

# 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.*

**Contact Person:**

Kristin E. Waters, Principal

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**Names and roles of members applying:**

(e.g., Julie Jones, Principal; John Doe, Teacher; Jane Smith, parent)

Kristin Waters, Principal	Chrisanne LaHue, Humanities Facilitator
Cesar Cedillo, Assistant Principal	Debbie Dedrick, Humanities Facilitator
Brian Dale, Student Advisor	Laurie Shook, Science Facilitator
Taylor Betz, Math Facilitator	
Greg Ahnsbrak, DCTA Representative	

**Name of the Proposed School:**

Bruce Randolph School

**Proposed Site(s) for the School:**

Bruce Randolph School

## SECTION I ACADEMIC VISION STATEMENT

*Summarize briefly the academic program students will participate in when they attend the school. Capture in a paragraph the school's vision for a coherent and consistent program and highlight what students should know and be able to do upon completion of the program.*

The **vision** of Bruce Randolph School (BRS) is to create a collaborative, consistent, healthy learning environment where students in grades 6-12 are challenged and empowered to be lifelong learners and productive citizens in a global community. The **academic goals** are simple: to exceed the state average of achievement on the CSAP tests each spring. *All* students who enter as 9<sup>th</sup> graders will graduate in four years and will be ready to enter college, other post-secondary institutions or the workforce.

**Our Challenge 2010 Plan outlines a coherent and consistent academic program based on best practices—common vision, clear and universal expectations, careful planning and evaluation of teaching goals, and a supportive professional development environment.** Driving BRS' rigorous and systematic approach to personalized education are the following components:

- Common vision and explicit staff commitment to a school environment fully dedicated to student achievement
- An empowering operating philosophy that allows staff to focus on their part of maximizing student learning, including instituting meaningful teacher-driven professional development
- Consistent, defined academic, procedural and behavioral expectations, understood by everyone—school staff, students, parents and the community
- Rigorous curriculum with high minimum standards in knowledge, problem-solving and reasoning, with fair and credible assessments geared to standards
- Active student involvement in their own learning, including setting goals, learning self-monitoring and self-management strategies and evaluating their own efforts

The curriculum calls for all high school students to take college classes in their junior and senior years that earn credit both for high school graduation and college. The curriculum also includes grade-level study tours. High school students will also participate in student internships with local businesses, earning graduation credit and money for travel. Community engagement with parents, higher education, and the community at large is instrumental to the success of our program.

## SECTION II EDUCATION PLAN

*The Education Plan should outline the proposed school's coherent and consistent academic program, including educational philosophy, academic outcomes, instructional methods, performance assessment plan, and professional development strategy. Your school's education plan will be based on the strong foundation of curriculum, instruction and assessment established by the Denver Plan and approved by the district. Should you propose to exceed these expectations, be prepared to provide evidence that they are based on recognized best practice, aligned with the overall academic program at your school, and will lead to improved student learning. (Not to exceed 5 pages)*

- a. *Describe the proposed school's academic and operational goals (for a minimum of three years). Include broad, measurable goals as well as annual objectives and measurable benchmarks. Discuss how these goals are aligned with and/or exceed the Denver Plan.*

Bruce Randolph School's five-year goals are the following:

- BRS will provide a rigorous, articulated and engaging curricula supported by data driven instruction and consistent expectations for all students in all classes at all grade levels.
- BR students will exceed the state average of achievement demonstrated by students' CSAP scores each year.
- *All* students who have entered or will enter as 6<sup>th</sup> graders will graduate in seven years and be ready to enter college or other post-secondary institutions and/or move seamlessly into the workplace.
- BR will engage teachers and staff, students and parents, businesses, higher education and outside community members to help implement its five-year School Improvement Plan and the *Challenge 2010 Plan (2010 Plan)*.

Through its implementation of educational best practices, (grounded in rigorous curriculum), promoted by the University of Pittsburgh's Institute of Learning – common vision, clear and universal expectations, careful planning and evaluation of teaching goals and a supportive professional development environment, Bruce Randolph's *Challenge 2010 Plan* fully integrates and reflects the goals and components of the Denver Plan. The *2010 Plan* commemorates the first class that will graduate as seniors in 2010. However, it is important to note that the plan extends beyond 2010 and the goals and objectives on the following pages reflect five-year goals. On the page is a chart outlining BRS' annual academic objectives, targets, measurable benchmarks and alignment with the Denver Plan.

Bruce Randolph's academic program is grounded in **data driven instruction**, follows district initiatives and the Denver Plan. Teachers closely track student achievement using both formal and informal assessments throughout the year. As part of the Title I School Improvement Grant effort, teachers disaggregate assessment data to inform instruction.

The school uses CSAP, district Benchmark assessments, school-made quarterly exams, and weekly classroom quizzes. For example, math and language arts teachers develop, administer and score weekly quizzes, which are graded with common scoring guides. Data teams analyze results to identify areas for further and/or revised teaching and to strategically group students for targeted instruction. This data is also distributed to parents and students in weekly progress reports.

The school has also scheduled five assessment-scoring days to score Benchmark and quarterly exams and identify trends in student performance, which will allow teachers time to analyze student progress and collaborate about teaching strategies. **Ongoing evaluations** include annual student and parent evaluations of students' learning and achievement, as well as the annual school climate surveys. Year-end formal evaluations written by teachers are used to inform decisions about the next school year's ongoing, embedded professional development.

- b. *Discuss what student success means at your school. What will a successful student know and be able to do when successfully completing the academic program at your school?*

Student success at Bruce Randolph is defined on several levels. Successful students will meet all the academic standards required by each grade level as well as meet their own academic growth goals, which are created quarterly for each subject. A successful student also will demonstrate complex understanding (using systematic convergent and divergent thinking skills) and content mastery in all subject areas. Students will develop self-monitoring skills so they become more aware of, and responsible for their own learning, and ultimately become life-long learners. A successful graduate will be prepared to enter college or move seamlessly and successfully into the workplace.

*How will your proposed school incorporate preparation for college-prep high school programs, college and/or meaningful post-secondary opportunities into the education of its students?*

Bruce Randolph's curriculum plan provides a full college preparatory course of study to all of its high school students. This plan includes offering Advanced Placement classes to 11<sup>th</sup> and 12<sup>th</sup> graders as well as having all 11<sup>th</sup> and 12<sup>th</sup> grade students enroll in college classes. The team at BRS will provide academic support (e.g. tutoring, small group work) to those students who require additional support taking college coursework. The BR team will focus on creating higher education partnerships during the next two years in order to put this plan in operation by 2009.

- c. *Describe the coherent, consistent academic program at your school.*

BRS follows the DPS science and math curriculum and will use the DPS core requirements as it rolls out grades 10-12. All of BRS's classes are aligned with, and in many cases exceed, the Colorado Model Content Standards and the Denver Plan. In English, there is a strong focus on diagnosing and developing reading and writing skills in addition to understanding literature. Formal writing instruction is embedded throughout the entire course work. The English curriculum is aligned with the University

of Pittsburgh's Institute of Learning's best practices and includes: formal reading comprehension, grade level genre studies intended to enrich reading comprehension and writing. Social studies follows the DPS core curricula but also includes the use of primary source documents and the teaching of systematic questioning with a focus on cause and effect in history. BRS also plans to develop supplemental course-related opportunities, including study tours, student internships with local businesses, and college courses, which will earn credit towards graduation; all of these will align with grade-level coursework and standards.

The Bruce Randolph curriculum is based on best practices, developed at the Institute for Learning at the University of Pittsburgh. The research, outlined in Lauren Resnick's "Making America Smarter."(Education Week Century Series. 18(40), 38-40.), dispels the assumption that aptitude largely determines what people can learn in schools, Some students never get the chance to study a high-demand, high-expectation curriculum. Children who have not been taught a demanding, challenging, thinking curriculum do poorly on test of reasoning or problem-solving, confirming many people's original suspicions that they lack the talent for high-level thinking. This is particularly relevant to Bruce Randolph's population, who has typically scored low on state tests. Research has shown that when students are taught demanding content, are expected to explain and find connections as well as memorize and repeat, they learn more and learn more quickly. The curriculum is based on a core set of principles: Organize for effort; clear expectations; recognition of accomplishments; fair and credible evaluations; academic rigor in a thinking curriculum; accountable talk; socializing intelligence; and, learning as apprenticeship. This new approach to teaching and learning at Bruce Randolph is having a powerful effect; average reading and writing scores have soared with 7<sup>th</sup> graders average reading scores more than doubling; reading and writing test scores have also increased in 8<sup>th</sup> grade.

BR's instructional leadership team has defined specific instructional procedures for core content curriculum and consistent expectations for all students in all classes at all grade levels. Effective instruction will closely follow these procedures which include: opening routines for all classes, classroom instruction and workshop procedures, dismissal procedures, formatting of student papers, grading systems, timely feedback to students, and conference documentation formats. For example, English language arts is taught in reading and writing workshops, which includes instruction utilizing writer's notebook; formal weekly-writing essays; workshop writing; writing conferences; home reading program and calendar; counting words; reading letters; regular reading conferences and, reading comprehension assessment and instruction. Effective instruction incorporates constant evaluation and feedback on student progress and supports the school's vision of clear academic expectations.

- d. *Describe how the academic program aligns differentiated methods of instruction to serve the needs of all enrolled students, including students with disabilities, English Language Learner (ELL) students, and students performing at or above grade level.*

BRS's focus on instruction and professional development creates teaching strategies that are responsive and supportive to all individual learners, including students with disabilities, English Language Learners (ELL) and students performing at or above grade level. Individualized instruction is born from ongoing assessment data allowing teachers to individualize and modify assignments. Modifications might include allowing more time for a student to complete a reading assigned, or increasing the depth of research for another student.

ELL-Spanish students receive instruction and support in both English and Spanish in all core subject areas, with extensive emphasis on English acquisition in the English language arts class. Students read, write, speak, and listen in both languages in science, social studies, and math. ELL-English students are taught in regular classes. Trained teachers provide essential supports and structures to continue their English language acquisition in the rigorous curriculum. Students read, write, speak, and listen in English.

- e. *Describe how the culture/climate envisioned for your school will support a high performing community of students, faculty members, and parents.*

When one first enters the large entrance hall of Bruce Randolph School, "immaculate" is the first image that comes to mind. The school is spotless. But stroll down the halls; visit the library or a classroom, peak into the gym. Students and staff are friendly, involved in what they are doing; there is a feeling of camaraderie, excitement and focus. Bruce Randolph School is *the* model for the Denver Plan's goal to "support children in a safe, orderly and enriching environment" (Goal 3). The school imparts a culture of academic rigor, with high expectations for learning, and a deep commitment to help students succeed. School-wide consistency in academic, procedural and behavioral expectations is the norm, and supports the vision: *Focus like a laser beam on student achievement*. However, the school's goal and plan is to promote a supportive, open and collegial environment among teachers, students, parents and the larger community. The team has placed a high priority on developing a positive climate that not only encourages and supports student achievement, but also supports teachers' professional development to be the best. Teamwork and cohesion have supplanted isolation, where teachers go to their classrooms and shut the door. In response to the CDE School Improvement review, BR is working closely with its CSC (Denver Plan Goal 3; Component C) to further develop a positive school culture, identify ways to develop positive socialization of the student body. Each quarter culminates in celebratory events to recognize students who met their individual academic goals. Other celebrations involve showcasing student work, student achievements and/or student performances.

- f. *Submit a succinct 3-5 year timeline that outlines plans to develop, implement, and evaluate the academic program of the school prior to the school's opening in 2007.*

BRS intends to serve grades 6-12, adding an additional grade each year, with the goal of reaching capacity (130 per grade level) in the 2009-2010 school year. The following timeline outlines the implementation of the proposed educational program.

<b>Educational Program Objectives</b>	<b>By When</b>
Review and revise curriculum for grades 6 <sup>th</sup> – 9 <sup>th</sup> .	June 07
Initiate college partnership for dual high school/college credit.	June 07
Develop 10 <sup>th</sup> grade curricula <ul style="list-style-type: none"> <li>• Identify DPS required core courses for 10<sup>th</sup> grade</li> <li>• Identify 10<sup>th</sup> grade electives</li> <li>• Survey 9<sup>th</sup> grade students/parents for input</li> <li>• Create BR course schedule for 10<sup>th</sup> grade</li> </ul>	June 07
Review and revise curriculum for grades 6 <sup>th</sup> – 10 <sup>th</sup> .	June 08
Develop 11 <sup>th</sup> and 12 <sup>th</sup> grade programs <ul style="list-style-type: none"> <li>• Identify core classes, AP classes and electives to be offered at BR</li> <li>• Develop Executive Internship program</li> <li>• Develop travel programs for 6<sup>th</sup>-12<sup>th</sup> grades</li> <li>• Hire travel program/Executive Internship Coordinator to implement programs, fundraise, cultivate business partnerships, etc.</li> <li>• Establish college partnerships and identify what courses 11<sup>th</sup> and 12<sup>th</sup> graders can take</li> <li>• Develop transportation options for students engaged in off site college coursework, internships and community service programs</li> <li>• Create community service program</li> <li>• Pilot minimum of 10 students to participate in pilot community service program during last quarter of school year</li> <li>• Train teachers in AP courses</li> </ul>	June 08
Offer 11 <sup>th</sup> grade program	Aug. 08
Establish travel programs: <ul style="list-style-type: none"> <li>• 6<sup>th</sup> grade-local travel</li> <li>• 7<sup>th</sup> grade-state</li> <li>• 8<sup>th</sup> grade-Western region (out of state)</li> <li>• 9<sup>th</sup> national (Washington D.C.)</li> <li>• 10<sup>th</sup> Continental (Mexico or Canada)</li> <li>• 11th Europe</li> <li>• 12<sup>th</sup> To be determined- outside North America</li> <li>• Provide grade level presentations to younger grades and parents</li> </ul>	June 08  Ongoing
Increase student participation in college partnerships for 11 <sup>th</sup> and 12 <sup>th</sup> grade coursework.	June 08
Develop an after-school tutoring program.	June 08
Review and revise grades 6 <sup>th</sup> -11 <sup>th</sup> courses as needed.	June 08
Offer 12 <sup>th</sup> grade program.	Aug. 09

The school calendar is modified to include five days with no student contact, for the purpose of grading student diagnostics, quarterly assessments or final exams, updating related documents and meetings to discuss classroom instruction and observations. The school day is extended by 10 minutes to meet state requirements.

- g. Provide a calendar and daily schedule that supports the overarching mission and philosophy of the proposed school.*

See Appendix

### SECTION III LEADERSHIP AND STAFFING

*The Leadership and Staffing section should present an overview of the proposed school's leadership and staffing plans (not to exceed 3 pages). In addition to the 3 pages of narrative herein, please include job descriptions and resumes for Leadership Team members in an appendix.*

- a. *Identify the names and roles of the people serving on your proposed school's leadership team. Demonstrate the capacity of this team to effectively lead a school.*

Kristin Waters, Principal

Cesar Cedillo, Assistant Principal

Chrisanne LaHue, Humanities Facilitator

Debbie Dedrick, Humanities Facilitator

Greg Ahrnsbrak, DCTA Representative

Brain Dale, Student Advisor

Taylor Betz, Math Facilitator

Laurie Shook, Science Facilitator

This team will manage the implementation of the proposed plan by reviewing the timeline and objectives created by the CSC. This team currently meets weekly to evaluate the effectiveness of the ongoing professional development, student learning, and the targets set forth in the *2010 Plan*.

- b. *Discuss the role the leadership team will play in the development, implementation, and evaluation of the Education Plan (SECTION II). Describe how the qualifications of the leadership team members are aligned with the Education Plan.*

The leadership team is committed to investing the time necessary to consider summaries of facilitators from their work with individuals and teachers each week. All team members send agenda items to the principal prior to the weekly team meeting and the agenda is compiled. Decisions about up-coming professional development, case by case trouble shooting, and long-range planning are examples of the weekly discussions. When necessary, other staff members are invited to meetings to bring their viewpoints and perspectives. All team members are master teachers in their content areas and have a willingness to develop their leadership skills in working with adults.

- c. *If the proposed school is approved, describe how the leadership team plans to manage the school start-up process.*

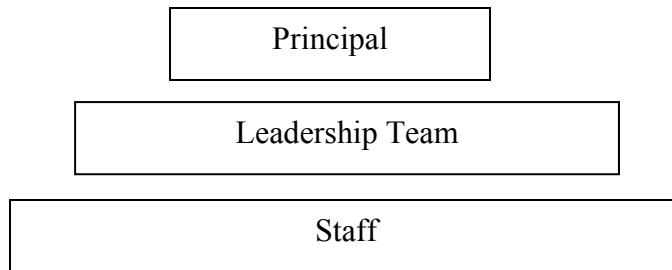
Bruce Randolph is in its second year of redesign and is completely functional.

- d. *Describe the composition of your faculty. Demonstrate how their roles are aligned with the proposed Education Plan (SECTION II). Include all personnel and the number and types of positions.*

The proposed staffing model calls for six-person grade level teams. This includes: two math and language arts teachers, one social studies, science and elective teacher. For 11<sup>th</sup> and 12<sup>th</sup> grade a Coordinator position will serve as liaison for internship, field study and community service projects. Bruce Randolph staffing also includes: one principal, six special education teachers, three ELA teachers, one Adaptive Function Center Program, five clerical staff, eight elective teachers, one Social Worker, one Librarian, two Student Advisors, two Counselors, two Assistant Principals, one Principal, five facilitators, one facility manager, one assistance facility manger and five custodial helpers.

- e. *Provide a comprehensive organizational chart showing lines of authority among school leadership staff (i.e. principal/instructional leader and other key leaders) and other staff members and faculty.*

The organizational chart below reflects the team focus of the school with the Principal at the helm as the leader, but the rest of the staff all have equal footing.



- f. *Draft a job description for a general teacher assignment at your school and any unique positions that are intended to impact student achievement at your school. Describe the fair and consistent method to be used by the leadership team to ensure that staff members make a concerted choice to work at your school.*

All teachers who wish to teach at Bruce Randolph School must agree to and make a good-faith effort to implement the guiding principles set forth in our *Challenge 2010 Plan*. These principles include creating a classroom environment that maximizes socialized learning and the use of systematic questioning to diagnose, to inform curricular decisions, and to assess student learning. Leadership team members will provide professional development for all staff members to ensure consistent implementation of sound teaching practice.

- g. *Discuss how the leadership team will collaborate with the faculty to set academic goals, develop and implement the curriculum, assess progress in meeting goals, and hold each other accountable for meeting such goals.*

The BRS Leadership Team uses the professional development model and the quarterly assessments based on systematic questioning to monitor and manage consistent delivery of high quality education to every student. Faculty members use baseline data from pretests to set student academic growth goals in collaboration with the principal. They use quarterly assessment data and content area team collaboration to assess progress towards those goals and to strategize instruction methods to meet those goals. Teachers

submit assessment results quarterly, and building wide trends are identified and discussed in professional development sessions. Collective scoring sessions allow teachers to maintain inter-rater reliability while identifying both widespread strengths and challenges common to most learners and outlying extreme challenges to individuals or small groups; both general and specific learning needs are continually addressed by the team of teachers.

All curriculum is evaluated routinely, and revised collectively by the teachers who deliver that curriculum. Facilitators run individual and collective sessions to evaluate curriculum orally and in writing, during units, after units, and at the end of the school year. Students are asked to evaluate their learning experiences after units and at the end of the year. Teacher and student evaluations are used to make decisions to revise and improve the curriculum. Furthermore, as teachers identify gaps or weaknesses, new strategies or routines might be introduced into current curriculum in order to support student learning. As teachers identify strengths or successes, ways to transfer those strengths to other areas are identified and tried.

Teachers do not “hold each other accountable” in the sense of being watchdogs on each other’s practice. Rather, teachers view themselves as part of one team responsible for the learning of every student, regardless of individual class rosters. Teachers also view each other as an extended support system to troubleshoot specific problems while collectively addressing the broader challenges. Teachers are not alone. Teachers value each other’s viewpoints and expertise, and use conversations and consultations to develop their own individual expertise. All teachers are collectively responsible for all students meeting academic growth goals.

## SECTION IV PROFESSIONAL DEVELOPMENT

*Describe the professional development program for the faculty at the proposed school and explain how this plan reinforces the Educational Plan outlined above (Not to exceed 1 page).*

- a. *Describe the skills and knowledge faculty members will be expected to demonstrate when effectively implementing the academic program at your school.*

Teachers will be able to use systematic convergent and divergent questioning in diagnosis, assessment, instructional decisions and curriculum design to create interlocking supports and to ensure success for all learners in all subjects. Additionally, teachers will develop individual expertise in our collaborative school.

- b. *Discuss how the leadership team at your school will build instructional capacity of the school's faculty using existing resources.*

Professional development occurs in multiple strands: whole staff, content area teams, grade level teams, small mixed groups, one on one consultations and one on one coaching of classroom craft. Whole staff development occurs once a month, during the first week of the month, with a broad philosophical focus around purpose or method, depending upon staff needs at the time. During the second week of the month, facilitators meet one on one with every teacher to plan and pace curriculum for the next month, and to target an individualized development focus for each, according to the broad focus of the month. These meetings take place during the school day, during the teacher's planning period. Also during the second week, content area teams meet after school to focus on how the broad philosophical point under study is applied in each different content area. During the third week, small groups, composed of multiple grades and multiple content areas, meet and discuss common themes rising out of their different classrooms, based on the focus under study. Grade level teams meet once a month on a rotation to address specific student needs, identify interventions and strategize collectively. Finally, all teachers are formally coached, including a co-planning meeting, a co-teaching experience and a debriefing conversation which identifies points for personal focus during the next period of time. All strands of staff development are designed to support and enrich all other strands. It is a holistic yet personalized approach to ongoing, job embedded staff development.

## SECTION V ENROLLMENT

*Describe the planned enrollment by grade in years one through five, including planned expansion through full enrollment for the proposed school (Not to exceed 2 pages).*

- a. *Identify the minimum and maximum enrollment for your proposed school (beginning with 2007). Discuss the grades that the school will serve starting in 2007 and for subsequent years until the school is at capacity. If the school is phasing in its program, discuss how it will do so and how other students who may be in the school in grades beyond the phasing in of the new school will be served during the transition.*

In the fall of 2007, BRS will house students in grades 6-10. Enrollment by grade level will be grade six, 130; grade seven, 130; grade eight, 190; grade nine, 130; and grade 10, 130 (710 total students). In the fall of 2008, enrollment will be 130 students in each grade, grades six – eleven (780 total students). By the 2009-2010 school year BRS total enrollment will be 910, or 130 students in each grade, grades 6-12.

As the Office of Planning and Assessment is in the process of identifying additional middle school options for the northeast neighborhood, BRS will accommodate 190 8<sup>th</sup> grade students (the current number of 7<sup>th</sup> grade students) for the 2007-2008 school year.

- b. *Explain how the proposed school will successfully market its program in order to attract and recruit a broad range of youth throughout the community it serves.*

We communicate what we provide: personalized attention to **all** learners in an intellectual climate which expects and supports the highest levels of learning. By building a learning community that knows and values every student, we remove the impersonal mark of many larger educational institutions and replace it with a safe and healthy learning environment that challenges every student every day. All parents desire this personalized attention to their child.

- c. *Describe any student recruitment activities students and parents will be asked to participate in and the purpose of those activities.*

BRS students and staff will visit feeder elementary schools to talk with incoming students and parents about the opportunities available to them at our school. Fifth grade students will visit BRS and be able to shadow sixth grade students for a day. As it is our intent to enroll the majority of our students for the seven year program in the 6<sup>th</sup> grade, our efforts will be focused on 5<sup>th</sup> grade students.

- d. *If your school proposes using a unique admissions policy, please explain what that policy entails and why it is necessary.*

As BRS will be limited to 130 slots per grade level, at the 6<sup>th</sup> grade students will be admitted through lottery. If a student wishes to transfer into Randolph after the 6<sup>th</sup> grade,

the student must have demonstrated successful previous grade level completion. A student who elects to transfer into BRS mid-year must be passing all classes with a grade of 'C' or better.

Additionally, all students wishing to transfer and his parent or guardian will be required to meet with the principal or his designee prior to acceptance into BRS. The student and parent/guardian will sign a contract agreeing to meet the academic standards set forth in the *Challenge 2010 Plan*. If the student fails to meet the rigorous academic standards, he will be put on academic probation, subject to grade level retention, and/or possible administrative transfer.

## SECTION VI COMMUNITY ENGAGEMENT

*The Community Engagement section should reflect a proven commitment and overall capacity to establish strong connections to the community wherein the proposed school will be located. (Not to exceed 2 pages)*

- a. *Describe how existing connections to outside community members/resources will contribute to the mission and success of the proposed school. Describe your understanding of the assets within said community(ies), as well as how your leadership team will utilize such assets to benefit the proposed school.*

Bruce Randolph contracted with JVA Consulting, LLC to conduct focus groups, interviews and surveys with the school community, and facilitate group meetings to learn more about the community's ideas for and concerns about the proposed program. JVA conducted focus groups and interviews with parents and students at the school as well as with prospective parents and students. Over 60 community members, including parents and students, attended one meeting to provide specific input on how the school can engage parents, community members, local businesses and community organizations. The entire Bruce Randolph faculty participated in a brainstorming session to generate ideas for how to implement the goals outlined in the *2010 Plan*, and a follow-up on-line survey provided additional information. The Collaborative School Committee (CSC) was integrally involved in the development of this proposal, meeting several times as work teams to create specific action steps to engage parents and the larger community and to meet the school's program and academic objectives. The CSC also approved the final SIG grant. Our Community Engagement Objectives were generated from these efforts (see Appendix). The CSC will continue to be involved by monitoring our progress.

- b. *Describe your leadership team's strategy to incorporate innovative external community engagement methods into the planning and ongoing operations of the proposed school, if approved.*

As indicated in our Community Engagement Objectives (see Appendix), Bruce Randolph has created specific objectives to involve community organizations, colleges and local businesses to help implement our plan. Without their participation, we will fail. Bruce Randolph has already started to engage community members, which is critical to the comprehensive academic program our school offers. We are working with Community College of Denver to establish college pathways for our students, and plan to work with local businesses to create internships for our high school students. We are partnering with Metropolitan State College in the Teacher Quality Enhancement program. Other collaborations include The Fund for Colorado's Future High Horizons program, Casa Start, Colorado Uplift, CityWild, Girls Inc, Girl Scouts, and Positive Connections.

- c. *Discuss how your school will engage parents to support the school's vision and work with the leadership team to reach its goals.*

Bruce Randolph is engaging parents on many levels already and will continue to strengthen this engagement so it becomes an inherent part of the school culture. Routine parental engagement in all aspects of students' academic development engages parents to support the school's vision. This includes written notifications of content under study, participant expectations and other academic information and quarterly achievement conferences with parents. Weekly progress reports keep parents informed of academic progress. Parents are welcome onto the open campus at any time and regularly schedule celebration events showcase students' development and success.

Bruce Randolph has recently hired a bi-lingual Parent Liaison, who is a representative from Metropolitan Organization for People (MOP). As part of our Title I School Improvement Grant, she will survey parent needs about the school and assist us in formulating a Parent Involvement Plan that addresses parent concerns, establish a vision and timeline for increasing parent involvement and how the program will sustain itself. This plan will include increased communications to students' homes and the community via monthly newsletter, an updated web site and personal phone contact with parents. As parents learn more about the school and are more involved with their students' learning, student academic achievement will increase. Several parents are members of the CSC, which is involved in the decision making for the school.

## SECTION VII SUSTAINABILITY

*Describe how the changes you propose will be enduring. Take into account both the fiscal durability of the proposed program and the long-term appropriateness of the building for your intended academic purposes.*

- a. *Discuss existing funding that your school might have to support the development and implementation of your proposed educational program.*

BRS funding sources for the 2006-2007 school year include regular and Title 1 budgets provided by DPS, bond revitalization funds, and a Colorado Department of Education Title I School Improvement Grant.

- b. *To the extent that your proposed program will require resources beyond those which are allocated to DPS schools today, identify potential sources of funding that your school may seek and for what activities those funds would be used to support.*

With the support of JVA Consulting, we are in the process of completing a five year strategic plan and a School Innovation Grant application. A Friends of Bruce Randolph Foundation has been established and we are working to identify potential sources of funding to fund student travel study tours that supplement and enrich the curriculum studied in each content area. When we establish student internships with local business, the internships will be an additional funding source for student travel.

- c. *Where do you propose to locate your school? Discuss how the proposed facility(ies) will be adequate to meet the demands of your educational program and student population now and into the future.*

BRS will continue to be located at 3955 Steele Street. As our design calls for all 11<sup>th</sup> and 12<sup>th</sup> grade students to take some or all of their classes on a college campus, our current facility will adequately house our 2009-2010 projected enrollment of 910 students.

## **APPENDIX**

- A. 2006-2007 Calendar
- B. Master Schedule
- C. Job Descriptions
  - Assistant Principal
  - Student Advisor
  - Facilitator
- D. Community Engagement Objectives

## A. 2006-2007 Calendar

August 2006 September 2006					
<b>August 2006</b> <small>SMT3</small>					
Monday Tuesday Wednesday Thursday Friday Sat/Sun					
	August 1	2	3	4	5
	8:00am CDE Review and Strategic Planning 8-3	11:00am Randolph registration 11-6:00	11:00am Randolph registration 11-6		
					6
7	8	9	10	11	12
	8:00am CMP Training	8:00am CMP Training			
					13
14	15	16	17	18	19
8:00am Coaches report to work	9:00am Plan student orientation 9-12	8:00am New Teachers to Randolph- Training 8-3	8:00am 1/2 plan 11:30am 1/2 professional	8:00am 1/2 plan 11:30am 1/2 professional	
20					
21	22	23	24	25	26
8:00am 1st day for students 8:30am Ravens Testing 6th grade only 9:00am SRI 8/21-9/22	5:30am 8:00am Ravens Testing 6th grade only 8:30am SRI 8/21-9/22 2:30pm Staff Development 2:45-4:00	8:00am Ravens Testing 6th grade only 8:30am SRI 8/21-9/22	8:00am Ravens Testing 6th grade only 8:30am SRI 8/21-9/22	8:00am Ravens Testing 6th grade only 8:30am SRI 8/21-9/22	
27					
28	29	30	31		
8:00am Ravens Ends 8:30am SRI 8/21-9/22 9:00am Benchmark Assessments Administered 2:30pm 6th grade team meeting 2:45-4:00	8:30am SRI 8/21-9/22 9:00am Benchmark Assessments 2:30pm DCTA meeting 2:45-4:00 5:30pm Back to school night 5:30-7:00	8:30am SRI 8/21-9/22 9:00am Benchmark Assessments Administered	8:30am SRI 8/21-9/22 9:00am Benchmark Assessments Administered		

# September 2006

Monday Tuesday Wednesday Thursday Friday Sat/Sun

				September 1	2
				8:00am NO STUDENTS- Scoring Day 9:00am Score Benchmark Assessments	
					3
4	5	6	7	8	9
8:00am NO School	8:30am SRI 8/21-9/22 2:30pm PD Whole Faculty 2:45-4:00	8:00am Goal setting Day 8:30am SRI 8/21-9/22	8:00am Goal setting day 8:30am SRI 8/21-9/22	8:30am SRI 8/21-9/22	
10					
11	12	13	14	15	16
8:30am SRI 8/21-9/22 2:30pm 7th grade team meeting 2:45-4:00 3:00pm 1 on 1 with Facilitators	7:30am 1 on 1 with Facilitators 8:30am SRI 8/21-9/22 2:30pm Math, Literacy, Science team 3:00pm 1 on 1 with Facilitators	7:30am 1 on 1 with Facilitators 8:00am Goals printed for students 8:30am SRI 8/21-9/22 2:30pm 1 on 1 with 2:30pm Staffing team meeting	7:30am 1 on 1 with Facilitators 8:30am SRI 8/21-9/22 2:30pm Social Studies, Elective team meeting 3:00pm 1 on 1 with Facilitators	7:30am 1 on 1 with Facilitators 8:30am SRI 8/21-9/22 2:30pm 1 on 1 with Facilitators	
17					
18					
18	19	20	21	22	23
8:00am Zoo at Bruce 7th grade science 8:30am SRI 8/21-9/22 2:30pm 8th grade team meeting 2:45-4:00	8:30am SRI 8/21-9/22 2:30pm PD small groups 2:45-4:00	8:30am SRI 8/21-9/22 2:30pm Special ed team meeting	8:30am SRI 8/21-9/22 9:00am Zoo at Bruce 7th grade science	9:00am Zoo at Bruce 7th grade science	
24					
25					
25	26	27	28	29	30
2:30pm 9th grade team meeting 2:45-4:00	2:30pm DCTA meeting 2:45-4:00	9:00am 9-1:15 7th grade science at zoo 2:30pm Staffing team meeting	9:00am 9-1:15 7th grade science at zoo	9:00am 9-1:15 7th grade science at zoo	

# October 2006

SMT\TFSSMTWTFS

Monday Tuesday Wednesday Thursday Friday Sat/Sun

					October 1
2	3	4	5	6	7
7:00am 7:20-8:12 Learning walks 9:00am 9-1:15 7th grade 1:30pm 1:38-2:25 Learning 2:30pm 6th grade team	9:00am 9:05-9:52 Learning walks 2:30pm PD whole faculty 2:45-4:00	8:00am Perfect reading calendar recognition 8:30am 8:15-9:02 Learning 10:00am 9:55-10:42 Learning 2:30pm Special ed team	9:00am 9-1:15 7th grade science at zoo 10:30am 10:45-11:32 Learning walks 12:30pm 12:48-1:35 Learning	9:00am 9-1:15 7th grade science at zoo 11:30am 11:35-12:45 Learning walks	
9	10	11	12	13	14
2:30pm 7th grade team meeting 2:45-4:00 3:00pm 1 on 1 with Facilitator	8:00am Assessment Day 2:30pm Math Literacy, Science team meetings 2:45-4:00 3:00pm 1 on 1 with Facilitator	8:00am Assessment Day 3:00pm 1 on 1 with Facilitator 3:00pm Staffing team meeting	8:00am Assessment Day 2:30pm Elective and Social Studies team meet 3:00pm 1 on 1 with Facilitator	8:00am NO STUDENTS End of 1st quarter 8:30am Scoring Day 3:00pm 1 on 1 with Facilitator	
15					
16	17	18	19	20	21
8:00am Teachers sign 1st quarter goals 2:30pm 8th grade team meeting 2:45-4:00	8:00am Teachers sign 1st quarter goals 8:30am 9th Grade College visits 2:30pm PD small groups	8:00am Teachers sign 1st quarter goals 8:30am 9th Grade College visits 2:30pm Special ed team	8:00am Teachers sign 1st quarter goals 8:30am 9th Grade College visits	8:00am Goal celebration for 1st quarter	
22					
23	24	25	26	27	28
2:30pm 9th grade team meeting 2:45-4:00	2:30pm DCTA meeting 2:45-4:00	8:00am Goal setting day 2:30pm Staffing team meeting	8:00am Goal setting day	8:00am NO STUDENTS 8:30am Parent/Teacher conferences	
29					
30	31				

# November 2006

Monday Tuesday Wednesday Thursday Friday Sat/Sun

		November 1	2	3	
		2:30pm Special ed team meeting		8:00am Goals printed for students 8:30am Perfect reading calendar recognition	
					5
6	7	8	9	10	11
8:00am HS Benchmark Assessments 2:30pm 6th grade team meeting 2:45-4:00	8:00am HS Benchmark Assessments 2:30pm PD whole faculty 2:45-4:00	8:00am HS Benchmark Assessments 9:00am 6th grade field trip CiCis 9:40-12:00 2:30pm Staffing team meeting	8:30am HS Benchmark Assessments 9:30am 6th grade field trip CiCis 9:40-12:00	8:00am NO SCHOOL 8:30am HS Benchmark Assessments	
12					
13	14	15	16	17	18
8:30am HS Benchmark Assessments 2:30pm 7th grade team meeting 2:45-4:00 3:00pm 1 on 1 with Facilitator	8:30am HS Benchmark Assessments 2:30pm Math, Literacy, Science team meetings 2:45-4:00 3:00pm 1 on 1 with Facilitator	7:30am Dentist 8:30am HS Benchmark Assessments 2:30pm Special ed team meeting 3:00pm 1 on 1 with Facilitator	8:30am HS Benchmark Assessments 2:30pm Elective, Social Studies team meetings 2:45-4:00 3:00pm 1 on 1 with Facilitator	8:00am Testing HS Scoring Benchmark 3:00pm 1 on 1 with Facilitator	
19					
20	21	22	23	24	25
2:30pm 8th grade team meeting 2:45-4:00	2:30pm PD small groups 2:45-4:00	8:00am NO School Thanksgiving Break 2:30pm Staffing team meeting	8:00am NO School Thanksgiving Break	8:00am NO School Thanksgiving Break	
26					
27	28	29	30		
8:00am Benchmark Assessments 9:30am Keystone 9th grade science 1/2 Mon-Wed 1/2 Wed-Friday	8:00am Keystone 9th grade science 1/2 Mon-Wed 1/2 Wed-Friday 8:30am Benchmark Assessments 2:30pm DCTA meeting 2:45-4:00	8:00am Keystone 9th grade science 1/2 Mon-Wed 1/2 Wed-Friday 8:30am Benchmark Assessments 2:30pm Special ed team meeting	8:00am Keystone 9th grade science 1/2 Mon-Wed 1/2 Wed-Friday 8:30am Benchmark Assessments 6:00pm Parent meeting 6:00-8:00 cafeteria		

# December 2006

Monday Tuesday Wednesday Thursday Friday Sat/Sun

				December 1	2
				8:00am Keystone 9th grade science 1/2 Mon-Wed 1/2 Wed-Friday 8:30am Benchmark Assessments	
					3
4	5	6	7	8	9
8:00am 8:15-9:02 Learning walks 8:30am Benchmark Assessments 9:30am 9:55-10:42 Learning 2:30pm 6th grade team 3:00pm 9th grade team	7:30am 7:20-8:12 Learning walks 8:00am Benchmark Assessments 8:30am HOPE scholarship 12:30pm 12:48-1:35 Learning 2:30pm PD whole faculty	7:30am Choir rehearsal 7:20-9:52 8:00am Perfect reading 8:30am Benchmark 9:00am 9:05-9:52 Learning 1:30pm 1:38-2:25 Learning 2:30pm Special ed team	8:30am Benchmark Assessments 10:30am 10:45-11:55 Learning walks 7:00pm Concert at 7:00 students arrive at 6:00	8:30am Benchmark Returned 11:30am 11:35-12:45 Learning walks	
10					
11					
11	12	13	14	15	16
2:30pm 7th grade team meeting retention 2:45-4:00	8:00am Assessment Day 2:30pm Math, Literacy, Science team meetings 2:45-4:00	8:00am Assessment Day 2:30pm Staffing team meeting	8:00am Assessment Day 2:30pm Elective, Social Studies team meeting 2:45-4:00 6:00pm Parent meeting 6:00-8:00 cafeteria	7:00am secondary magnet program application deadline 8:00am NO STUDENTS Scoring Day	
17					
18					
18	19	20	21	22	23
8:00am Teachers sign 2nd quarter goals 2:30pm 8th grade team meeting retention 2:45-4:00	7:30am RIF for 6th/8th grade 8:00am Teachers sign 2nd quarter goals 2:30pm PD Small Groups 2:45-4:00	7:00am Grades are to be input in IC by the end of day 7:30am RIF for 7th/9th grade and ELA students 8:00am Teachers sign 2nd 2:30pm Special ed team 3:00pm Group Faculty	7:30am Second quarter goal celebration 8:00am End 1st semester 8:30am HOPE Awards assembly grades 6,7, and 8	8:00am Winter Break	
24					
25					
25	26	27	28	29	30
8:00am Winter Break	8:00am Winter Break	8:00am Winter Break	8:00am Winter Break	8:00am Winter Break	

January 2007 February 2007

# January 2007

Monday Tuesday Wednesday Thursday Friday Sat/Sun

January 1, 2007	2	3	4	5	6
8:00am Winter Break	8:00am Winter Break	8:00am Winter Break	8:00am Winter Break	8:00am Winter Break	
7					
8	9	10	11	12	13
7:00am No Students 7:30am 1/2 professional 8:30am 1st Round Choice 11:00am 1/2 plan	8:30am 1st Round Choice 2:30pm PD whole faculty 2:45-4:00	7:00am Fixed assets inventory 8:30am 1st Round Choice 2:30pm Staffing team meeting	8:00am Goal setting third quarter 8:30am 1st Round Choice	8:00am Goal setting third quarter 8:30am 1st Round Choice	
15					
15	16	17	18	19	20
8:00am NO SCHOOL 8:30am 1st Round Choice	8:30am CELA Assessments 9:00am 1st Round Choice 2:30pm Math, Literacy, Science team meetings 2:45-4:00 3:00pm 1 on 1 with Facilitators	8:00am 1st Round Choice 8:30am CELA Assessments 2:30pm Special ed team meeting 2:30pm 1 on 1 with Facilitators 5:00pm honor roll awards	7:30am 1st Round Choice 8:00am Perfect reading calendar recognition 8:30am CELA Assessments 2:30pm Elective, Social Studies team 3:00pm 1 on 1 with	7:30am 1st Round Choice 8:00am Goals printed for students 8:30am CELA Assessments 2:30pm 1 on 1 with Facilitators	
21					
22					
22	23	24	25	26	27
7:30am 1st Round Choice 8:30am CELA Assessments 10:30am 10:45-11:55 Learning walks 1:30pm 1:38-2:25 Learning walks 2:30pm 9th grade team	7:30am 1st Round Choice 8:00am 8:15-9:52 Learning walks 8:30am CELA Assessments 2:30pm PD small group meetings 2:45-4:00	7:30am 1st Round Choice 8:30am CELA Assessments 12:30pm 12:48-1:35 Learning walks 2:30pm Staffing team meeting	7:00am 1st Round Choice 7:30am 7:20-8:12 Learning walks 8:30am CELA Assessments 11:30am 11:35-12:45 Learning walks	7:00am 1st Round Choice 8:30am CELA Assessments 9:30am 9:55-10:42 Learning walks	
28					
29					
29	30	31			
7:00am 1st Round Choice 8:30am CELA Assessments 2:30pm 6th grade team meetings 2:45-4:00	7:00am 1st Round Choice 8:30am CELA Assessments 2:30pm DCTA meeting 2:45-4:00	7:00am 1st Round Choice 7:30am RIF for 6th/8th grade 8:30am CELA			

		Assessments 2:30pm Special ed team meeting			
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# February 2007 <sup>s</sup>

Monday Tuesday Wednesday Thursday Friday Sat/Sun

			February 1	2	3
			7:00am 1st Round Choice 7:30am RIF for 7th/9th grade and ELA	7:00am 1st Round Choice	
					4
5	6	7	8	9	10
7:00am 1st Round Choice 8:30am CELA Assessments 2:30pm 7th grade team meeting 2:45-4:00	7:00am 1st Round Choice 8:30am CELA Assessments 2:30pm PD whole faculty 2:45-4:00	7:00am 1st Round Choice 8:00am perfect reading calendar recognition 8:30am CELA Assessments 2:30pm Special ed team meeting	7:00am 1st Round Choice 8:30am CELA Assessments	7:00am 1st Round Choice 8:30am CELA Assessments	
11					
12	13	14	15	16	17
7:00am 1st Round Choice 8:30am CELA Assessments 2:30pm 8th grade team meeting 2:45-4:00 3:00pm 1 on 1 with Facilitators	7:00am 1st Round Choice 8:30am CELA Assessments 2:30pm Math, Literacy, Science team meetings 2:45-4:00 3:00pm 1 on 1 with Facilitators	7:00am 1st Round Choice 8:30am CELA Assessments 9:30am NAEP Test 2:30pm 1 on 1 with Facilitators 2:30pm Staffing team meeting	7:00am 1st Round Choice 8:30am CELA Assessments 2:30pm Elective, Social Studies team meetings 2:45-4:00 3:00pm 1 on 1 with Facilitators	7:00am 1st Round Choice 8:00am CELA Ends 2:30pm 1 on 1 with Facilitators	
18					
19	20	21	22	23	24
7:00am 1st Round Choice 8:00am NO SCHOOL	7:00am 1st Round Choice 8:00am No Students 8:30am Parent/teacher conferences	7:00am 1st Round Choice 8:00am Assessment Day 2:30pm Special ed team meeting	7:00am 1st Round Choice 8:00am Assessment Day	7:00am 1st Round Choice 8:00am Assessment Day	
25					
26	27	28			
7:00am 1st Round Choice 7:30am No Students 8:00am Scoring Day 2:30pm 9th grade team meeting 2:45-4:00	7:00am 1st Round Choice 2:30pm DCTA meeting 2:45-4:00	7:00am 1st Round Choice 7:30am Concert rehearsal 7:20-9:52 2:30pm Staffing team meeting			

March 2007 April 2007

# March 2007

Monday Tuesday Wednesday Thursday Friday Sat/Sun

			March 1	2	3
			6:00pm 6:00 Concert Dinner 7:00pm 7:00 Concert	8:00am Perfect reading calendar recognition	
5	6	7	8	9	10
2:30pm 6th grade team meeting 2:45-4:00 CSAP	8:00am CSAP Testing 2:30pm PD whole faculty 2:45-4:00	8:00am CSAP Testing 2:30pm Special ed team meeting	8:00am CSAP Testing	8:00am End third quarter	
11					
12	13	14	15	16	17
_____		Secondary Magnet acceptance	letters sent out		
2:30pm 7th grade team meeting 2:45-4:00 CSAP Curr Meeting 3:00pm 1 on 1 with Facilitators	8:00am CSAP Testing 2:30pm Math, Literacy, Science team meeting 2:45-4:00 3:00pm 1 on 1 with Facilitators	8:00am CSAP Testing 2:30pm Staffing team meeting 2:30pm 1 on 1 with Facilitators	8:00am CSAP Testing 2:30pm Elective, Social Studies team meetings 2:45-4:00 3:00pm 1 on 1 with Facilitators	7:30am Grades are due in IC by end of day 2:30pm 1 on 1 with Facilitators	
18					
Secondary Magnet acceptance let					
19	20	21	22	23	24
Secondary Magnet acceptance le	8:00am Teachers sign 3rd quarter goals 8:30am CSAP Make-ups 2:30pm PD Small groups 2:45-4:00 4:30pm Parent/Teacher conferences	7:30am RIF for 6th/8th grade 8:00am Teachers sign 3rd quarter goals 8:30am CSAP Make- ups 2:30pm Special ed team meeting	7:30am RIF for 7th/9th grade and ELA 8:00am Teachers sign 3rd quarter goals 8:30am CSAP Make- ups	7:00am Parents must respond to the acceptance letter by the end of the day 8:00am 3rd quarter goal celebration 8:30am CSAP Make-ups	
8:00am Teachers sign 3rd quarter goals 8:30am CSAP Make-ups 2:30pm 8th grade team meeting 2:45-4:00 CSAP					
25					
26	27	28	29	30	31
8:00am Spring Break	8:00am Spring Break	8:00am Spring Break	8:00am Spring Break	8:00am Spring Break	



# April 2007 SMV13

Monday Tuesday Wednesday Thursday Friday Sat/Sun

					April 1
2	3	4	5	6	7
2:30pm 9th grade team meeting 2:45-4:00	2:30pm PD whole faculty 2:45-4:00	8:00am Perfect calendar recognition 2:30pm Special ed team meeting	8:00am Set 4th quarter goals 5:00pm Honor roll awards	7:00am Acceptance list in to Magnet school due to SOCO 8:00am Set 4th quarter goals	
8					
9	10	11	12	13	14
8:00am SRI 4/9-5/11 2:30pm 6th grade team meeting 2:45-4:00 3:00pm 1 on 1 with Facilitators	7:30am Vision/Hearing Screening 8:00am SRI 4/9-5/11 2:30pm Math, Literacy, 3:00pm 1 on 1 with	7:30am Vision/hearing 8:00am Print goals for 8:30am SRI 4/9-5/11 2:30pm 1 on 1 with 2:30pm Staffing team	7:30am Vision/hearing Screening 8:00am SRI 4/9-5/11 2:30pm Elective, Social 3:00pm 1 on 1 with	7:30am Vision/hearing Screening 8:00am SRI 4/9-5/11 2:30pm 1 on 1 with Facilitators	
15					
16	17	18	19	20	21
7:00am Professional Day 8:00am NO Students	8:00am SRI 4/9-5/11 2:30pm PD small groups 2:45-4:00	7:30am Career Fair 7:45-10:45 8:00am SRI 4/9-5/11 2:30pm Special ed team meeting	8:00am SRI 4/9-5/11 8:30am 7th grade field trip	8:00am SRI 4/9-5/11 8:30am 6th Grade Field Trip	
22					
23	24	25	26	27	28
7:30am SRI 4/9-5/11 8:00am 8:15-9:02 Learning 8:30am 8th Grade Trip . 11:30am 11:35-12:45 Learning More Items...	7:30am 7:20-8:12 Learning 8:00am SRI 4/9-5/11 8:30am 8th Grade Trip . 9:00am 9th Grade College More Items...	8:00am SRI 4/9-5/11 8:30am 8th Grade Trip . 9:00am 9th Grade College 12:30pm 12:48-1:35 Learning 2:30pm Staffing team	8:00am SRI 4/9-5/11 8:30am 8th Grade Trip . 9:00am 9th Grade College visits 9:30am 9:55-10:42 Learning	8:00am SRI 4/9-5/11 9:00am 9:05-9:52 Learning walks	
29					
30					
8:00am SRI 4/9-5/11 8:30am Benchmark Assessments 2:30pm 8th grade team meeting 2:45-4:00					

# May 2007

SMT3 SMTWT

Monday Tuesday Wednesday Thursday Friday Sat/Sun

	May 1	2	3	4	5
	8:00am SRI 4/9-5/11 8:30am Benchmark Assessments 2:30pm PD whole group meeting 2:45-4:00	8:00am SRI 4/9-5/11 8:30am Benchmark Assessments 2:30pm Special ed team meeting	7:30am Benchmark Assessments 8:00am SRI 4/9-5/11 8:30am HOPE judging	8:00am Perfect reading calendar recognition 8:30am SRI 4/9-5/11 9:00am Benchmark Assessments	
					6
7	8	9	10	11	12
8:00am SRI 4/9-5/11 8:30am Benchmark Assessments 2:30pm 9th grade team meeting 2:45-4:00 3:00pm 1 on 1 with Facilitators	8:00am SRI 4/9-5/11 8:30am Benchmark Assessments 2:30pm Math, Literacy, Science team 3:00pm 1 on 1 with Facilitators	8:00am SRI 4/9-5/11 8:30am Benchmark Assessments 2:30pm 1 on 1 with Facilitators 2:30pm Staffing team meeting	8:00am SRI 4/9-5/11 8:30am Benchmark Assessments 2:30pm Elective, Social Studies team 3:00pm 1 on 1 with Facilitators	8:00am SRI 4/9-5/11 8:30am Benchmark Assessments 2:30pm 1 on 1 with Facilitators	
13					
14	15	16	17	18	19
	2:30pm PD small groups 2:45-4:00	7:30am 7:20-9:52 Concert rehearsal 2:30pm Special ed team meeting	7:00pm 7:00 Concert	8:30am HOPE awards assembly grades 6,7, and 8	
					20
21	22	23	24	25	26
8:00am Assessment day	8:00am Assessment day 2:30pm DCTA 2:45-4:00	8:00am Assessment day 2:30pm Staffing team meeting	8:00am Field Day	7:00am No Students 8:00am Scoring Day	
27					
28	29	30	31		
8:00am NO SCHOOL	8:00am Grades are due in IC by end of day 5:00pm Continuation	8:00am Last Day of School Students 1/2 day 11:30am 1/2 day planning			

## **B. Master Schedule**

**2006 - 2007 BRUCE RANDOLPH MASTER SCHEDULE**

Mins				52	47	47	47	20	47	20	47	20	47	47
<b>TIME 6/9th</b>				7:20 - 8:12	8:15 - 9:02	9:05 - 9:52	9:55 - 10:42	10:45 - 11:05	11:08 - 11:55		11:58 - 12:45		12:48 - 1:35	1:38 - 2:25
<b>TIME 7th</b>				7:20 - 8:12	8:15 - 9:02	9:05 - 9:52	9:55 - 10:42		10:45 - 11:32	11:35 - 11:55	11:58 - 12:45		12:48 - 1:35	1:38 - 2:25
<b>TIME 8th</b>				7:20 - 8:12	8:15 - 9:02	9:05 - 9:52	9:55 - 10:42		10:45 - 11:32		11:35 - 12:22	12:25 - 12:45	12:48 - 1:35	1:38 - 2:25
<b>TCHR</b>	<b>Subject</b>	<b>Room</b>	<b>GR</b>	<b>Period 1</b>	<b>Period 2</b>	<b>Period 3</b>	<b>Period 4</b>	<b>6/9th Lunch</b>	<b>Period 5</b>	<b>7th Lunch</b>	<b>Period 6</b>	<b>8th Lunch</b>	<b>Period 7</b>	<b>Period 8</b>
Christine Whitteker	LA	B201	6	Studio Block - A		Studio Block - B		S Lch	LA Skills 6-A	Lunch		Plan	Plan	
Mary Sam	LA	B203	6	Studio Block - D		Plan	Lunch	S Lch	LA Skills 6-B	Studio Block - C		Plan		
KamiJo Brindle	LA	B204	7	Studio Block - A		LA Skills (HIGH) 7-A	Plan		Lunch	S Lch	Plan	Studio Block - E		
Allyson McGraw	LA	B202	7	Plan	Plan	LA Skills (LOW) 7-B	Studio Block - B		S Lch	Lunch	Studio Block - C			
Susan Patten	LA	A214	7	Studio Block - D		LA Skills 7-C	Studio Block - F		S Lch	Lunch	Plan	Plan		
Kathryn Mood	LA	A213	8	Plan	Plan	Studio Block - C		LA Skills 6-C	Lunch	S Lch	Studio Block - D			
Cathy Burger	LA	A212	8	Plan	Plan	Studio Block - A		Lunch	Studio Block 8 - B	Studio Block - E				
Johanna Sleichter	LA	A112	9	Plan	Plan	Studio Block - 9 A	S Lch	LA Skills 6-D (HIGH)	Studio Block - 9-C		Lunch			
Valeri Kershaw	LA	A111	9	Studio Block - 9-D		Plan	Plan	S Lch	Studio Block 8 - B	Studio Block - 9-B		Lunch		
Chrisanne Lahue	L/Fac	C212		Coach	Coach	Coach		Studio Block - F-8	S Lch	Coach	Lunch			
Debbie Dedrick	L/Fac	C212		Coach	Coach	Studio Block - 8-G		Coach	Coach	Coach	Lunch			
Mike Krannawitter	ela-s LA	B111	6/7/8/9	LA Block 6/7/8		Plan	Plan	S Lch	LA Skills ELA-S 8/9	Lunch	LA Block 9			
Patrick Millican	Math	A201	6	CMP Math Block - B		CMP Math Block - A		S Lch	Lunch	CMP Math - D-6	Plan	Plan		
Emily Smith	Math	A211	6/7	CMP Math Block - C-6		Plan	CMP Math Block - A (7th Grade)		S Lch	Lunch	Math Skills - D-6	Plan		
Lindsey Gaszczynski	Math	A202	7	CMP Math Block - B		Plan	CMP Math - E		Plan	S Lch	Lunch	CMP Math Block - D		
Glen Muller	Math	A204	7	CMP Math Block - C		Plan	Plan	Math Skills -E	S Lch	Lunch	CMP Math Block - F			
Karen Moore-Grinnell	Math	A102	8	Plan	Plan	CMP Math Block - D		CMP Math Block - A		S Lch	CMP Math -C	Lunch		
Angie Atwood	Math	A103	8	Plan	Plan	CMP Math Block - B		CMP Math Block - E		S Lch	Lunch	Math Skills - C		
Amy Westman	Math	A203	8/9	Plan	Math Skills - C (9th) + ELA-S (9th)	CMP Math Block - F-8		CMP Math Block - G-8		S Lch	Lunch	Plan		
Molly (Jamison)	Math	A104	9	CMP Math -	Plan	CMP Math Block - B	S	Lunch	CMP Math Block - A	Plan				

<b>Little</b>				C (9th) + ELA-S (9th)				Lunch					
<b>Taylor Betz</b>	M/Fac	C209		Plan		CMP Math Block - D - 9		S Lnch	Lunch	Coach	Coach	Coach	
<b>Carlos Rivera</b>	ela-s math	B207	6,7,8	Plan	Plan	6,7,8 ela-s / ELECTIVE 7-D	ELA-S 6/7/8-S Science	S Lnch	Lunch	DUTY (assist science 9-S)		Math Block 6/7/8-S	
<b>Doug Moehle</b>	Soc St	B213	6/8	Plan	Plan	C - 6	D - 6	S Lnch	Lunch	B - 6	A - 6	B - 8	
<b>Ross Burns</b>	Soc St	B212	7	E	F	Plan	Plan		C	S Lnch	Lunch	A	B
<b>Lisa Modica</b>	Soc St	B214	7/8	Plan	Plan	Lunch	D - 7		C - 8	D - 8	S Lnch	F - 8	G - 8
<b>Brent Price</b>	Soc St	A113	8/9	Geography B - 9	Geography A - 9	Geography C - 9	E - 8		Lunch	Geography D - 9	Plan	Plan	
<b>Gary Martinez</b>	ela-s SS	B211	6/7/8/9	Elective 8-B	Elective 8-A	Plan	SS 9	S Lnch	Lunch	SS 6/7/8	A - 8	Plan	
<b>Rebecca Singer</b>	Science	A209	6/8	Plan	Plan	D - 6	C - 6	S Lnch	Lunch	A - 6	B - 6	A - 8	
<b>Lisa Yemma</b>	Science	A207	7	F	Plan	Plan	C		D - 7	Plan	B	A	
<b>Theodore Wiatr</b>	Science	A109	7/8	Plan	Elective/Skills 8-E	E-8 (Reg)	Plan		D - 8	C - 8	S Lnch	B - 8	Lunch
<b>Margaret Bobb</b>	Science	A107	8/9	Earth Science A - 9	Earth Science B - 9	Plan	Earth Science C - 9	S Lnch	Lunch	Plan	Earth Science D - 9 (Reg)	F - 8 (Reg)	
<b>Virginia Delgado</b>	ela-s sci	B209						S Lnch		Earth Science 9-S	G - 8 (Reg)		
<b>Laurie Shook</b>	Sci/Fac	C209	7/8	8 - F Elective	E - 7								
<b>Jill Dreier</b>	SPED	A218	7/8										
<b>Janelle May</b>	SPED	B218	6/7										
<b>Molly McClellan</b>	SPED	A124	8/9										Reading (9th)
<b>Kathleen Kilday</b>	A/F	A101		Language Arts Block		Literacy Skills	Adaptive PE	S Lnch	Math Block		Daily Living Skills		
<b>Tim Lloyd</b>	ED	A114		Language Arts Block		Math Block		S Lnch	Literacy Skills	Science	Social Studies	Affective Ed	
<b>Donna Golston</b>	CO Uplift	B108											9-D

				52	47	47	47	20	47	20	47	20	47	47
<b>Mins</b>				7:20 - 8:12	8:15 - 9:02	9:05 - 9:52	9:55 - 10:42	10:45 - 11:05	11:08 - 11:55		11:58 - 12:45		12:48 - 1:35	1:38 - 2:25
<b>TIME 6th</b>				7:20 - 8:12	8:15 - 9:02	9:05 - 9:52	9:55 - 10:42		10:45 - 11:32	11:35 - 11:55	11:58 - 12:45		12:48 - 1:35	1:38 - 2:25
<b>TIME 7th</b>				7:20 - 8:12	8:15 - 9:02	9:05 - 9:52	9:55 - 10:42		10:45 - 11:32		11:35 - 12:22	12:25 - 12:45	12:48 - 1:35	1:38 - 2:25
<b>TIME 8th</b>				7:20 - 8:12	8:15 - 9:02	9:05 - 9:52	9:55 - 10:42		10:45 - 11:32		11:35 - 12:22	12:25 - 12:45	12:48 - 1:35	1:38 - 2:25
<b>TCHR</b>	<b>Subject</b>	<b>Room</b>	<b>GR</b>	<b>Period 1</b>	<b>Period 2</b>	<b>Period 3</b>	<b>Period 4</b>	<b>6/9th Lunch</b>	<b>Period 5</b>	<b>7th Lunch</b>	<b>Period 6</b>	<b>8th Lunch</b>	<b>Period 7</b>	<b>Period 8</b>
<b>Greg Ahrnsbrak</b>	PE	Gym		8-C / 8-B	8-G / 8-E	Plan	Plan		9-D yr		7-F / 7-A		Lunch	9-B yr
<b>Jen Sculley</b>	PE	Gym		8-D / 8-F	8-F / 8-D	Plan	Plan		9-C yr		7-E / 7-C		Lunch	9-A yr
<b>Ted Tessendorf</b>	Art	B105		8-E / 8-D	8-B / 8-F	7-D / 7-F	Plan		Plan		7-A / 7-E		Lunch	6-A 9 wk wheel
<b>Andrew Levasseur</b>	Music	D101		8-A yr	8-C yr	7-E yr	Plan		Plan		7-B Yr		Lunch	6-B 9 wk wheel
<b>Charlene Simms</b>	Lib/Media	Library												6-C 9 wk wheel
<b>Michael Pacello</b>	Compute	B114		Plan	8-D / 8-G	7-F / 6,7,8 ela-s	Plan		9-A yr		7-C / 7-D		Lunch	6-D 9 wk wheel
<b>David Szumilowski</b>	FrnLang	B124		8-G French	Plan	9-ela-s+ French	Plan		9-B Spanish yr		7-D / 7-F		Lunch	9-C French yr
				8-B / 8-E G.Martinez	8-E / 8-B Wiatr	7-A Skills/ Brindle			6-A Skills/ Whitteker					9-D uplift
				8-F / 8-C Elective/Skills Shook	8-A Skills/ Sleichter	7-B Skills/ McGraw			6-B Skills/ Sam					
						7-C Skills/ Patten			6-C Skills/ Mood					
									6-D Skills/ Johnston					
						6,7,8 ela-s/7-D Rivera								
<i>Support Staff</i>														
<b>Charlene Simms</b>	Library	C-202												Intro Lib Sci
<b>Brian Dale</b>	S/Advise	C-116B												
<b>Virginia Delgado</b>	S/Advise	C-116A												
<b>Helen Wright</b>	Nurse	SBHC												
<b>Rose Smith</b>	Soc. Wkr	C-151		<b>9 Week Keyboarding Wheel</b>						<b>1st 9 wks</b>	<b>2nd 9 wks</b>	<b>3rd 9 wks</b>	<b>4th 9 wks</b>	
<b>Donna Golson</b>	Uplift	B-108		1) Exploratory Art						A	D	C	B	
<b>Dennis McCarthy</b>	Psych	C-115		2) Exploratory Music						B	A	D	C	
	Speech	C-115		3) Exploratory Library Skills						C	B	A	D	
				4) Keyboarding						D	C	B	A	
<b>Alex</b>	Catch-up	A-224												
<b>Catherine Dean</b>	Pass Rm													
<b>Sara Gunderson</b>	CasaStart	B-102 B-103												

## C. JOB DESCRIPTIONS

### **Assistant Principal**

DPS job description

### **Student Advisor**

DPS job description

### **Facilitator**

The qualified candidate will have successful experience in a content area and participate in the following:

- One-on-one consultation with teachers to place and plan curriculum
- Formal coaching cycle (plan, co-teach, debrief) with all teachers
- Plan and facilitate content area meetings
- Facilitate mixed, small-group professional development
- Contribute to the planning and co-facilitation of whole group professional development
- Maintain coaching notes and teacher conference end notes to be shared with both the teacher and principal
- Plan, implement, monitor, and support on-going school professional development
- Create year-long schedules (professional development, orientation, after-school detention and discipline, etc.)
- Coordinate after-school BRS student teacher assistant program, including the training and supervision of student workers
- Participate in weekly (or as frequently as needed) leadership team meetings

### D. Community Engagement Objectives

<b>COMMUNITY INVOLVEMENT OBJECTIVES Objectives Years 1-5 (2007-2012)</b>	<b>Benchmark</b>	<b>Who</b>	<b>By When</b>
1. Parents will demonstrate increased knowledge of student performance* <ul style="list-style-type: none"> <li>• Send weekly progress reports and letters home in both English and Spanish</li> <li>• Teachers will return all phone calls to parents within 24 hours</li> </ul>	Parent survey Student/parent interviews	School and parents	Annually
2. Parents demonstrate increased knowledge of Bruce Randolph activities* <ul style="list-style-type: none"> <li>• Send home school bulletins/calendar with all upcoming events in English and Spanish; create e-mail version to share with appropriate parents</li> <li>• Share Challenge 2010 plan with parents through Back-to-School Night and parent/teacher conferences</li> <li>• Offer parent nights to update on school activities</li> </ul>	Parent survey Parent interviews via students	School, parent liaison, parents	Annually Biannual parent nights
3. Parents and students demonstrate improved communication regarding academic performance and Bruce Randolph activities* <ul style="list-style-type: none"> <li>• Provide workshop to parents and students at Back-to-School Night to explain how to use the student planner, communicate with students and communicate with teachers (parent/teacher conferences, e-mail, voice mail, etc.)</li> </ul>	Post evaluation	Staff, parents and students	At the end of the class
4. Parents increase engagement in activities at Bruce Randolph* <ul style="list-style-type: none"> <li>• School will encourage parents to participate in at least one activity each year and will offer a menu of opportunities at Back-to-School Night and at parent/teacher conferences. Activities include: attending awards celebrations, signing reading calendars, signing grades, helping with service learning</li> </ul>	Attendance and participation logs	Community outreach coordinator	Annually

projects, attending parent meetings, etc.			
5. Parents will report feeling welcome at Bruce Randolph	Parent survey Student interviews with parents	School and parents	Biannually
1. Local businesses increase involvement in Bruce Randolph <ul style="list-style-type: none"> <li>Year 1: Identify/meet with potential businesses</li> <li>Year 2: Explore/develop opportunities for local business leaders to be used as a resource (classroom speaker; potential quality internship partner; potential afterschool tutor; community service sponsor) to fit with academic curriculum</li> <li>Years 3-5: Host student interns by providing quality internships; serve as classroom speakers</li> <li>Years 4 -5: Sponsor service learning projects</li> </ul>	Documentation of local business contacts and partnerships  Records of internship programs  Records of service learning projects	Community outreach coordinator	Annually

2. Students in feeder schools demonstrate increased connection with Bruce Randolph <ul style="list-style-type: none"> <li>Bruce Randolph students serve as tour guides for visiting fifth-grade classes</li> <li>Fifth graders shadow Bruce Randolph sixth-grade students for a day</li> </ul>	Survey	Community outreach Coordinator	Annually, at the end of the year
3. Increase partnerships with local colleges <ul style="list-style-type: none"> <li>Year 1: Work with Metropolitan State College to provide student teaching experience/tutoring opportunities to college students</li> <li>Year 2: Expand student teaching and afterschool tutoring opportunities to include other community residents/partners and local colleges</li> </ul>	Documentation of partnerships	Outreach coordinator	Annually
4. Increase partnerships with community-based organizations <ul style="list-style-type: none"> <li>Year 1: Partner with community organizations, such as Cross Community Coalition, to provide computer lab and ESL classes to BR parents or link students with youth mentoring programs</li> <li>Years 1-5: Identify and partner with</li> </ul>	Documentation of partnerships/ programs	Parent liaison/ Outreach coordinator	Annually

<p>other nonprofits, such as the Denver Zoo, to provide potential field experiences/programs to enrich curricula, support community service projects and provide internships for 11<sup>th</sup> and 12<sup>th</sup> graders</p>			
<p>5. Community reports viewing Bruce Randolph as a positive place to send students</p> <ul style="list-style-type: none"> <li>• Years 2 and 3: Train students and parents on public speaking skills</li> <li>• Years 2 and 3: Develop an Ambassador Program where Bruce Randolph leadership students and parents speak at outreach and other community events</li> </ul>	<p>Community surveys</p>	<p>Community outreach coordinator</p>	<p>Annually, beginning Year 2</p>
<p>6. Investigate options for students to participate in child care programs at local elementary schools/CEC</p>	<p>Records</p>	<p>Community outreach coordinator</p>	<p>Year 4</p>
<p>7. Develop opportunities for students to participate in training/providing child care at local elementary schools/CEC</p>	<p>Records</p>	<p>Community outreach coordinator</p>	<p>Year 5</p>
<p>8. Community residents report viewing Bruce Randolph as a community asset</p> <ul style="list-style-type: none"> <li>• Year 1: Explore opportunities to partner with community residents to use building as a community center (pay for costs through usage fees for security and janitorial services)</li> <li>• Year 2: Pilot classes designed for community residents to participate in afterschool program as instructors and participants</li> <li>• Years 3-5: Revise and offer classes to parents/residents that don't overlap with other community organizations</li> </ul>	<p>Community surveys</p>	<p>Community outreach coordinator</p>	<p>Annually</p>