

FLAGSTAFF ACADEMY



2018-2019 SCHOOL STATISTICS

Designated in 2019

Re-Designated in

Community Size - Suburban

School Enrollment - 298

Grade Levels - 6-8

School Calendar - traditional

Free & Reduced Lunch - 11%

English Learners - 1%

Students with Disabilities - 5%

St. Vrain Valley School District
2040 Miller Drive, Longmont, CO 80501
Tel 303-651-7900
Principal - Katie Gustafson
www.flagstaffacademy.org

School Characteristics and Replicable Practices

Academic Excellence

-Core Knowledge curriculum sequence, aligned with Colorado Academic Standards, provide a rigorous learning environment.

-Grading scale is slightly higher than surrounding schools (100%-91% A, 90%-81% B, 80%-71% C, 70%-61% D, 60% and below F).

-World languages offered (Spanish and French) and equivalent of high school courses.

-All students participate in an annual STEM project of their own design with the opportunity to compete at the school, local and state levels if they choose.

-Block days (90 minutes) twice a week allow for deeper dives of hands-on experiences, projects,

2018-2019 School Demographics

- African American - 1%
- Asian - 7%
- Caucasian - 77%
- Filipino - 0%
- Hispanic - 11%
- Native American - 0%
- Pacific Islander - 0%
- Other - 0%
- Two or More - 4%

and inquiry based learning.

-The school provides opportunities for teachers to attend standards based professional development led by educational leaders and organizations outside of the school.

Developmental Responsiveness

-Advisory class for every student, meeting twice weekly, with a three year curriculum wheel based on The 7 Habits of Highly Effective Teens. Advisory classes are multi-grade level and students stay with their Advisory teacher for the duration of middle school. Advisers act as advocates, and mentors.

-Grade levels are teamed. Core teachers meet twice weekly during a common plan time to discuss curriculum and students.

-School encourages student driven clubs that include an adult for supervision, but are completely student driven (Chess Club, Dungeons & Dragons, Craft Club, Army Men Club, Random Acts of Kindness Club, etc.).

-Monthly late start days emphasize educating the whole child, including activities focused around character education, and future success planning.

-1:1 Chromebook program for all middle school students and every classroom is equipped with a Sharp Board, which is an open platform, large display, featuring SMART software and other technology tools.

-Objectives are posted daily in all classes to identify learning standards. Essential questions are posted to connect the day's learning to a broader, real-world application.

-All incoming sixth graders take a required Compass class, to help students find their way through middle school.

Social Equity

-Grade level and honors classes available for all students to opt into, and students are encouraged to try at least one honors class in the upper grades.

-Elective choices are driven by student and family choice (teachers submit perspective elective offerings, families and students select their favorites, driving the course offerings).

-Data meetings in teams (horizontal and vertical) to look at state and school assessments, as well as classroom assessments

-Inclusive classrooms with push in support for students with disabilities.

-Language Arts classes read books like Refugee, Diary of Anne Frank, and Wonder as a whole class, providing opportunities for class discussions on families that are different than their own.

-School PBIS system in place, centered around Core Virtues, with emphasis on positive behavior recognition.

Organizational Support

-Leadership team reviews best practices from This We Believe annually.

-Team leaders at each grade level (6, 7, and 8) and elective team; meet weekly for professional growth and development through the PLC model, with full day work sessions for team leads 3-4 times per year.

-School vision and team visions written and revisited annually.

-Team leads held accountable for the actions of teams and follow through on student support, parent communication, and team roles.

-Staff sets teaching goals for themselves as well as collaborative teaching goals for grade level

teams and departments.

-School climate survey is administered to students, with analysis and reporting of results that guide policy, practice, and decision-making.

-Partnerships with local universities and colleges for practicum students, student teachers, and substitute teachers (University of Northern Colorado, University of Colorado at Boulder, Regis University, Metropolitan State College of Denver).

-Parents serve on the school's Board of Directors and work with school leadership as a team for the success of students.