

U.S. Department of Education
2019 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [] Title I [] Charter [] Magnet [] Choice

Name of Principal Ms. Julienne Lee

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Robert C. Fislser School

(As it should appear in the official records)

School Mailing Address 1350 Starbuck Street

(If address is P.O. Box, also include street address.)

Fullerton CA 92833-5668
City State Zip Code+4 (9 digits total)

County Orange County

Telephone (714) 447-2890

Fax (714) 447-2893

Web site/URL https://fislser.fullertonsd.org/

E-mail julienne_lee@myfsd.org

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(Principal's Signature)

Name of Superintendent*Dr. Robert Pletka

(Specify: Ms., Miss, Mrs., Dr., Mr., Other) E-mail robert_pletka@myfsd.org

District Name Fullerton Elementary School District Tel. (714) 447-7400

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(Superintendent's Signature)

Name of School Board

President/Chairperson Mrs. Janny Meyer

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(School Board President's/Chairperson's Signature)

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

**Non-public Schools: If the information requested is not applicable, write N/A in the space.*

Part I – Eligibility Certification

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school’s eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. All nominated public schools must meet the state’s performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2019 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
3. The school configuration includes one or more of grades K-12. Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2013 and each tested grade must have been part of the school for the past three years.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2014, 2015, 2016, 2017, or 2018.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award.
7. The nominated school has not been identified by the state as “persistently dangerous” within the last two years.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district, as a whole, has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

Data should be provided for the most recent school year (2018-2019) unless otherwise stated.

DISTRICT

1. Number of schools in the district (per district designation):
- 17 Elementary schools (includes K-8)
 - 3 Middle/Junior high schools
 - 0 High schools
 - 0 K-12 schools
- 20 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
 - Suburban
 - Rural or small city/town
3. Number of students as of October 1, 2018 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	39	57	96
1	49	47	96
2	44	52	96
3	47	45	92
4	52	50	102
5	54	49	103
6	68	61	129
7	40	65	105
8	52	53	105
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	445	479	924

*Schools that house PreK programs should count preschool students **only** if the school administration is responsible for the program.

4. Racial/ethnic composition of the school (if unknown, estimate):
- 0 % American Indian or Alaska Native
 - 81 % Asian
 - 1 % Black or African American
 - 7 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 5 % White
 - 6 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2017 – 2018 school year: 13%

If the mobility rate is above 15%, please explain.

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2017 until the end of the 2017-2018 school year	35
(2) Number of students who transferred <i>from</i> the school after October 1, 2017 until the end of the 2017-2018 school year	84
(3) Total of all transferred students [sum of rows (1) and (2)]	119
(4) Total number of students in the school as of October 1, 2017	918
(5) Total transferred students in row (3) divided by total students in row (4)	0.13
(6) Amount in row (5) multiplied by 100	13

6. English Language Learners (ELL) in the school: 25 %
229 Total number ELL

Specify each non-English language represented in the school (separate languages by commas):
Arabic, Cantonese, Filipino, Gujarati, Hindi, Korean, Mandarin, Romanian, Spanish, Telugu, Urdu

7. Students eligible for free/reduced-priced meals: 20 %
Total number students who qualify: 187

8. Students receiving special education services: 3 %
28 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. It is possible that students may be classified in more than one condition.

- | | |
|----------------------------------|--|
| <u>6</u> Autism | <u>0</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>2</u> Other Health Impaired |
| <u>0</u> Developmental Delay | <u>8</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>12</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>0</u> Intellectual Disability | <u>0</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 4
10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of school staff in each of the categories below:

	Number of Staff
Administrators	2
Classroom teachers including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	29
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher, etc.	3
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	0
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	1

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 31:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2017-2018	2016-2017	2015-2016	2014-2015	2013-2014
Daily student attendance	98%	98%	98%	98%	97%
High school graduation rate	0%	0%	0%	0%	0%

13. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2018.

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes No

If yes, select the year in which your school received the award.

15. In a couple of sentences, provide the school’s mission or vision statement.

At Robert C. Fisler School, we empower each other to create, communicate, collaborate, and think critically in a technology-rich environment.

16. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

PART III – SUMMARY

Robert C. Fisler School is a public school located in the western section of Fullerton, California in Orange County. The school serves students in kindergarten through eighth grade and is composed of a diverse student population of 924 students. About 20% of students qualify for the free or reduced lunch program. The student population is predominantly 80% Asian, with Korean being the largest representation. English Language Learners represent about 25% of the student population. The school currently has the largest Gifted and Talented Education (GATE) student population in the district. Fisler School's diverse student population brings a wealth of knowledge, experiences, and cultural perspectives that add to the richness and depth of student learning.

Beyond state mandated requirements for Common Core instruction, Fisler School offers a wide range of unique educational opportunities, including a Computer Science Pathways program. Fisler School continues to grow academically and socio-emotionally due to exemplary academic, extracurricular, and behavioral support services. With highly qualified and well-trained teachers, students are prepared for high school, college, and future entry into the workplace. More than 98% of Fisler's students attend school daily, reflecting the highest attendance average in the district over the past five years. Student achievement continues to rise as resources are harnessed to provide individualized and engaging instruction. Based on current state testing data from the California Dashboard Report, Robert C. Fisler School ranks top 1% in English Language Arts (ELA) and 1% in Math of all schools in California.

Fisler School was built in 2004 based on a transformative vision centered on science and technology. The school's 1:1 Laptops for Learning program focused on the educational use of mobile devices and applications. The Laptops for Learning program evolved over time to meet the needs of a changing learning environment. The program moved forward, focusing on students' development of 21st Century skills to create, collaborate, communicate and critically think. Over the course of 15 years, cumulative practices helped build upon a vision that continues to thrive through the school's Computer Science Pathways program, with purposeful and personalized learning in each and every classroom. First and second grade students use 1:1 iPads, and third through eighth grades students have 1:1 laptops that serve as vehicles for optimizing powerful learning. The program offers progressive coding instruction and application of coding skills tied to curricular content, with a focus on relevant career pathways such as robotics, web development, and app development. Coding skills are taught during the school day to all students and build upon skills learned from kindergarten progressing to eighth grade, addressing coding concepts from block coding to language-based coding. The program highlights the greater purpose in utilizing tools and technology skills to discover pathways towards passion, accelerated academics, and/or future careers. The State of California awarded Fisler's technology program with the 2016 Gold Ribbon Recognition for its use of cutting edge tools and the Design Thinking process. Most recently, Fisler School was recognized with the 2018 California Distinguished School Award for its model program and innovative practices. Robert C. Fisler School is also honored to hold the Apple Distinguished School Recognition for twelve consecutive years.

Based on Robert Marzano's *A Handbook for High Reliability Schools* (2014), Fisler School strives to build a Safe and Collaborative Culture through a distributive decision making process, in which all stakeholders interact regularly to address student achievement and learning. Collaborative decision-making is at the heart of Fisler's staff culture and climate. In a safe and collaborative environment, all stakeholders are able to embrace Fisler's educational philosophy, which is to take risks, reflect and revise plans to meet goals. In order for students to develop their full potentials academically and emotionally, students must be provided a safe arena to make mistakes, to learn from them, and reflect on how to improve their practices and learning. Based on *A Mindset for Learning* by Kristine Mraz and Christine Hertz (2015), students are explicitly taught how to take risks and reflect in a safe learning environment. Traits, or mindsets, such as resilience, optimism, flexibility, persistence, and empathy, are taught, modeled, and reinforced by staff members and peer role models. The mindsets are infused with practices such as Design Thinking, where students are given the opportunity to empathize with an audience, to design and ideate, and then to build prototypes and test their ideas. The mindsets are also practiced in competitive events such as Robot Nation, Congressional App Challenge, and Science Olympiad, where teamwork is essential. As students are provided opportunities to problem solve, the stakeholders at Fisler School believe that students will be prepared for not only

compete in the job market, but also to face life's challenges. As Fisler's Vision Statement states, students become the forward-thinkers, strategists, and leaders who transform their future and innovate solutions for a better world.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

1a. Reading/English language arts:

English Language Arts (ELA) is taught through Balanced Literacy. Balanced Literacy was chosen based on its student-centered approach, which enables teachers to personalize instruction. Teachers deliver focused mini-lessons that address specific reading and writing skills based on Common Core standards. Teachers conference with students one-on-one, teach guided reading groups to help students move up in reading level, and teach strategy groups to support students in specific skills. Balanced Literacy follows a gradual release model in which teachers support students through Interactive Read Aloud, Word Study, Shared Reading and Writing, Interactive Writing, and Reading and Writing Workshop. In the shared components, teachers think with students as students develop reading skills and study mentor texts. Common Formative Assessments, based on learning objectives from Guaranteed and Viable Standards, provide data to form intervention groups to meet student needs. Teachers meet twice a week in Professional Learning Communities to analyze data and form extended Tier 1 and Tier 2 intervention groups. Technology is also integrated with ELA instruction. For example, fourth graders research the United Nations Sustainability Goals to learn and write about global needs through informational reading and writing. They incorporate their research and writing in building and coding apps for the Congressional App Challenge. In 2017, Fisler was awarded the first place app in the elementary division by Congressman Ed Royce.

Teachers in sixth through eighth grade use StudySync, a comprehensive curricula that integrates reading and writing. Core English Language Arts is taught in sixth through eighth grades with a focus on Socratic seminars and inquiry. The teacher poses open-ended questions while students develop responses using textual evidence and discussion protocols. Student-created video productions of their literary discussions were submitted to the MySyncTV Contest and nationally recognized. Seventh graders, who test two grade levels above, are offered a pre-advanced placement (Pre-AP) program.

1b. Mathematics:

Fisler uses Cognitively Guided Instruction (CGI), an approach in which teachers listen to students' thinking and seek to understand which mathematical concepts students are already familiar with. Teachers look closely at the Standards for Mathematical Practice to develop math proficiency. Fisler staff supports this methodology, which empowers students to view themselves as mathematicians, developing necessary mathematical skills and learning to persevere through math processes. An important feature of the CGI process is using different number sets in story problems. Several options give students an entry point, choice, and the ability to challenge oneself. It is important for students to build independence and engage in productive struggle, which looks different for each child. Using Common Formative Assessment data based on Guaranteed and Viable Standards, teachers form intervention groups to provide additional support. Teachers also support diverse learners, using word banks, a variety of manipulatives, and sentence frames. Sentence frames help students communicate about math and give all learners access to mathematical ideas and conversations. Technology is also integrated with math instruction. For example, third grade teachers use Lego Mindstorm EV3 Robots to teach ratios and proportional relationships using coding and math inquiry. In 2018, Fisler students received first place on Battle Bots using EV3s at Robot Nation, a local robotics competition.

Middle school math teachers aim to have students express their thinking and communicate ideas as they learn mathematics. Teachers focus on a growth mindset and encourage learning from mistakes. Math teachers also focus on the standards for mathematical practice, stressing various approaches to solving problems and using precise language to communicate mathematical thinking. They use hands-on, digital tools like Desmos and Geogebra so that students are able to visualize math concepts and create concrete understanding. Algebra and Geometry are available for qualifying students in seventh and eighth grade, respectively.

1c. Science:

Fisler School provides science instruction through the Next Generation Science Standards (NGSS). NGSS instruction integrates engineering, mathematics, and science practices with performance based expectations. Students learn with hands-on experiments that include investigating, constructing explanations, and designing solutions to real world problems. The technology program also enhances science instruction by providing students with the ability to research, utilize interactive science tools, capture learning through video and photos, use Proscopes, and communicate learning through presentation tools.

Science curriculum is centered on the integrated (life, physical, earth and space) model of the NGSS standards, disciplinary core ideas, and performance expectations. It is structured using the five E's Instructional Model (engage, explore, explain, extend, and evaluate) and includes topics of ecology and interdependence, motion and forces, energy and earth systems and cycles. Each unit has a story line with a project or problem that is presented at the beginning of the unit. It is revisited throughout the unit as students gain knowledge and evidence in order to complete the final task, demonstrating understanding and levels of mastery. Students learn through investigating, analyzing evidence, and applying learning to solve real world problems. This includes collaborative, hands-on, inquiry based science investigations. Students are assessed through student-developed models, engineering tasks, class and group discussions, and writing. Students learn how to write scientific reflections and evidence-based arguments.

In addition to the integrated three-dimensional NGSS curriculum (Practices, Core Ideas, Cross Cutting Concepts), the instruction features the fourth-dimension, technology integration. A variety of technology-based tools are used, including 3D printers, a laser cutting machine, and VR goggles to simulate space and ecosystems. Teachers and students use probeware and Pocketlabs to measure and record data including temperatures, gasses, motion, speed, and light. GIZMOs and other online interactive sites are used to manipulate variables that are difficult to create in a classroom.

1d. Social studies/history/civic learning and engagement

Teachers bring history to life by immersing students into the social science curriculum. From presenting on famous Americans in second grade, to a mission research project in fourth grade, to A Walk Through the Revolution experience in fifth grade, and a gallery walk of the causes and effects of slavery in America in eighth grade, students interact with history to connect learning to their own lives and to understand the impact of how past events have changed the world. Students are expected to interact with history through the lens of a historian, a scientist, a writer, and an artist.

Social science is primarily focused on inquiry-based instruction using critical thinking skills that address the Common Core, History Social-Science Content Standards, and the California Framework to facilitate greater student engagement. Teachers and scholars at the University of California, Irvine develop a research-based and discipline-specific literacy program to provide educators a way to meet the demands outlined by the Common Core Standards. Through this program, Fisler social science teachers receive training in writing instruction for history students to help integrate history writing into their classrooms to support literacy.

In addition to using historical inquiry to teach the curriculum, middle school social science teachers were trained by the Document-Based Questions (DBQ) Project to teach evidence-based writing. DBQs require students to evaluate primary and secondary sources, to analyze and evaluate their importance, to take a position and to defend a point of view of their own. Through the writing process, students gain content knowledge about historical topics as they collaborate with peers, discuss ideas, and ultimately analyze and write an evidence-based analytical essay. This methodology provides opportunities for students to reflect on their experiences, apply learned skills, and communicate their knowledge and ideas to promote habits of lifelong learners.

1e. For secondary schools:

1f. For schools that offer preschool for three- and four-year old students:

2. Other Curriculum Areas:

Fisler School offers many opportunities for students to become leaders and make a difference in their school community and beyond. Through Student Council and Middle School Leadership, student leaders in third through eighth grade work collaboratively to make students feel connected to school. As a part of this extra-curricular program, students meet daily to support the school by preparing posters and announcements for schoolwide events, such as Red Ribbon Week and Food/Toy Drive. The purpose of these events is to unify the school, raise school spirit, fundraise, and provide all students with an outlet to get to know one another outside of the classroom environment. To connect to the outside community, students write personalized letters to senior citizens in an effort to spread joy and to military veterans during the holidays to thank them for their service. Through Student Council and Leadership, students feel a sense of belonging and that they are making a positive impact within the school and community.

Many after-school enrichment programs are co-hosted by parent organizations, which run seasonally. Fourth through sixth graders participate in Math Field Day, in which students compete as teams across the county in five different math categories. Additionally, Fisler offers Mathena, an after-school club for sixth through eighth students, which promotes the advancement of higher math skills and prepares students for math competitions such as Math Counts, AMC 8 and Math Olympiad. Science Olympiad is another team-based, after-school enrichment program offered to fourth through sixth grade students, in which the team competes at the county level annually. The middle school division prepares year long to compete at the Regional Science Olympiad event. In 2018 and 2019, Fisler School's Middle School Science Olympiad team ranked fourth overall in the county and qualified to move on to the State Competition for two consecutive years.

All seventh and eighth graders integrate visual and performing arts with technology through video production, animation, and digital photography. Students have a technology class every day, which covers animation, digital photography, digital arts, Java coding, and computer competencies. Middle school students express themselves through digital photography and have been recognized annually in the Imagination Celebration program, sponsored by National Endowment for the Arts. There were also featured artists in the Pageant of the Masters Student Art Exhibit, which in 2018, a Fisler student was awarded first place in the sixth through eighth grade division for photography. Competing against high school students in the California Student Media Festival, Fisler students took first place in the categories of 2017 Winner for Best Animation and 2016 Winner for Best Animated Music Video. Additionally, all sixth through eighth graders participate in the MySync TV Contest, in which Fisler School is recognized for academic discussion and collaboration. Fisler School has received national recognition for video production, showcasing literary discussion (2017 Best Middle School Production of Emily Dickinson's "Because I could not stop for Death" and 2018 Best Middle School TV Skills Winner for Complex and Compound Sentences.)

For sixth through eighth graders, Fisler offers a wide range of electives, such as Spanish, CSI Forensics, Vex Robotics, Sports Conditioning, and Guitar. Electives are provided three times a week and changed based on choice every trimester. As an elective and after school program, middle school students are offered Intramural Sports. Students are in teams to compete in basketball, volleyball, softball and track and field with other schools in the community. In 2017, Robert C. Fisler School was approved as a College Board site to administer Advanced Placement (AP) exams on campus. As a part of the Computer Science Pathways program, all middle school students have an opportunity to take the AP Computer Science Principles Exam in the spring. Additionally, as a part of middle school's "Compass Time," all students seek their passions and pursue making lofty ideas into reality through a "voice and choice" model of learning. Middle school students have embarked upon a personalized journey on Tuesdays to research passion areas, determine their strengths, interact with mentors, and engage in enrichment field trips to provide real world experiences. With the support of an academic counselor, this program has allowed students to gather insight for transitioning to high school and learn about post-secondary options.

3. Special Populations:

Fisler follows a multi-tiered system of supports (MTSS) for students. Plans are developed to target the needs of Tier 2 and Tier 3 students by utilizing the Response to Intervention (RtI) Coach and the student support team. Following a systematic approach, interventions are provided for a minimum of eight-week cycles. Students performing two or more grade levels below (Tier 3) in reading receive small group intervention focused on the most foundational area of need such as phonemic awareness, phonics, fluency, vocabulary, or comprehension. Teachers collect data to find student baselines, to monitor progress, and to determine outcomes post-intervention. If a student does not make adequate progress, the student is brought to the Student Intervention Team to review what other school-based strategies and interventions can be implemented.

If a student is found eligible for special education services, there are multiple interventions that are offered through an Individualized Educational Program (IEP) such as the Soudy System, an evidenced-based reading program. It focuses on the Big Five essential components of reading (phonological, phonemic, fluency, vocabulary, and comprehension.) Students with mild to moderate delays receive push-in/pull-out services. Students can also receive support and services for speech and language therapy, for articulation, semantics, language disorder, fluency, voice/resonance impairment, and social pragmatics through the Speech and Language Pathologist.

English Language Learners (ELL) are provided with designated English Language Development (ELD) instruction for 30 minutes daily using resources from Systematic ELD by Susana Dutro and the state adopted curriculum, Wonders. Teachers also integrate ELD and Specially Designed Academic Instruction in English (SDAIE) strategies with other core subjects, such as math. In a two-year comparison of state testing data, a notable achievement gap was identified in the ELL subgroup in math. During the current 2018-2019 school year, grade levels teams met to discuss instructional practices to support the needs of English learners with mathematical concepts. Teachers strategically incorporated sentence frames to scaffold the writing process for word problems, used visual anchor charts, focused on math vocabulary, and incorporated CGI strategies to break down mathematical concepts. Based on 2018-2019 data from norm-referenced district benchmark (iReady) assessments, English Language Learners have met a full year's target goal for growth in math with two-thirds of the school year complete. Based on studies that show a strong correlation to the iReady and state test results, Fisler School anticipates closing the EL achievement gap on the upcoming state test scores.

Fisler School offers a well-rounded gifted and talented education (GATE) program from third through sixth grade. GATE teachers maintain vertical articulation for the program to ensure consistent instruction and skill progression throughout grade levels. All GATE teachers incorporate a plethora of components such as Prompts of Depth and Complexity, Universal Themes, the Shared Inquiry Method, and Project Based and/or Challenge Based Learning. GATE teachers also participate in the creation of a seasonal parent newsletter, which updates parents on the classroom, as well as helpful articles to better understand GATE education and gifted children.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

Fisler School’s climate and culture foster a positive learning environment. Staff collaborates to make decisions to develop academic, social and emotional competencies through the Positive Behavioral Interventions and Supports (PBIS) program to teach life skills through a whole child approach. Fisler has been recognized by the California PBIS Coalition at the Platinum Level for ensuring sustainability of the program and maintaining effectiveness in creating academic, social and emotional goals to augment the program based upon changing student needs. The implications for student outcomes are featured through a social emotional learning perspective focused on student to student, student to staff, student to family and student to community. A research based behavior support system creates and sustains a multi-tiered approach in which Tier 1 addresses the universal level of students, Tier 2 targets needs, and Tier 3 addresses critical support services. The team includes a PBIS coach, administrators, counselor, parents, and teachers. The team meets twice a month to implement behavior expectations, outline problematic behaviors, assess discipline incidents, review classroom procedures, provide professional development, review disciplinary data and trends, discuss parent communication, celebrate success and gather community resources.

Fisler’s core values are centered on Kind, Safe, Respectful, and Responsible (KSRR) and highlight a schoolwide matrix outlining expectations for behaviors in classroom and non-classroom environments. Grade level teams gather collaboratively to clearly define expectations that help students achieve academically and become responsible members of the learning community. Students receive tickets for showing KSRR throughout campus to reinforce expected behaviors. Tickets are turned in to celebrate classroom and grade level efforts. Fisler has been recognized as a Kindness Certified School, acknowledging the commitment to creating a culture of kindness between students and staff.

Teachers receive training in Social Emotional Learning (SEL) for classroom practices to help understand student emotions. This equips them with the ability to feel and show empathy, while establishing and maintaining positive relationships with students. Staff participates in restorative practices, affective statements, and restorative circles to provide a model for conflict resolution and to help students repair peer relationships. Research-based interventions such as check in check out, social skill groups, and individual and crisis counseling for students are implemented to address prosocial skills. Fisler support programs provide organizational structures, choices, instruction and practice of social skills, and individualized support to help students learn the attitudes, skills, and knowledge needed to develop personal growth in a nurturing school setting.

2. Engaging Families and Community:

The school is a collaborating forum for students, teachers, parents and community leaders. The school co-sponsors many events with the Parent Teacher Student Association (PTSA), Fisler Foundation of the Advancement of Science and Technology (F2AST), and Student Council/Student Leadership, such as Family Science Night (hands-on science in classrooms), Fisler Film Festival (student video production focused on a theme), and Celebrating Diversity Through the Arts.

In an example of collaborative efforts, Fisler staff, student, and parent community participate in an annual celebration of diversity event to value differences and come together to learn from one another through an artist’s lens. The school celebrates different backgrounds by engaging in student cultural performances, facilitating crafts from various disciplines, and sharing international dishes to increase knowledge and understanding of diversity. A community partnership with All the Arts Foundation provides access for students and families to participate in rotations of music and dance to bring together authentic traditions from different countries around the world.

The Computer Science Pathways Program has overwhelming support from the parent community. Dedicated parents and staff members meet regularly to review and revise Fisler’s plan to ensure alignment

with its vision of 21st Century learning. In 2008, F2AST was founded to support the school in its pursuit of leading edge technology and education. Through combined efforts, students and teachers are supported with web-based subscriptions and programs such as IXL, Listenwise, and NewsELA. After school programs, sponsored by F2AST, are offered to students to further deepen their experience and hone their specialized skills in technology such as in stop motion animation, eSports, advance robotics, Minecrafterdu, and 3D game design.

At the end of every school year, F2AST hosts the “Best Party Ever.” Parents, students and staff work together to create a carnival experience for the community, with all proceeds supporting science and technology in the classroom. Local businesses, community members, and the Homeowners Association are invited to attend and participate in the activities. In the 2017-2018 school year, Fisler was named the Campaign for Business and Education Excellence Honor Roll School.

When working with families and the community to promote student success and continuous school improvement, consistent collaboration and communication are proven strategies at Fisler. The principal sends out monthly e-newsletters to highlight upcoming events and herald achievements. Social media (Instagram and Twitter) is also used to celebrate learning in the classrooms and keep the community informed about upcoming/current events.

3. Professional Development:

Based on staff input, teachers receive professional development throughout the year that aligns with school goals for balanced literacy. Teachers in kindergarten through sixth grade receive training from outside consultants in Reading and Writing Workshop. They attend a two-day conference to learn the components of Reading Workshop. The consultants then come to the school site and support teachers’ growth with lab style training. Trainers demonstrate lessons, and teachers attempt the lesson in a different classroom.

Staff receives additional professional development in content areas, such as science and technology integration. For example, outside training through TechSmart is provided to teachers to develop coding skills in grades third through eighth. Therefore, teachers are empowered to learn computer science concepts and integrate them into the curriculum.

The district provides two full staff development days a year, which are planned and designed by the school leadership team. Speakers and guests are invited as needed, and teacher strengths are utilized in presenting and facilitating. These days support growth toward school goals such as social emotional learning, components of Balanced Literacy, technology integration, and mathematical practices.

Teacher leaders and administrators lead monthly professional learning groups. Teachers choose a group in which they meet with a lead teacher and colleagues interested in the same topic. These sessions focus on school goals and professional learning through research, studying videos, and developing lessons. Teachers differentiate their needs and work toward school goals with colleagues across grade levels.

Additionally, based on Marzano’s Safe and Collaborative Culture, Instructional Rounds are implemented schoolwide. Rounds are conducted at least two times a year so that teachers can observe one another, and name observed evidence in the classroom. This process helps teachers develop personal steps to increase effective teaching practices. The staff determines the lens of observation and reviews nonjudgemental protocols to ensure safety and collaboration. The rounds are voluntary, yet majority of the staff participate. This practice supports the school in collaborating across grade levels and building trust and rapport with one another.

With supportive administration, outside consultants, and ample time to collaborate and observe one another, teachers are able to make significant gains toward school goals. Instructional practices are implemented more effectively because of the amount of safe collaboration and teacher choice. Teachers are empowered in their learning and willing to share schoolwide. This directly impacts relationships with students, effective teaching strategies in every classroom and student achievement.

4. School Leadership:

The improvement in students' overall academics and socio-emotional well being can be attributed to the wide representation of teachers, parents and students in decision making teams. The leadership teams practice the school's philosophy of building a safe and collaborative culture, in which all stakeholders meet regularly to provide input and make decisions regarding student achievement and effectiveness of all initiatives.

Fisler staff has opportunities to join different leadership teams. The Site Leadership Team, composed of teachers from each grade level, meets twice a month to make collective decisions on school-wide initiatives, student achievement, and professional development. The Response to Intervention (RtI) Coalition Team, composed of an RtI Coach, teachers and administration, meets regularly to analyze student data, share intervention supports, and develop professional development for staff. Positive Behavioral Intervention and Supports (PBIS) Leadership Team, which consists of administration, teachers, counselor, support staff, and parents, works towards a positive school climate and maintains a support system for positive rewards. A schoolwide matrix of positive behavior has been established based on character development, core values, and mindsets for learning. Its implementation has notably decreased the number of discipline referrals, with zero suspensions in the last two years. In 2018, Fisler School was recognized as a Platinum Level PBIS Implementation School by the State.

Parents and students become a part of a team of leaders to help drive the school's goals. Fisler welcomes parents to join organizations and committees such as the Parent, Teacher, and Student Association (PTSA), School Site Council (SSC), School Safety Committee, English Language Advisory Committee (ELAC), and the Fisler Foundation for the Advancement of Science and Technology (F2AST). Students have opportunities to serve on Student Council (for third through fifth grade) and Associated Student Body (ASB) Leadership (for six through eighth grades.) Teachers facilitate strong student-led leadership teams, which are involved with planning and facilitating schoolwide public awareness events, such as Celebrating Diversity through the Arts and the Kindness Challenge. Many school events are co-hosted by parent groups, such as the Family Science Night, and Family Film Festival. Students are actively engaged and take ownership in the process as they collaborate with the school to hone leadership skills.

The principal facilitates core leadership teams at Fisler School to ensure communication, collaboration, and shared decision-making, as each group helps to realize the school's mission and vision. Student achievement continues to rise as resources are harnessed to provide rich experiences for students and community.

Part VI – STRATEGIES FOR ACADEMIC SUCCESS

The most influential practice at Fisler is the development of a safe and collaborative school. In the past five years, practices have shifted and evolved to meet the needs of students as 21st century learners. Learners must do more than collect facts, and teachers must do more than follow curriculum. Both teachers and students must engage in action research, beginning with meaningful questions and brainstorming solutions. This is the strategy for developing forward-thinkers, strategists, and leaders.

Before teachers can transform their teaching and classrooms, they must be immersed in a safe and collaborative community. Through changes in curriculum, technology implementation, and social and emotional practices, each stakeholder has come together in collaboration and action research. This requires planning, reflecting, and revising, all in response to student performance. This process is what makes Fisler successful.

The practice of collaborating through action research is used throughout the school. Leadership teams have been formed and developed to reflect on school practices. Teachers bring data and research to meetings so that the group can discuss what is working and what changes can be made. Decisions are made by groups of teachers and shared with the staff for input and continued collaboration.

Leadership groups have made an impact on the school culture. Reflecting, collaborating and making adjustments have become the fabric of that culture. Having decisions come from the group has empowered each teacher to bring his or her best self to school. Each teacher is respected for his or her professionalism and expertise. Additionally, as teachers reflect and share their ideas, collaboration has extended across classrooms and grade levels. Teachers began inviting grade level partners into lessons to observe new teaching practices. The staff benefits from safe collaboration by engaging in meaningful questions and working toward solutions to better serve their students.

As a result, students have developed identities as mathematicians, readers, writers, coders, scientists, and so on. Students are also encouraged to ask meaningful questions and to make decisions about what to read and write about. The culture of the staff has made a great impact on student culture. Classrooms have become more student centered, supporting all students in becoming collaborative. The skills that are built among staff are also the skills that students need to become forward thinkers, strategists, and leaders. Building this safe and collaborative culture has enabled the school to make strides in supporting all students as independent learners.