grade ELA-S teacher; Loralie Cole, G/T teacher, community facilitator; Karine Pitts, director of Early Excellence; Sandra Berumen Villa, Early Excellence ELA-S Teacher; Laura Luevano, 1st grade teacher; Karen Fields, Special Ed. teacher, CSC member; Sarah Johnston, Music Teacher; Rene Wilson, 4th grade ELA-S teacher; Rachel Rosenberg, 5th grade teacher; Charmaine Keeton, Math/Science Facilitator; Marjory Ulm, Humanities Facilitator; Tony Cordova, Technology and Computer teacher/specialist; Mercedes Martinez, parent, CSC member; Tash Mitchell, parent, Earth Force teacher, CSC member; Ann Obrzut, Psychologist; Chip Wiman, ECE teacher; Emily Rowland, ELA-S Kdg. Teacher; Sandra Konta, MOP Facilitator; Norma Zoetewey, ELA-S Kdg. Teacher; Darcie Forde, 1st grade teacher; Linette Cabral ELA-S 2nd grade teacher; Natalie Lovato, 2nd grade teacher; Veronica Moreno, 5th grade ELA-S teacher; Jean Wright 6th grade Math teacher, CSC member; Maria Flores, parent; Silva Avalos, parent; Silvia Barran, parent; Emilia Lomeli, parent; Connie Brown, parent; Angelica and Morel Lerma, parents; Julian and Natasha Gilbert, parents; Caroline Luevano, parent; Celia and Fernando Blanco, parents; Liset Terrazas; Celia Masmolcjo, parent; Maurice Goodgaine, President of Heritage Bank; Anthony Thomas, Cole/Clayton Neighborhood Association; Blanca Sanchez, parent.

b. The leadership team will guide the school in following all of the components of the Education Plan. They will facilitate staff development around using our various assessments to drive instruction and provide specific structures to implement for students not scoring proficient or advanced. The leadership team will visit our student success indicators and bring to the entire staff avenues to improve. Above all, the leadership team is responsible to guarantee the maintenance of a rigorous academic environment in all classrooms. They will be the example and provide the guidance for all staff members to increase student achievement according to our education plan.

Each member of the leadership team contributes to a balance of several areas of expertise. These include numerous years as a classroom teacher, high degrees of education, ample experience working with our population of students and parents, and a wide knowledge of the surrounding community. Each member has a strong commitment to our school and our students.

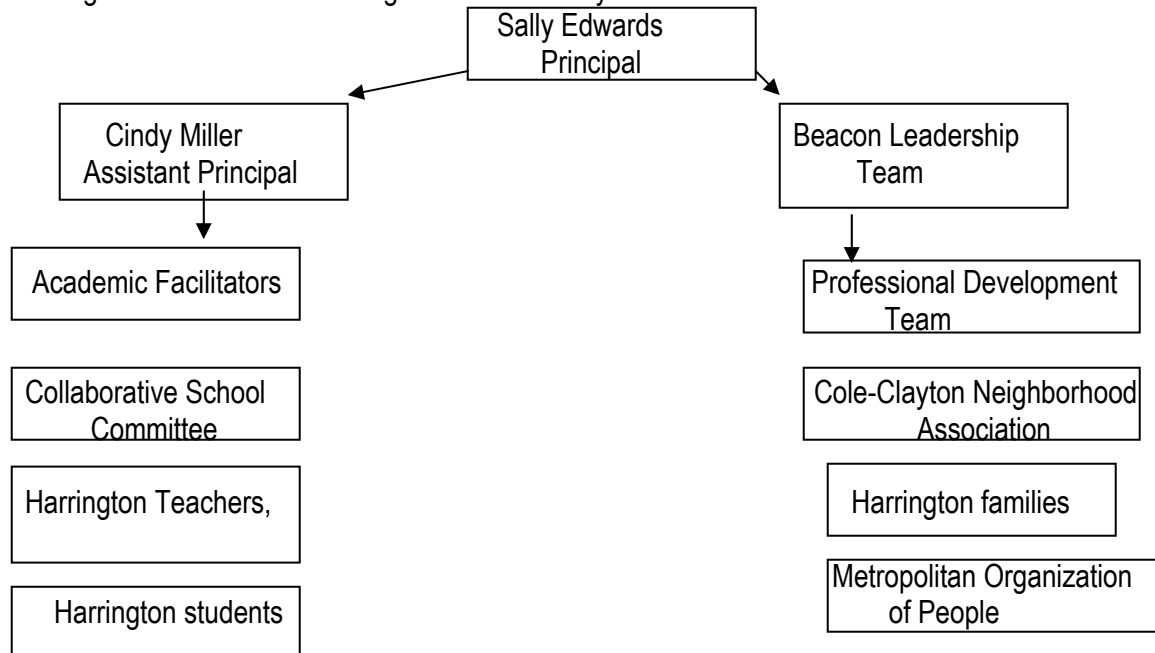
c. Beginning in January, the leadership team will facilitate staff development around the specific components of the education plan. They will extend the process of the Beacon School application and ensure aligned school vision through staff development and small group discussion. Each staff member will agree to the education plan or will be encouraged to seek a different teaching environment.

Following agreement to the education plan, the leadership team will closely review the application to focus on specific areas to implement before the 2007-2008 school year. Every teacher will use the assessments outlined in the education plan to drive instruction, build relationships with families through home visits and regular parent outreach, maintain a rigorous academic classroom environment focused on vocabulary environment and commit to continued professional development. The education plan and school vision statement will be revisited in every staff development as basis for the continual drive to academic success. The leadership team will use these documents as a monitoring system for professional growth.

d. Our staff consists of fifty seven members. We have twenty three classroom teachers, two special education teachers, five specials teachers, two full time facilitators, two administrators, two secretaries, one

psychologist, a part time nurse, nine paraprofessionals, two custodians, and a lunchroom staff. Sixteen of our classroom teachers have a masters degree or higher in education and fifteen are specifically trained to instruct second language learners. Our administration has a combined thirty years of administration experience and, in addition to district training has specific training in Special Education and Reading. Our facilitators together have over thirty years of coaching experience. Cohering with our school philosophy, every position in our school has carefully been planned out to align directly with student achievement.

e. Organizational Chart showing Lines of Authority



As is evident, we have sought to include all stakeholders in the process of creating a chain of command. Sally Edwards, the principal, is primarily responsible to insure that all of our stakeholders are represented in the implementation of the Beacon Program. Cindy Miller, the assistant principal, will also assist in coordinating the scheduling and activities of the Leadership Team as well as other representative groups.

f. To be considered for a teaching position at Harrington, an applicant must agree to:

- Teach to the highest level possible at all times and maintain a rigorous academic environment
- Be accessible to students outside of school hours
- Home visits to our students' homes (Pending waiver approval)
- 90% or better personal attendance
- Be a mentor/tutor to a small group of students not in the classroom
- Serve on a school committee
- Meet with parents at least twice a month to maintain a close relationship and be a partner with parents in education
- Commit to colleagues in your classroom on a regular basis to further professional reflection and development
- Follow a specific growth plan with clearly defined student objectives
- Engage in life learning and personal professional development such as book groups, independent reading, taking classes

- Work closely with humanities and/or math and science facilitators and follow their recommendations
- Consistently reflect upon teaching practice with colleagues

Every teacher (current and future) will be granted a copy of the education plan and the above teacher expectations. Each teacher must sign a copy of the expectations and agree to follow these guidelines. Teachers who are currently on staff and do not wish to follow the education plan and guidelines will be asked to seek a different school. Teachers new to the building must sign the school contract to teach at Harrington. We will seek individuals who are excited to work with our population, are willing to work very hard, and anticipate great outcomes.

g. The leadership team will begin collaboration with the faculty regarding academic goals in the spring of 2007 for the following school year. We will use the goals clearly outlined in the education plan as a basis for individual goals. Each staff member will be coached by the leadership team to make specific, meaningful goals with measurable outcomes regarding the academic success of their students.

The leadership team will work closely with the humanities and math/science facilitators to form a common understanding of the curriculum and explicitly state what and how teachers are expected to implement curriculum in the classroom. These methods might include but are not limited to writing and reading boot camp, Everyday Math, weekly CSAP practice, etc. (see Education Plan). All teaching practices will be based upon research and analysis of success with our student population.

Staff will understand that goals will be visited frequently as one method to check academic growth. Each grade level team will analyze their specific student data at least once a month. This will allow adequate time to begin the pyramid of interventions outlined in the education plan if necessary.

The leadership team is responsible for overseeing both the goal setting process and the assessment of progress. We will require reports from each grade level team outlining student growth and student deficient areas. The leadership team is also responsible for overseeing interventions for students not meeting grade level expectations.

Section IV Professional Development

Professional development will be accomplished in a two part format. The first part will be on alternate Friday afternoons from 1:00 – 4:00pm. During that time, teachers will be engaged in the following: vertical grade study group teams focused around professional readings, analysis of student work, test and assessment data analysis, planning and salons where teachers host short-lived study groups around their personal study of an issue in their classroom. The second part will occur on alternate Thursdays during grade level planning. There, teachers will focus on content implementation, learning labs where they will visit a classroom then debrief afterwards the implementation of best practices and analysis of assessments and student work for planning, especially for students performing below grade level expectations.

The skills and knowledge our faculty members will be expected to demonstrate include a deep understanding of the attributes of readers at DRA levels A – 60 in all genres and writing formats. They will be able to teach and assess writing benchmarks for the following genres: narrative (personal and fictional), how –to, expository (including descriptive, persuasive and chronological), response to literature (including math exemplars) and poetic formats (including song). They will also have a deep understanding of the district's chosen math curriculum. Concurrent with content, teachers will also possess a deep understanding of cognition, language acquisition and working with second language learners. Overlaying all of above is an expectation of a well implemented framework for classroom behavior management (Time to Teach, Character Education and Aggression Replacement Training).

The leadership team will be responsible for facilitating the various study groups, analysis of work and learning labs. The team will also be responsible for garnering the resources teachers need to successfully accomplish all that is listed above. This may include professional books, coaching in the classroom, consultations outside the classroom, covering a classroom so a teacher may observe a colleague, assist with small group instruction and gathering instructional resources for classrooms. The leadership team will also keep teachers apprised of professional learning opportunities in the district as well as in the city. These include classes, workshops, seminars and other study groups.

Section V ENROLLMENT

- a. Enrollment (Minimum/Maximum enrollment beginning 2007; Grades school will start serving in 2007 until capacity)

Harrington currently serves students in grades ECE through 6th grade with an Early Excellence Program that works with students and their parents with the ages of 0-4. Our enrollment is currently 500 students in grades ECE-6th grade. We would advocate continuing this organizational configuration. Our maximum enrollment would approach 550 and our minimum enrollment would be 475.

Harrington has come full circle in working with 6th grade students. Our history saw Harrington include 6th grade before 1989. From that time until 2 years ago, 2005, we worked with students in ECE – 5th grades. We emphatically concur that 6th grade should be a part of Harrington School. Since 1989, we have continually witnessed students dropping out of middle schools due to alienation, feelings of a lack of caring adults, and failure to consistently monitor students in a large middle school setting. In fact, we have tutored former Harrington 6th grade students who return to our school to seek out their former elementary teachers to ask for support in literacy and math as they feel that there is no one in the middle school they are attending that they can ask for help! In the past two years that 6th grade has been a part of our school, we have improved Reading, Writing and Math CSAP scores for 6th grade students over our feeder middle schools. In fact, 6th grade math CSAP Proficient and Advanced scores not only exceed the average of DPS Middle Schools (53%), but also come very close to matching state CSAP math scores (56%).

- b. Marketing: Describe plan to successfully market school program in order to recruit students throughout the community.

Harrington is able to sustain and recruit students from our neighborhood through “word of mouth” from our existing parent community that continually meets our projected enrollment figures given to our school each year from the District. However, we feel a strong and committed desire to reach out to the students in our attendance area who choose to attend charter schools. Two of these charter schools surround Harrington – one 6 blocks east of our school and one 6 blocks west of our school.

Our marketing plan includes the following components to tell our story before someone else does:

- Work with Schoolhouse Communications* to develop a professional brochure that:
 - Identifies what separates our school from other schools
 - Connects issues of education to what people in our community value
 - Keeping our message clear and easy to understand
 - No educational jargon – Have a “7-11” vocabulary!
 - Repeat, Repeat, Repeat (Be a “broken record” about our school’s expectations and beliefs)
 - Tell our story through our students, staff and families
 - Prioritize 3 critical messages that reflect our goals and expectations
 - Stay focused on what matters most to our targeted audience – achievement of their child and support that achievement with facts and research

(*Ideas from presentation of Schoolhouse Communications as given to principals at the summer, 2006, Principals Institute)

- Canvas Harrington attendance neighborhood, making home visits to families of students who are currently enrolled in charter schools. During this home visit we would share Harrington's brochure and our commitment to focus on "Making College an Option" for their child.
- Make PowerPoint presentations to local community organizations regarding Harrington's focus on helping children be contributing members to the local work force and to their communities.
- Visit local businesses to inform them of their neighborhood school and Harrington's focus on the success of each child and solicit their support through school mentorships with students, linking learning with "real life" skills.

c. Recruitment: Student and parent participation in recruitment activities

Students and Parents would participate in Harrington's recruitment efforts by:

- Former Harrington students, who currently have children attending Harrington, will become one of our main recruitment sources. Their story about attending Harrington as a student and now believing in our school to send their children to Harrington will inspire confidence and "believability" in their story as they share their story with prospective families.
- Harrington's "grass roots" parent organization, PUP (Parents United for Progress) has been instrumental in formulating our expectations and beliefs for our Beacon Proposal. They will continue to be the impetus for carrying their experiences and personal story of Harrington to prospective families.
- Harrington's Student Council (currently 4th – 6th grade students) along with former students, who currently have siblings attending Harrington, will be instrumental in carrying our beliefs of "College is an Option" to our prospective families. This will be accomplished through recorded CD testimonials as well as live conversations with families and students.

d. Admissions Policy: If unique, explain what is and why it is necessary

We believe that families must be our partners in education if we are to achieve our goal of "College is an Option" for all of our students. We will ask all current and incoming families to commit to the following expectations, as we hold our adults to the same high expectations that we hold our students:

- Assuring that their child will be in school 95% of the school year
- Supporting their child through communicating with them about their daily learning, homework and progress
- Communicating with their child's teacher regarding their child's progress
- Being a partner in their child's education by attending school activities or events that show their child they believe in their school
- Making every effort possible to assure that their child attends one school for the entire ECE-6th grade school experience

Section VI
COMMUNITY ENGAGEMENT

a. Existing Community Connections

Harrington has had many successful connections to the community in Northeast Denver over the years. Currently, our connections are more community based than they ever have been. Here is a list of our connections and partnerships:

- **The Cole/Clayton Neighborhood Association:** Over the years our partnership with the Cole/Clayton Neighborhood Association has grown and developed. We have sought the advice and feedback of the association on numerous occasions, such as when we were looking at becoming a K-8 school. The association provides dictionaries and school supplies every year for our students.
- **SPRINT:** Our neighborhood SPRINT Company used to send volunteers to read with our students on a weekly basis. Though the company is no longer neighborhood based, a few volunteers still come because of the relationships they have built with students here.
- **M.O.P. (Metropolitan Organization of Parents):** One of the most successful partnerships has been with MOP at our school. In fact, Susan Molina, who is now a parent spokesperson for the MOP organization received her training while she was a parent at our school. Parents met regularly to discuss issues such as safety and understanding the CSAP. Currently MOP facilitator Sandra Konta works with our Parents United for Progress group and they meet regularly to discuss concerns and take action on issues which affect our school and neighborhood.
- **Heritage Bank:** When Heritage Bank came to the York Street location, they immediately extended a welcome to us. Over the past few years, they have given school supplies and hats and gloves. Maurice Goodgaine, president, has been a wonderful advocate for Harrington staff and students.
- **Charles Schwab:** Every year without fail, the employees of Charles Schwab donate school supplies to our students. Our goal is to form an internship program with the company and our 6th grade students.
- **Colorado Uplift:** Students from the area high schools come to Harrington to work with our fifth and sixth grade students under the supervision of the Uplift team. Colorado Uplift follows students from elementary to secondary school and provides scholarships and mentors for those desiring to go to college.
- **Metro Partnership:** Metro College currently provides education students to do either their practicum or student teaching at Harrington.
- **University of Colorado School of Pharmacy:** For the past six years the School of Pharmacy students, under the direction of Kathy Jarvis, has brought nutrition classes to our school. The classes are interactive and just plain fun as well as being informative for our students. Everybody benefits.

These organizations contribute to the mission and success of students and families at our school by providing support and assistance at many different levels. At the most basic level is support with food, clothing and school supplies. For so many of our families, support at this level is critical. By providing this kind of support families are more likely to stay in the neighborhood and therein lays the possibility of building a foundation of community strength. At the next level, organizations provide opportunities for intern experiences for our students. This serves to help our inner city students connect to the wider world of possibility in terms of their life dreams and goals. Finally, community organizations, in partnership with

our school create a powerful advocacy for our community. By working together, we are able to strengthen our neighborhoods and build the kind of foundation that is part of a strong and vital city.

b. Community Engagement

As recent as five years ago the community and neighborhood surrounding Harrington would not have impressed the casual observer with its unity. Gang and racial tensions were very prevalent and the spirit of distrust permeated our neighborhoods. Quietly, and without a lot of fanfare, however, that spirit has been changing. It has been changing due to the tireless efforts of so many people in our school and community who have learned that by outreach and forming partnerships around common causes, the potential of any one organization is strengthened exponentially. It is this lesson and philosophy that has become a foundation for our efforts in community engagement and it is an important focus in the desire to become a Beacon School. Our leadership team is representative of our community and will be a part of our regularly scheduled meetings as we move to implement the proposal, if accepted.

c. Parent Support

Thanks to the efforts of many community and school wide organizations, our parent support has never been higher. Our CSC has solicited the help of our bi-lingual parent liaison to encourage parental participation and to provide translating services. Our monthly Family Nights are well attended by our Harrington families. Through a grant teachers have also been doing home visits and, from all reports, the effects have been very positive for families and for teachers. Perhaps the most effective voice that our parents have, however, is through the newly formed "PUP" organization: Parents United for Progress. This innovative group has grown out of the Early Excellence parent class and has also begun collaborating with the Metropolitan Organization of People to advocate for their community, neighborhood and school. Sally Edwards, Principal, presented the Beacon Proposal to the parent group and they agreed to endorse the plan (See Appendix C for the parent letter of support for the Beacon Proposal.). Many parents that are a part of PUP have joined the leadership team for the Beacon Proposal. Through regular and on going meetings of the Leadership Team, they will have the opportunity to collaborate with and to be a part of the implementation process.

Section VII

SUSTAINABILITY

a. Existing Funding to Support Development and Implementation of the Education Program:

Harrington’s funding for the Beacon School Grant will be primarily through the funds allocated in the Denver Public Schools budget. Many of the innovations that we have addressed in the grant have either already been funded, or do not require additional funds beyond those that are allocated to the operation of the school. As has been a long tradition at our school, we will also continue to write grants. Below is a list of current funding sources:

Resource	Approximate Dollar Value	Description
Early Excellence: PITON	\$150,000.00	Extended day for 18 ECE students to develop readiness skills; Parent Education
Bridging the Gap: PITON	\$45,500.00	Funding for 1.0 FTE in Kdg.
Bridging the Gap with Families: PITON	\$10,000.00	Funds for parent outreach activities
MOP (Metropolitan Organization for People)	\$25,000.00	Funds for .5 Family Liaison and stipends for teacher home visits
Century 21	\$120,000.00	Funds for after school program, intersessions costs, and summer school.
CSAT Grant	\$1,000.00	Mentoring activities and interventions for struggling students
VH1 Grant	\$20,000.00	Keyboard Lab for Music Teaching
Violin Grant	\$5,000.00	Funds for violin instruction for students in grades K, 1 st and 2 nd .
Lights On After School	\$10,000.00	Supports after school enrichment clubs
Broncos Reading Corner	\$7,000.00	Provided furniture and books for our Library
Making Connections	\$30,000.00	Additional days for nurse support and Reading Recovery teacher
Heritage Bank		Tutoring
A-Z Grant	\$900.00	Reading support for students below grade level
Getting Parents Involved		Computer On-Line Partnership with Families
CLOUT	\$5,000.00	After School Science club

b. Potential Funding Sources:

Harrington School will continue to utilize funding from the district. In saying this, however, keep in mind that, though the district provides the funding foundation for our school, Harrington has

always been a grant writing school. It has been through the writing and awarding of grants that Harrington has been able to offer full day Kindergarten, extra-curricular enrichment activities, an Early Excellence program, as well as a myriad of other services that many inner-city schools simply cannot afford from the standard district budget. It is a reality, therefore, that if we are to make the kind of difference that we know will improve the education and lives of our inner-city students, we must seek outside funding—it is not an option. Therefore, the endeavor of grant writing will certainly continue.

Harrington grant writing has led to a wide network of contacts and this has certainly served us well over the years. We have strong ties to many strong, grassroots community organizations such as M.O.P. (Metropolitan Organization of People). The spokesperson for many M.O.P. community meetings, in fact, is Susan Molina—a former Harrington parent. The result of our many relationships is that our Potential Funding list is lengthy. We are viewed as a credible recipient of grant funding by many organizations. Certainly, we will continue to tap these potential sources as we implement the Beacon School Grant. The commitment and longevity of service by Sally Edwards, Principal, as well as many staff members, has gone far to convince potential funding organizations that our mission to break the mold of the inner-city stereotype and to make college an option for every student is more than just a warm, fuzzy thought. They understand that it is a commitment and goal that drives the staff and administration of Harrington School. Below, find a list of potential funding sources for Harrington School:

- The PITON Foundation: Currently funds our Early Excellence Program as well as a grant written by Jessica Buckley and Rene Wilson for an all-day Kindergarten position, parent English classes, as well as intensive parent education meetings for the classes that Rene and Jessica currently teach.
- 21st Century Grant: Currently funds most of our after school programming as well as the Summer Scholars program.
- Lights On After School Grant: Offers innovative after school programming for classes such as science and cooking clubs, sports clubs, and homework club.
- Denver Foundation: Currently funds several grants such as: Home Visits, our Violin Program and others.

c. **Location:** Location of School being adequate to meet demands of present and future:

Harrington school is currently twelve years old. The school was designed by an architectural firm as well as teachers, students, administrators, and parents. It reflects the input of all parties. Cited for innovative design by professionals, it is also a school that reflects the values of its inhabitants: inviting colors, wide hallways, multiple places where student work can be displayed and user friendly classrooms and work spaces. Suffice it to say, if Harrington is awarded the Beacon School grant, this facility will serve us well as it has these past years. Enrollment has reached a high of seven hundred students but the optimal number of students that can be comfortably served is around five hundred, five hundred fifty students at max. At twelve years, Harrington is wearing its age well. Many people who visit our school think it is much newer that it actually is. The library, which spans two floors, is at the heart of our school, figuratively and literally. Our belief in the profound importance of a love of literacy has its strongest expression here. In terms of alignment of values and beliefs, our current facility fits our vision in becoming a Beacon School.

APPENDIX A

A Short List of Research Sources

Caine, R., Caine, G., McClintic, C., & Klimek, K. (2005). *12brain/mind learning principles in action: The fieldbook for making connections, teaching and the human brain*. Thousand Oaks, CA: Corwin Press Educational Leadership, Sept. 2006, VOL. 64

Jensen, Eric. (1998) *Teaching with the Brain in Mind*. Alexandria, VA: ASCD Press

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McREL INSTITUTE. (2005) *High-Needs Schools: What Does it Take to Beat the Odds*.

Reeves, D., (2003) *High Performance in High Poverty Schools: 90/90/90 and Beyond*. Center for Performance Assessment

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APPENDIX B

November 9, 2006

To Whom It May Concern:

We are writing in regards to Harrington's application for becoming a Beacon School. We are very excited about this opportunity! We feel we have a great school with many wonderful things happening that we'd like to see continue. Following is a list of some of the things that we now have and would like to see the Beacon program support:

***CONTINUOUS YEAR CALENDAR:** We feel that our children learn and retain so much more with this schedule. When our children come back from summer break they are ready to continue learning because it is not too long. Our children don't feel the huge change of starting again after three months of no school. Many of our Harrington families also travel frequently to Mexico and this schedule provides the opportunity without interrupting learning.

***LOOPING:** We feel that our children staying with the same teacher for two years has been great not just for our children but also for us. Our children learn so much more because community has already been built. When they come back to start a new school year they are ready to continue and aren't spending so much time trying to get to know each other and building trust. As parents, we feel more confident talking to a teacher that we already know regarding problems that may arise. We even feel confident enough to ask the teacher for help in how to support our children with work at home.

***EARLY EXCELLENCE:** Many of our parents have had the great experience attending this great program with their young children. As parents we have really learned how to be our children's first teacher and therefore our children are enrolling into school prepared. We have also learned about proper nutrition for our families. Because of Early Excellence Harrington families have built a strong and supportive community. Because of this program, we feel empowered and more comfortable being involved in the school.

***ASSESSMENT AND CURRICULUM:** We are very impressed by all of the things our children are learning. They seem to know so much more than we did at their young age. We know they are learning because of the well-explained assessment information we receive during parent/teacher conferences. We can really see where our children are succeeding and where they are struggling. We also know how much work it is to teach everything that is required and to have to then test every student and make sure they are learning. Because of this, we would also like to see smaller class sizes.

We truly feel we have a school that is great for our children and for us. Harrington makes its parents feel welcome, involved and provided for with all its resources. We are excited and thankful for your possible support.

Sincerely,
Parents United for Progress
(P.U.P.-Harrington's parent committee)