

**Cover Sheet for Colorado's Unified Improvement Plan for Schools for 2010-11
Final Report**

Organization Code: 0180 District Name: ADAMS-ARAPAHOE 28J School Code: 5298 School Name: LOTUS SCHOOL FOR EXCELLENCE (H) Comparison based on: 3 Year

Section I: Summary Information about the School

Directions: CDE has pre-populated the school's 2009-10 data in **blue** text which was used to determine whether or not the school met the 2010-11 accountability expectations. More detailed reports on the school's results are available on SchoolView (www.schoolview.org). The tables below have been pre-polulated with the data from the School Performance Framework and AYP. The state and federal expectations are provided as a reference and are the minimum requirements a school must meet for accountability purposes. The columns highlighted in **Yellow** define the plan comparison as either 1 Year or 3 Year.

Student Performance Measures for State and ESEA Accountability

Performance Indicators	Measures/Metrics	09-10 Federal and State Expectations			09-10 School Results		Meets Expectations?	
			1-year	3-years	1-year	3-years	H	Combined
Academic Achievement (Status)	CSAP, CSAP-A, Lectura, Escritura Description: % P+A in reading, math, writing and science Expectation: %P+A is above the 50th percentile by using 1-year or 3-years of data	Reading	73.3%	72.2%	53.2%	53.2%	Does Not Meet	Approaching
		Math	33.5%	30.5%	25.8%	25.8%	Approaching	
		Writing	50.0%	49.6%	33.9%	33.9%	Approaching	
		Science	50.0%	50.0%	38.9%	38.9%	Approaching	
	Adequate Yearly Progress (AYP) Description: %PP+P+A on CSAP, CSAP-A and Lectura in Reading and Math for each group Expectation: Targets set by state*	Overall number of targets for School: 6			Overall % of targets met by School: 100.0%		Reading	YES
Academic Growth	Median Student Growth Percentile Description: Growth in CSAP for reading, math and writing Expectation: If school met adequate growth: then median SGP is at or above 45 If school did not meet adequate growth: then median SGP is at or above 55		Median Adequate SGP	Median SGP			H	Combined
		Reading	48	45/55	Median SGP: 65	Exceeds	Meets	
		Math	99	45/55	Median SGP: 61	Meets		
		Writing	93	45/55	Median SGP: 61	Meets		

*To see annual AYP targets, go to: www.cde.state.co.us/FedPrograms/AYP/prof.asp#table

**To see your school's detailed AYP report (includes school results by content area, subgroup and school level, go to: www.schoolview.org/SchoolPerformance/index.asp

Student Performance Measures for State and ESEA Accountability (cont.)

Performance Indicators	Measures/Metrics	09-10 Federal and State Expectations		09-10 School Results		Expectations Met?	
Academic Growth Gaps	Median Student Growth Percentile Description: Growth for reading, writing and math by disaggregated groups. Expectation: Disaggregated groups met adequate growth: median SGP is at or above 45. Disaggregated groups did not meet adequate growth: median SGP is at or above 55.	See your school's performance frameworks for listing of median adequate growth expectations for your school's subgroups, including free/reduced lunch eligible, minority students, students with disabilities, English Language Learners and students below proficient.		See your school's performance frameworks for listing of median growth by each subgroup.		H	Combined
						Meets	Meets
Post Secondary Readiness	Graduation Rate Expectation: 80% or above	80% or above		N/A		N/A	
	Dropout Rate Expectation: At or below State average	1-year 3.6%	3-years 3.9%	1-year N/A	3-years N/A	N/A	
	Mean ACT Composite Score Expectation: At or above State average	1-year 20	3-years 20.1	1-year N/A	3-years N/A	N/A	

Accountability Status and Requirements for Improvement Plan

Program	Identification Process	Identification for School	Directions for completing improvement plan
State Accountability			
Recommended Plan Type	Plan assigned based on school's overall school performance framework score (achievement, growth, growth gaps, postsecondary and workforce readiness)	Performance	The school meets or exceeds state expectations for attainment on the performance indicators and is required to adopt and implement a Performance Plan. The plan must be submitted to CDE by April 15, 2011 to be uploaded on SchoolView.org. Refer to the SchoolView Learning Center for more detailed directions on plan submission, as well as the Quality Criteria and Checklist for State Requirements for School Improvement Plans to ensure that all required elements are captured in the school's plan.
ESEA Accountability			
School Improvement or Corrective Action (Title I)	Title I school missed same AYP target(s) for at least two consecutive years**	N/A	Not identified for Improvement under Title I.



Aurora Public Schools

SCHOOL IMPROVEMENT PLAN 2010-11

School: Lotus School For Excellence	Principal: Adnan Doyuran	Date Created: 9.30.10
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Title I School: Yes No

Area	2008-09	2009-10	2010-11
Accreditation Status	Y	Y	
Identified (Met AYP – Y/N)	Y	Y	
AYP Status Math	Y	Y	
AYP Status Reading	Y	Y	

AYP Area(s) for Improvement	2008-09	2009-10	2010-11
Whole School (Reading, Math, None)	NA	None	
Subgroup Math (ELL, FRL, IEP, White, Hispanic, Black, Native American, None)	NA		
Subgroup Reading (ELL, FRL, IEP, White, Hispanic, Black, Native American, None)	NA	ELL	

School Improvement Planning Team (Include names and titles):

Administrators: **Adnan Doyuran, Jennifer Floersch, Leslie Way-Lyons**

Teachers: **Taryn Schroeder, Dezerae Daniels, Seljan Saadet, Rebecca Sanders**

Support Services:

Parents:

Students:

Others:

Desired State

<p>Student Learning (behavior that will result in an increase of growth/proficiency): What must our students know and understand?</p> <p>GOAL: Students will be able to self-assess and use feedback to improve their understandings and revise their work.</p> <p>This will allow students to learn how to self-monitor, work independently, and talk about their learning in relation to the learning goals and success criteria.</p>	<p>Adult Learning (strategic action): What must we all know and be able to do?</p> <p>Data driven instruction will be emphasized.</p> <p>NWEA MAP test will be utilized to asses students' specific areas of weaknesses and strengths at the beginning of the year. Data will be utilized to shape the instructions as well tutoring sessions. This assessment is administered three times a year.</p> <p>In addition, throughout the year, Renaissance Accelerated Reading will be utilized to monitor Reading skills and student progress. Renaissance STAR Math and STAR Reading assessments will also be utilized for progress monitoring especially for students who are going through the RTI. These assessment can be as frequently as weekly.</p> <p>All of these assessments are computer based adaptive tests.</p> <p>Teachers will be trained how to utilize and interpret the data coming from these assessments.</p>
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Long-Term Measure of Success (PK-12)*

Growth Goals: (5% if below 60 th)—70% **cohort data can be aligned with growth goals	Reading			Writing			Math		
	Grade	Spring 2010	Spring 2011	Grade	Spring 2010	Spring 2011	Grade	Spring 2010	Spring 2011
	9 th	69%	70%	9 th	57%	62%	9 th	57%	62%
	10 th	NA	55%	10 th	NA	55%	10 th	NA	55%
11 th	NA	55%	11 th	NA	55%	11 th	NA	55%	
Proficiency Goals: (at least 3%) 2010-11 Goals are set according to 2009-10 previous grade's proficiency levels.	Reading			Writing			Math		
	Grade	K-2 DRA-2	K-2 DRA-2	Grade	CSAP 2009-10	CSAP 2010-11	Grade	CSAP 2009-10	CSAP 2010-11
		CSAP 2009-10	CSAP 2010-11						
	9 th	49%	52%	9 th	27%	47%	9 th	20%	32%
10 th	NA	52%	10 th	NA	32%	10 th	NA	25%	
11 th	NA	NA	11 th	NA	NA	11 th	NA	NA	
Equity/gap Goals: (Include FR/non and Minority/non)	Reading			Writing			Math		
	Sub Groups	CSAP 2009-10	CSAP 2010-11	Sub Groups	CSAP 2009-10	CSAP 2010-11	Sub Groups	CSAP 2009-10	CSAP 2010-11
	Black	NA	55%	Black	NA	55%	Black	NA	55%
	Hispanic	60%	60%	Hispanic	51%	55%	Hispanic	77%	60%
	White	NA	55%	White	NA	55%	White	NA	55%
	Gifted	NA	55%	Gifted	NA	55%	Gifted	NA	55%
	Non-Gifted	62%	65%	Non-Gifted	61%	65%	Non-Gifted	61%	65%
	Male	60%	60%	Male	68%	60%	Male	71%	60%
	Female	69%	65%	Female	51%	65%	Female	43%	65%
	EIP	NA	65%	EIP	NA	65%	EIP	NA	65%
	Non-EIP	69%	60%	Non-EIP	60%	60%	Non-EIP	61%	60%
	ELL	69%	70%	ELL	52%	70%	ELL	75%	70%
	Non-ELL	60%	60%	Non-ELL	67%	60%	Non-ELL	61%	60%
Non-	65%	60%	Non-	61%	60%	Non-	61%	60%	

	Migrant			Migrant			Migrant		
	Migrant	NA	65%	Migrant	NA	65%	Migrant	NA	65%
	FRL	68%	70%	FRL	67%	70%	FRL	61%	65%
	Non-FRL	60%	60%	Non-FRL	60%	60%	Non-FRL	61%	60%

*3-10 must include CSAP with no goals below 30% proficient

Support Goals

Parent & Community Goal (all schools complete/use parent survey):

Parent Orientation and Parent Teacher Meetings:

- **Actions/timelines:**

Before School Starts, parents are invited to school (July 19-22 from 5 pm to 7 pm) for Parent Orientation. In the event, Parents watches the presentation by the school administration describing general school rules, academic and behavioral expectations, drop off and pick up procedures, uniform rules, lunch program, grading and promotion policies, elective classes etc. Parents receive parent-student handbook, school calendar, elective survey, lunch program survey etc. They also have a chance to buy uniforms. They also meet with their students' Homeroom teachers and make an appointment for the following week, In the following week (week of July 26) parents meet with their Homeroom teachers individually to talk about their students individual needs and learning styles, whether they have IEP, 504 plans or not and in general how Lotus School can help their child and how they can support their students education.

- **Evaluation- how will you know if you were successful in meeting your goal?**

These meeting are tracked by the school administration

Parent Teacher Conferences (PTC):

- **Actions/timelines:**

Lotus schedules parent teacher conference 1.5 days a semester. The first PTC's are scheduled on Sept 23 from 5 pm to 8 pm for parents who wok during the day and on Sept 24 from 8 am to 5 pm. Parents schedules meeting with their student's teachers for 15 minutes. They have a chance to learn about their child's progress, express any concerns and be involved with their child's education. The second PTC's are schedule on Feb 24, 2011 from 5 pm to 8 pm and Feb 25 from 8 am to 5 pm. These dates are specifically chosen to be right after 1st progress report are sent homes. This is roughly 1/3 of each semester so parents can be aware of student's progress and can make changes as necessary.

- **Evaluation- how will you know if you were successful in meeting your goal?**

PTC's are tracked on an internal Google document where all staff can see their appointments. Those parents who could not come to these meetings can make arrangements other times. These meeting are recorded in a Google document as well.

Parent Teacher Organization (PTO):

- **Actions/timelines:**

Lotus PTO meets on every second Thursdays of the month. PTO organizes many school events such as fundraising activities, school dance, help with school concert etc. The meeting minutes are kept by PTO. Participating PTO meetings are encouraged and can be counted towards their voluntary hours.

Parent Volunteer Hours:

- **Actions/timelines:**

Lotus requires 8 hours of volunteer service from each family. PTO tracks these hours. Parent can help by serving lunch, running library, morning, lunch and after school supervisions, chaperoning school trips, sleepovers and camps, organizing fundraising activities and school events etc.

Special Nights:

Parents are invited to special night such as Math Engineering Science Achievement (MESA) night, Halloween Haunted House, continuation and graduation ceremonies.

Website/Newsletter:

Lotus families are informed about the school activities through school website and school newsletter that goes home regularly.

School Information System

Lotus families can access the school information and track their students' progress on a daily base. They can see grades, upcoming exams and assignments, discipline records (point based system) and see how their child is doing at Lotus. Lotus utilizes Discipline Records System (DRS). Students are awarded with positive points when they are caught doing good things. They are also recognized with negative points when they make wrong choices. There are great incentives for behaving well and some loss of privileges when they don't. Informing parents about their child's behavior utilizing our school information system help them get involved much efficiently.

Math-Matters Competition:

Lotus has been organizing a Math competition called Math-Matters for 4th and 5th graders for the last 4 years. Students who live anywhere in CO can participate the competition. This is also a great tool for bringing families to Lotus.

Home Visits:

Home visits are integral part of the Lotus educational Program. Lotus staff visits home of their students to create a strong partnership with families. During the home visit, teachers talk about how their students are doing in their classes. Parents can ask questions and also give feedback about their experience at Lotus. We take these feedback and try to implement as much as possible. Having this communication with parent provides an opportunity for accomplishing the best results possible for their child. There is no room for manipulation. Parents can be on top of their students education. It is great impression on students that s/he becomes aware of this strong partnership. It is our experience that after home visit we observe significant progress in students' academic success as well as their behavior.

We track the home visit on a school's internal Google Document so each teacher can see who is visited and who is not. This prevents multiple visit to same families while there are other families who have not been visited yet.

Title III Parent Involvement and Outreach Event for Families of Second Language Learners (all schools complete)

- Goal: To provide community participation programs, family literacy services, and parent outreach and training activities to limited English proficient children and their families.
- Objective 1: To improve the English skills of limited English proficient children
- Objective 2: To assist parents in helping their children to improve their academic achievement and become active participants in the education of their child
- Actions/timelines/contact:
Guiding questions

What is the best way to communicate with your parents to share important information?

Lotus always communicate with its family in English and Spanish. 40% of our families are Spanish speaking families. Newsletters, flier and letters going home are sent in two languages. We always hire office staff who are bilingual so Spanish speaking families can always communicate with school. We utilize Blackboard-connect mass phone dialing system when we want to let parents know about the school events and notifications.

This system call call and/or email and/or text message all parents in a very short time. We send messages in English and Spanish when we communicate with parents using this system.

Title III Set-aside Parent involvement and Outreach Event For Immigrant and Refugee Families (impacted schools complete)

- Goal: To provide community participation programs, family literacy services, and parent outreach and training activities to immigrant and refugee families.
- Objective 1: To provide family literacy, parent outreach, and training activities designed to assist parents to become more active participants in the education of their children.
- Objective 2: To assist immigrant and refugee parents in helping their children to improve their academic achievement and become active participants in the education of their child.

• Actions/Timelines/contact:

Guiding Questions

How many immigrant and refugees families do you serve at your school site?

Almost 10% of Lotus families are recent immigrant families.

What information is important for you to share with immigrant and refugee families?

Most of the immigrant families neither speaks English nor Spanish. It is very important to find a person who can translate into their language when it comes to communication. We use other students or family members who speaks the same language as well as English to communicate with these students and families.

What support do immigrant and refugee families need to make an easier transition into your school setting?

ESL services is provided as ELD block at Lotus. Student not only learn English but also get familiar with the American culture in these classes. We try to prioritize home visits to the families of these immigrant students so that we can involve them as much as possible. If we have a staff member who speaks the same language we make sure that staff members goes to their house. If not, we try to arrange another students or students him/herself if their English level is good enough to translate.

- Evaluation-how will you know if you were successful in meeting your goal? (all evidence should be mailed to Paula Niemi, Grants Management, pmniemi@aps.k12.co.us)

Support Goals

Environment:

Staff Climate Goal (based on staff survey):

Actions: We try to create a supportive and nurturing working environment for teachers and staff. Everybody deserve respect. Weekly staff meetings are utilized to discuss general and specific school issues and staff takes part in decision making. Lotus School does not appreciate spreading

negativity and rumors among staff. In staff evaluations, staff relationship section focuses on how good a team members each staff member is. Since Lotus implement performance based salary increases, creating a positive supporting working environment is encouraged.

Student Climate Goal (based on student survey):

Actions: Lotus believes that creating a safe and nurturing learning environment is critical for the success of our students. No students has right to prevent another students learning. No students should feel threatened or uncomfortable coming to Lotus. In order to promote positive behavior and minimize negative behavior Lotus created a system call Discipline Record System (DRS). Students are awarded with positive points when they are caught doing good things. They are also recognized with negative points when they make wrong choices. There are great incentives for behaving well and some loss of privileges when they don't. The system is integrated into our School Information system so that it can be managed very easily and can be accessed by parents as well. Students who are the top 25% of the DRS points are labeled as Excellent Behaving Students. The next 25% is labeled as Outstanding Behaving Students and the remaining 50% is labeled as Good Standing Students. Students who are below certain negative points are put in the **loss of privileges** status.

Excellent behaving students are rewarded by free dress days every Fridays. Outstanding students are rewarded by Free dress days every other Friday and Good standing students are rewarded by once in three weeks. Students are also rewarded by ice cream and pizza parties depending on their status. Students who are in good standing and above status are eligible to participate after school clubs and activities, sports, weekend trips and activities and camps. Students who are in the loss of privileges status cannot attend after school activities except tutoring. They cannot participate any extra curricular activities such as dance, weekend activities or camps. They cannot enjoy the free dress days either.

This program promotes positive behavior and minimize the negative behavior. It creates a positive, supportive school atmosphere. It creates a competition among students to do positive things rather than negatives.

Student Attendance Goal:

Actions: Our goal is to maintain 97% attendance through out the year. We have a good records of attendance for the past couple of years that LSE has be in operation. School information system integrated with Blackboard-connect phone dialing system alerts parents when students is absent from a class or for any day. This increases the attendance by involving parents. For students who are habitually truent, we arrange meetings and home visit and follow district procedures.

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Final Report**

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Section I: Summary Information about the School

Directions: CDE has pre-populated the school's 2009-10 data in **blue** text which was used to determine whether or not the school met the 2010-11 accountability expectations. More detailed reports on the school's results are available on SchoolView (www.schoolview.org). The tables below have been pre-polulated with the data from the School Performance Framework and AYP. The state and federal expectations are provided as a reference and are the minimum requirements a school must meet for accountability purposes. The columns highlighted in **Yellow** define the plan comparison as either 1 Year or 3 Year.

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		Math	52.5%	51.6%	47.8%	40.5%	Approaching	
		Writing	57.8%	58.3%	42.6%	43.7%	Approaching	
		Science	48.0%	48.7%	28.6%	22.1%	Does Not Meet	
	Adequate Yearly Progress (AYP) Description: %PP+P+A on CSAP, CSAP-A and Lectura in Reading and Math for each group Expectation: Targets set by state*	Overall number of targets for School: 32			Overall % of targets met by School: 100.0%		Reading	YES
Academic Growth	Median Student Growth Percentile Description: Growth in CSAP for reading, math and writing Expectation: If school met adequate growth: then median SGP is at or above 45 If school did not meet adequate growth: then median SGP is at or above 55		Median Adequate SGP	Median SGP			M	Combined
		Reading	37	45/55	Median SGP: 50	Meets	Meets	
		Math	80	45/55	Median SGP: 58	Meets		
		Writing	64	45/55	Median SGP: 55	Meets		

*To see annual AYP targets, go to: www.cde.state.co.us/FedPrograms/AYP/prof.asp#table

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						Meets	Meets
Post Secondary Readiness	Graduation Rate Expectation: 80% or above	80% or above		N/A		N/A	
	Dropout Rate Expectation: At or below State average	1-year 3.6%	3-years 3.9%	1-year N/A	3-years N/A	N/A	
	Mean ACT Composite Score Expectation: At or above State average	1-year 20	3-years 20.1	1-year N/A	3-years N/A	N/A	

Accountability Status and Requirements for Improvement Plan

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Aurora Public Schools

SCHOOL IMPROVEMENT PLAN 2010-11

School: Lotus School For Excellence	Principal: Adnan Doyuran	Date Created: 9.30.10
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Title I School: Yes No

Area	2008-09	2009-10	2010-11
Accreditation Status	Y	Y	
Identified (Met AYP – Y/N)	Y	Y	
AYP Status Math	Y	Y	
AYP Status Reading	Y	Y	

AYP Area(s) for Improvement	2008-09	2009-10	2010-11
Whole School (Reading, Math, None)	Science	Reading, Math, Writing, Science	
Subgroup Math (ELL, FRL, IEP, White, Hispanic, Black, Native American, None)		ELL,	
Subgroup Reading (ELL, FRL, IEP, White, Hispanic,		ELL, IEP,	

School Improvement Planning Team (Include names and titles):

Administrators: **Adnan Doyuran, Jennifer Floersch, Leslie Way-Lyons**

Teachers: **Taryn Schroeder, Dezerae Daniels, Seljan Saadet, Rebecca Sanders**

Support Services:

Parents:

Students:

Others:

Desired State

<p>Student Learning (behavior that will result in an increase of growth/proficiency): What must our students know and understand?</p> <p>GOAL: Students will be able to self-assess and use feedback to improve their understandings and revise their work.</p> <p>This will allow students to learn how to self-monitor, work independently, and talk about their learning in relation to the learning goals and success criteria.</p>	<p>Adult Learning (strategic action): What must we all know and be able to do?</p> <p>Data driven instruction will be emphasized.</p> <p>NWEA MAP test will be utilized to asses students' specific areas of weaknesses and strengths at the beginning of the year. Data will be utilized to shape the instructions as well tutoring sessions. This assessment is administered three times a year.</p> <p>In addition, throughout the year, Renaissance Accelerated Reading will be utilized to monitor Reading skills and student progress. Renaissance STAR Math and STAR Reading assessments will also be utilized for progress monitoring especially for students who are going through the RTI. These assessment can be as frequently as weekly.</p> <p>All of these assessments are computer based adaptive tests.</p> <p>Teachers will be trained how to utilize and interpret the data coming from these assessments.</p>
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Long-Term Measure of Success (PK-12)*

Growth Goals: (5% if below 60 th)—70% **cohort data can be aligned with growth goals	Reading			Writing			Math		
	Grade	Spring 2010	Spring 2011	Grade	Spring 2010	Spring 2011	Grade	Spring 2010	Spring 2011
	4 th	NA	55%	4 th	NA	55%	4 th	NA	55%
	5 th	NA	55%	5 th	NA	55%	5 th	NA	55%
	6 th	68%	55%	6 th	32	55%	6 th	68	55%
	7 th	59%	55%	7 th	51	55%	7 th	59	55%
	8 th	33%	55%	8 th	45	55%	8 th	33	55%
Proficiency Goals: (at least 3%) 2010-11 Goals are set according to 2009-10 previous grade's proficiency levels.	Reading			Writing			Math		
	Grade	K-2 Dibels CSAP 2009-10	K-2 Dibels CSAP 2010-11	Grade	K-2 Dibels CSAP 2009-10	K-2 Dibels CSAP 2010-11	Grade	CSAP 2009-10	CSAP 2010-11
	K	NA	50%	K	NA	50%	K	NA	50%
	1 st	NA	50%	1 st	NA	50%	1 st	NA	50%
	2 nd	NA	50%	2 nd	NA	50%	2 nd	NA	50%
	3 rd	NA	50%	3 rd	NA	50%	3 rd	NA	50%
	4 th	NA	50%	4 th	NA	50%	4 th	NA	50%
	5 th	NA	50%	5 th	NA	50%	5 th	NA	50%
	6 th	50%	55%	6 th	28%	55%	6 th	54%	55%
	7 th	60%	55%	7 th	51%	35%	7 th	51%	59%
	8 th	48%	65%	8 th	44%	56%	8 th	27%	56%
Equity/gap Goals: (Include FR/non and Minority/non)	Reading			Writing			Math		
	Sub Groups	CSAP 2009-10	CSAP 2010-11	Sub Groups	CSAP 2009-10	CSAP 2010-11	Sub Groups	CSAP 2009-10	CSAP 2010-11
	Black	35%	40%	Black	37%	42%	Black	68%	70%
	Hispanic	43%	48%	Hispanic	47%	52%	Hispanic	52%	60%
	White	41%	47%	White	44%	49%	White	59%	60%
	Gifted	32%	37%	Gifted	38%	43%	Gifted	50%	55%
	Non-Gifted	43%	48%	Non-Gifted	41%	46%	Non-Gifted	57%	62%
	Male	32%	37%	Male	37%	43%	Male	57%	60%
	Female	50%	55%	Female	52%	57%	Female	56%	60%

	EIP	NA	60%	EIP	NA	60%	EIP	NA	65%
	Non-EIP	41%	46%	Non-EIP	42%	47%	Non-EIP	59%	60%
	ELL	42%	50%	ELL	42%	50%	ELL	60%	65%
	Non-ELL	41%	46%	Non-ELL	40%	45%	Non-ELL	56%	61%
	Non-Migrant	41%	46%	Non-Migrant	41%	46%	Non-Migrant	57%	60%
	Migrant	NA	50%	Migrant	NA	50%	Migrant	NA	62%
	FRL	43%	48%	FRL	38%	50%	FRL	67%	70%
	Non-FRL	34%	39%	Non-FRL	44%	49%	Non-FRL	48%	53%

*3-10 must include CSAP with no goals below 30% proficient

Support Goals

Parent & Community Goal (all schools complete/use parent survey):

Parent Orientation and Parent Teacher Meetings:

- **Actions/timelines:**

Before School Starts, parents are invited to school (July 19-22 from 5 pm to 7 pm) for Parent Orientation. In the event, Parents watches the presentation by the school administration describing general school rules, academic and behavioral expectations, drop off and pick up procedures, uniform rules, lunch program, grading and promotion policies, elective classes etc. Parents receive parent-student handbook, school calendar, elective survey, lunch program survey etc. They also have a chance to buy uniforms. They also meet with their students' Homeroom teachers and make an appointment for the following week. In the following week (week of July 26) parents meet with their Homeroom teachers individually to talk about their students individual needs and learning styles, whether they have IEP, 504 plans or not and in general how Lotus School can help their child and how they can support their students education.

- **Evaluation- how will you know if you were successful in meeting your goal?**

These meeting are tracked by the school administration

Parent Teacher Conferences (PTC):

- **Actions/timelines:**

Lotus schedules parent teacher conference 1.5 days a semester. The first PTC's are scheduled on Sept 23 from 5 pm to 8 pm for parents who work during the day and on Sept 24 from 8 am to 5 pm. Parents schedule meeting with their student's teachers for 15 minutes. They have a chance to learn about their child's progress, express any concerns and be involved with their child's education. The second PTC's are schedule on Feb 24, 2011 from 5 pm to 8 pm and Feb 25 from 8 am to 5 pm. These dates are specifically chosen to be right after 1st progress report are sent homes. This is roughly 1/3 of each semester so parents can be aware of student's progress and can make changes as necessary.

- **Evaluation- how will you know if you were successful in meeting your goal?**

PTC's are tracked on an internal Google document where all staff can see their appointments. Those parents who could not come to these meetings can make arrangements other times. These meeting are recorded in a Google document as well.

Parent Teacher Organization (PTO):

- **Actions/timelines:**

Lotus PTO meets on every second Thursdays of the month. PTO organizes many school events such as fundraising activities, school dance, help with school concert etc. The meeting minutes are kept by PTO. Participating PTO meetings are encouraged and can be counted towards their voluntary hours.

Parent Volunteer Hours:

- **Actions/timelines:**

Lotus requires 8 hours of volunteer service from each family. PTO tracks these hours. Parent can help by serving lunch, running library, morning, lunch and after school supervisions, chaperoning school trips, sleepovers and camps, organizing fundraising activities and school events etc.

Special Nights:

Parents are invited to special night such as Math Engineering Science Achievement (MESA) night, Halloween Haunted House, continuation and graduation ceremonies.

Website/Newsletter:

Lotus families are informed about the school activities through school website and school newsletter that goes home regularly.

School Information System

Lotus families can access the school information and track their students' progress on a daily base. They can see grades, upcoming exams and assignments, discipline records (point based system) and see how their child is doing at Lotus. Lotus utilizes Discipline Records System (DRS). Students are awarded with positive points when they are caught doing good things. They are also recognized with negative points when they make wrong choices. There are great incentives for behaving well and some loss of privileges when they don't. Informing parents about their child's behavior utilizing our school information system help them get involved much efficiently.

Math-Matters Competition:

Lotus has been organizing a Math competition called Math-Matters for 4th and 5th graders for the last 4 years. Students who live anywhere in CO can participate the competition. This is also a great tool for bringing families to Lotus.

Home Visits:

Home visits are integral part of the Lotus educational Program. Lotus staff visits home of their students to create a strong partnership with families. During the home visit, teachers talk about how their students are doing in their classes. Parents can ask questions and also give feedback about their experience at Lotus. We take these feedback and try to implement as much as possible. Having this communication with parent provides an opportunity for accomplishing the best results possible for their child. There is no room for manipulation. Parents can be on top of their students education. It is great impression on students that s/he becomes aware of this strong partnership. It is our experience that after home visit we observe significant progress in students' academic success as well as their behavior.

We track the home visit on a school's internal Google Document so each teacher can see who is visited and who is not. This prevents multiple visit to same families while there are other families who have not been visited yet.

Title III Parent Involvement and Outreach Event for Families of Second Language Learners (all schools complete)

- Goal: To provide community participation programs, family literacy services, and parent outreach and training activities to limited English proficient children and their families.
- Objective 1: To improve the English skills of limited English proficient children
- Objective 2: To assist parents in helping their children to improve their academic achievement and become active participants in the education of their child
- Actions/timelines/contact:
Guiding questions

What is the best way to communicate with your parents to share important information?

Lotus always communicate with its family in English and Spanish. 40% of our families are Spanish speaking families. Newsletters, flier and letters going home are sent in two languages. We always hire office staff who are bilingual so Spanish speaking families can always communicate with school. We utilize Blackboard-connect mass phone dialing system when we want to let parents know about the school events and notifications. This system call call and/or email and/or text message all parents in a very short time. We send messages in English and Spanish when we

communicate with parents using this system.

Title III Set-aside Parent involvement and Outreach Event For Immigrant and Refugee Families (impacted schools complete)

- Goal: To provide community participation programs, family literacy services, and parent outreach and training activities to immigrant and refugee families.
- Objective 1: To provide family literacy, parent outreach, and training activities designed to assist parents to become more active participants in the education of their children.
- Objective 2: To assist immigrant and refugee parents in helping their children to improve their academic achievement and become active participants in the education of their child.

- Actions/Timelines/contact:

Guiding Questions

How many immigrant and refugees families do you serve at your school site?

Almost 10% of Lotus families are recent immigrant families.

What information is important for you to share with immigrant and refugee families?

Most of the immigrant families neither speaks English nor Spanish. It is very important to find a person who can translate into their language when it comes to communication. We use other students or family members who speaks the same language as well as English to communicate with these students and families.

What support do immigrant and refugee families need to make an easier transition into your school setting?

ESL services is provided as ELD block at Lotus. Student not only learn English but also get familiar with the American culture in these classes. We try to prioritize home visits to the families of these immigrant students so that we can involve them as much as possible. If we have a staff member who speaks the same language we make sure that staff members goes to their house. If not, we try to arrange another students or students him/herself if their English level is good enough to translate.

Support Goals

Environment:

Staff Climate Goal (based on staff survey):

Actions: We try to create a supportive and nurturing working environment for teachers and staff. Everybody deserve respect. Weekly staff meetings are utilized to discuss general and specific school issues and staff takes part in decision making. Lotus School does not appreciate spreading negativity and rumors among staff. In staff evaluations, staff relationship section focuses on how good a team members each staff member is. Since Lotus implement performance based salary increases, creating a positive supporting working environment is encouraged.

Student Climate Goal (based on student survey):

Actions: Lotus believes that creating a safe and nurturing learning environment is critical for the success of our students. No student has the right to prevent another student from learning. No student should feel threatened or uncomfortable coming to Lotus. In order to promote positive behavior and minimize negative behavior, Lotus created a system called the Discipline Record System (DRS). Students are awarded with positive points when they are caught doing good things. They are also recognized with negative points when they make wrong choices. There are great incentives for behaving well and some loss of privileges when they don't. The system is integrated into our School Information system so that it can be managed very easily and can be accessed by parents as well. Students who are the top 25% of the DRS points are labeled as Excellent Behaving Students. The next 25% is labeled as Outstanding Behaving Students and the remaining 50% is labeled as Good Standing Students. Students who are below certain negative points are put in the **loss of privileges** status.

Excellent behaving students are rewarded by free dress days every Friday. Outstanding students are rewarded by Free dress days every other Friday and Good standing students are rewarded by once in three weeks. Students are also rewarded by ice cream and pizza parties depending on their status. Students who are in good standing and above status are eligible to participate in after school clubs and activities, sports, weekend trips and activities and camps. Students who are in the loss of privileges status cannot attend after school activities except tutoring. They cannot participate in any extra curricular activities such as dance, weekend activities or camps. They cannot enjoy the free dress days either.

This program promotes positive behavior and minimizes the negative behavior. It creates a positive, supportive school atmosphere. It creates a competition among students to do positive things rather than negatives.

Student Attendance Goal:

Actions: Our goal is to maintain 97% attendance throughout the year. We have good records of attendance for the past couple of years that LSE has been in operation. The school information system integrated with Blackboard-connect phone dialing system alerts parents when a student is absent from a class or for any day. This increases attendance by involving parents. For students who are habitually truant, we arrange meetings and home visits and follow district procedures.