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SCHOOL: Roosevelt Edison Charter School

NCLB School Improvement Status	Accreditation Status	School Status
X Not on Improvement	☐ **Accredited---ALERT**	☐ **Traditional**
☐ **Year 1**	☐ **Accredited—Accreditation Watch**	☒ **School-wide**
☐ **Year 2**	☐ **Accredited—Accreditation Probation**	☐ **Technical Assistance Tier I**
☐ **Corrective Action**	☐ **Non-accredited**	☐ **Technical Assistance Tier II**
☐ **Restructuring**	**X Accredited**	☐ **Technical Assistance Tier III**

School Improvement Planning Team: Signatures of people who were involved in the preparation of the plan. **Parents must be included.**		**Building Advisory Accountability Committee:**	**To be completed by the Title I/Operations office:**
Name	**Position**		
Lance D. Howard	Principal	1) **Date the Plan was presented to SAC for review:**	Date received in Title I/Operations office:
Steve Tompkins	Academy Director		
Chris Markle	K Lead Teacher/Parent		
Lisa Craft	1st Lead Teacher	2) **Signature of Principal**:	Date the Plan was reviewed:
Kathrin Polyefko	2nd Lead Teacher/Parent		
Letty Pickett	3rd Lead Teacher	Lance D. Howard	
Clara Matchett	4th Lead Teacher/Parent		
Tiffany Unseth	5th Lead Teacher	3) **Signature of SAC Chairperson:**	Members of the Review Team:
Trina Ray	SPED Lead Teacher		
Erick Gossage	Specials Lead Teacher	Steve Tompkins – A.D.	
Brianne Pierson	RTI Coordinator	4) **Signatures of SAC members:**	
Lorri Brady	School Operations Man.		
Christy Marry	Office Manager		
Holly Bradbury	Pos. Beh. Int. Support		
JB Klinitski	Technology Manager		
			Date of Plan Approval:
			Signature of Title I/School-wide Director:

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Colorado's Unified Improvement Plan for Schools for 2011-12
Preliminary Report

Organization Code: 1010 **District Name:** COLORADO SPRINGS 11 **School Code:** 7482 **School Name:** ROOSEVELT EDISON CHARTER SCHOOL (E) **Plan type based on:** 3 Year

Section I: Summary Information about the School

Directions: This section summarizes your school's performance on the federal and state accountability measures in 2010-11. In the table below, CDE has pre-populated the school's data in blue text. This data shows the school's performance in meeting minimum federal — Adequate Yearly Progress (AYP) — and state accountability expectations — School Performance Framework (SPF) data. The columns highlighted in yellow indicate the SPF results (1-year or 3-year) that are applied to the school for accountability purposes. This summary should accompany your improvement plan.

Student Performance Measures for State and Federal Accountability

Performance Indicators	Measures/Metrics	2010-11 Federal and State Expectations			2010-11 School Results		Meets Expectations?	
			1-year	3-years	1-year	3-years	Overall Rating for Academic Achievement:	
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	71.6%	72.0%	50.5%	57.3%	Approaching	
		Math	70.9%	70.1%	67.1%	67.0%		
		Writing	53.5%	54.8%	43.7%	47.7%	* Consult your SPF for the ratings for each content area at each level.	
		Science	47.5%	45.4%	31.2%	34.0%		
	Adequate Yearly Progress (AYP) Description: %PP+P+A on CSAP, CSAP-A and Lectura in reading and math for each disaggregated student group. Expectation: Targets set by state*.	Overall number of targets for School: 32			Overall % of targets met by School: 78.1%		Reading	NO
							Math	NO
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			Overall Rating for Academic Growth:	
		Reading	42	45/55	Median SGP:	50	Meets	
		Math	52	45/55	Median SGP:	54	* Consult your SPF for the ratings for each content area at each level.	
		Writing	46	45/55	Median SGP:	46		

* To see annual AYP targets, go to: www.cde.state.co.us/FedPrograms/danda/aypprof.asp

** To see your school's detailed AYP report (including school results by content area, disaggregated group and school level), access the report in the Automated Data Exchange AYP System.

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Organization Code: 1010   **District Name:** COLORADO SPRINGS 11   **School Code:** 7482   **School Name:** ROOSEVELT EDISON CHARTER SCHOOL (E)   **Plan type based on:** 3 Year

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

Performance Indicators	Measures/Metrics	2010-11 Federal and State Expectations	2010-11 School Results	Meets Expectations?
Academic Growth Gaps	Median Student Growth Percentile Description: Growth in CSAP for reading, writing and math by disaggregated groups. Expectation: If disaggregated groups met adequate growth, then median SGP is at or above 45.If disaggregated groups did not meet adequate growth, then median SGP is at or above 55.	See your School Performance Framework Report for a listing of median adequate growth percentiles for your school's disaggregated student groups, including free/reduced lunch eligible students, minority students, students with disabilities, English Language Learners, and students needing to catch up.	See your School Performance Framework Report for a listing of median growth percentiles for your school's disaggregated student groups.	Overall Rating for Growth Gaps: Approaching

Accountability Status and Requirements for Improvement Plan

Program	Identification Process	Identification for School	Directions for completing improvement plan
State Accountability			
Preliminary Recommended Plan Type	Plan assigned based on school's overall school performance framework score (achievement, growth, growth gaps, postsecondary and workforce readiness).	Performance	Based on preliminary results, 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, 2012 to be uploaded on SchoolView.org, unless other programs require an earlier submission. Refer to the UIP website for more detailed directions on plan submission, as well as the UIP Handbook to ensure that all required elements are captured in the school's plan. Final results will be available in November 2011.
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.

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Section II: Improvement Plan Information

Directions: This section should be completed by the school or district.

Additional Information about the School

Comprehensive Review and Selected Grant History		
Related Grant Awards	Did the school receive a Tiered Intervention grant? Indicate the intervention approach.	☐ Turnaround ☐ Restart ☐ Transformation ☐ Closure
	Has the school received a School Improvement grant? When was the grant awarded?	N/A
School Support Team or Expedited Review	Has (or will) the school participated in an SST review or Expedited Review? When?	N/A
External Evaluator	Has the school partnered with an external evaluator to provide comprehensive evaluation? Indicate the year and the name of the provider/tool used.	N/A

### Improvement Plan Information

The school is submitting this improvement plan to satisfy requirements for (check all that apply):

☐ State Accountability   ☒ Title IA   ☐ Tiered Intervention Grant   ☐ School Improvement Grant   ☐ Other: _____

	School Contact Information (Additional contacts may be added, if needed)	
1	Name and Title	Lance D. Howard
	Email	Lance.Howard@RECS.EdisonLearning.Com
	Phone	719-637-0311 Ext. 140
	Mailing Address	205 Byron Drive, Colorado Springs, CO 80910
2	Name and Title	Stephen Tompkins
	Email	Stephen.Tompkins@RECS.EdisonLearning.Com
	Phone	719-637-0311 Ext. 139
	Mailing Address	205 Byron Drive, Colorado Springs, CO 80910

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This section corresponds with the "evaluate" portion of the continuous improvement cycle. Provide a narrative that examines the data for your school – especially in any areas where the school was identified for accountability purposes. To help you construct this narrative, this section has been broken down into four steps: (1) Gather and organize relevant data, (2) Analyze trends in the data and identify priority needs, (3) Determine the root causes of those identified needs, and (4) Create the narrative.
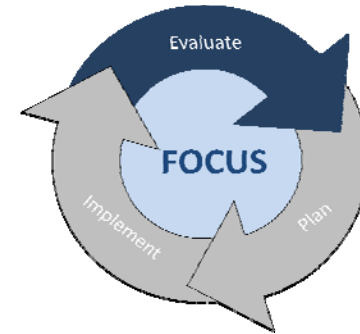
Step One: Gather and Organize Relevant Data

The planning team must gather data from a variety of sources to inform the planning process. For this process, schools are required to pull specific performance reports and are expected to supplement their analysis with local data to help explain the performance data. The team will need to include three years of data to conduct a trend analysis in step two.

- *Required reports.* At a minimum, the school is expected to reference the key data sources posted on SchoolView (www.schoolview.org/SchoolPerformance/ index.asp), including: (1) School Performance Framework Report, (2) Growth Summary Report, (3) AYP Summaries (including detailed reports in reading and math for each subpopulation of students), and (4) Post Secondary Readiness data.
- *Suggested data sources.* Furthermore, it is assumed that more detailed data is available at the school/district level to provide additional context and deepen the analysis. Some recommended sources may include:

Student Learning	Local Demographic Data	School Processes Data	Perception Data
• Local outcome and interim assessments • Student work samples • Classroom assessments (type and frequency)	• School locale and size of student population • Student characteristics, including poverty, language proficiency, IEP, migrant, race/ethnicity • Student mobility rates • Staff characteristics (e.g., experience, attendance, turnover) • List of schools and feeder patterns • Student attendance • Discipline referrals and suspension rates	• Comprehensive evaluations of the school (e.g., SST) • Curriculum and instructional materials • Instruction (time and consistency among grade levels) • Academic interventions available to students • Schedules and class sizes • Family/community involvement policies/practices • Professional development structure • Services and/or programs (Title I, special ed, ESL) • Extended day or summer programs	• Teaching and learning conditions surveys (e.g., TELL Colorado) • Any perception survey data (e.g., parents, students, teachers, community, school leaders) • Self-assessment tools (district and/or school level)

Step Two: Analyze Trends in the Data and Identify Priority Needs

Using at least three years of data, the team should begin by identifying positive and negative trends in each of the key performance indicators (i.e., academic achievement, academic growth, academic growth gaps, post secondary readiness). The summary provided in Part I of this template (pp. 1-2) will provide some clues on content areas, grade levels and disaggregated groups where the school needs to focus its attention. Local data (suggestions provided above) should

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also be included – especially in grade levels and subject areas not included in state testing. Next, the team should share observations of its strengths on which it can build, and identify areas of need. Finally, those needs should be prioritized. At least one priority need must be identified for every performance indicator for which school performance did not at least meet state and/or federal expectations. These efforts should be documented in the Data Analysis Worksheet below.

Step Three: Root Cause Analysis
This step is focused on examining the underlying cause of the priority needs identified in step two. A cause is a "root cause" if: (1) the problem would not have occurred if the cause had not been present, (2) the problem will not reoccur if the cause is dissolved and (3) correction of the cause will not lead to the same or similar problems (Preuss, 2003). Finally, the school should have control over the proposed solution – or the means to implement the solution. Remember to verify the root cause with multiple data sources. These efforts should be documented in the Data Analysis Worksheet below.

Data Analysis Worksheet
Directions: This chart will help you record and organize your observations about your school level data for the required data analysis narrative. You are encouraged to conduct a more comprehensive analysis by examining all of the performance indicators. – at a minimum, you must address the performance indicators for the targets that were not met for accountability purposes. Ultimately, your analysis will guide the major improvement strategies you choose in section IV. You may add rows, as necessary.

Performance Indicators	Description of Significant Trends (3 years of past data)	Priority Needs	Root Causes

Academic Achievement (Status)	All areas rated "approaching"
	    CSAP Reading: slight decreasing trend
	    CSAP Math: slight increasing trend
	    CSAP Writing: slight decreasing trend
	    CSAP Science: slight increasing trend
		1. Increase achievement growth in all areas
		2. Increase achievement growth for Students w/disabilities
			Differentiated Instruction - Inconsistent and/or ineffective implementation of differentiation strategies
			
			Cross-Curricular Literacy Skill Focus - Inconsistent and/or ineffective implementation of Cross-curricular Literacy Skills & Strategies
			
			ELL/ELD - Inconsistent and/or ineffective implementation of SIOP strategies and Vocabulary
			
			Response to Intervention – Inconsistent and/or Ineffective implementation of RTI and PBIS interventions
			
			Curriculum - Inconsistent and/or ineffective implementation of vocabulary, common educational language, and expectations across the curriculum(s)

Performance Indicators	Description of Significant Trends (3 years of past data)	Priority Needs	Root Causes
			Progress Monitoring - Inconsistent and/or ineffective implementation of data driven decisions and interventions PBIS - Inconsistent and/or ineffective implementation of PBIS Professional Development - Inconsistent and/or ineffective implementation of professional development in the areas of RTI, ELL, Curriculum, Progress Monitoring, and PBIS
	AYP: met AYP all three (3) years	N/A	N/A
Academic Growth	Reading: 55% Median Growth	N/A	N/A
	Mathematics: 61% Median Growth	N/A	N/A
	Writing: 54% Median Growth	N/A	N/A
Academic Growth Gaps	Reading, Mathematics, & Writing: Free/Reduced Lunch Eligible, Minority Students, English Language Learners, & Students needing to catch up – Approaching	Increase achievement growth for subgroups	Inconsistent and/or ineffective implementation of communication/collaboration between RTI interventionists and classroom teachers, alignment of RTI goals, and level 3 RTI instructional interventions
	Reading, Mathematics, & Writing: Students with disabilities – Does Not Meet - not making adequate growth	Increase achievement growth for Students with disabilities	Inconsistent and ineffective implementation of IEP goals, communication/collaboration between SPED providers and classroom teachers, alignment of IEP goals with state standards, and level 3 RTI instructional interventions and data tracking for our subgroups
Post Secondary	N/A	N/A	N/A

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Performance Indicators	Description of Significant Trends (3 years of past data)	Priority Needs	Root Causes
Readiness	N/A	N/A	N/A

Preuss, P. G. (2003). *School Leader's Guide to Root Cause Analysis: Using Data to Dissolve Problems.* Larchmont, NY: Eye on Education

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Step 4: Create the Data Narrative

Directions: Blend the work that you have done in the previous three steps: (1) Gather and organize relevant data, (2) Analyze trends in the data and identify priority needs, and (3) Determine the root causes of those identified needs. The narrative should not take more than five pages. Consider the questions below as you write your narrative.

Data Narrative for School

Trend Analysis and Priority Needs: On which performance indicators is our school trending positively? On which performance indicators is our school trending negatively? Does this differ for any disaggregated student groups, e.g., by grade level or gender? What performance challenges are the highest priorities for our school?	Root Cause Analysis: Why do we think our school's performance is what it is?	Verification of Root Cause: What evidence do you have for your conclusions?

Narrative:
Roosevelt Edison Charter School District 11 Unified Planning

Newly Missed Targets
Roosevelt had previously met all targets required for meeting Adequate Yearly Progress for the past 5 years. However, in Reading RECS met 13 of 16 indicators; in Math met 12 of 16 indicators. In Reading: All – Actual PP+P+A was 87.04 and target minimum was 94.23. In Math: All – Actual PP+P+A was 89.56 and target minimum was 94.54

RECS CSAP	Reading Proficient & Advanced		Math Proficient & Advanced		Writing Proficient & Advanced		Science Proficient & Advanced	
	09-10	10-11	09-10	10-11	09-10	10-11	09-10	10-11
3rd	53	52	68	68	48	47		
Gain/Loss	-17	-1	-3	-0	+2	-1		
4th	50	52	57	69	38	45		
Gain/Loss	-15	+2	-16	+12	-20	+7		

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Trend Analysis and Priority Needs: On which performance indicators is our school trending positively? On which performance indicators is our school trending negatively? Does this differ for any disaggregated student groups, e.g., by grade level or gender? What performance challenges are the highest priorities for our school? ⟹ **Root Cause Analysis:** Why do we think our school's performance is what it is? ⟹ **Verification of Root Cause:** What evidence do you have for your conclusions?

5th	60	49	68	60	53	38	35	31
Gain/Loss	-2	-11	+12	-8	+2	-15	-1	-4

Trends:
Academic Achievement
- o Even though Roosevelt had consistently met AYP, there are areas of concern that require monitoring. The performance indicators for proficient/advanced student has Roosevelt with an "approaching" rating 2/4 in all academic areas. This places Roosevelt in the 26th percentile for reading; 42nd percentile for math; 36th percentile in writing and the 23rd percentile in science.

- o Exceptional students with disabilities did not create a subgroup for AYP but were rated as "does not meet" in all areas. Growth for advanced students is not consistent either.

- o In 3-5 reading, CSAP results indicate some weaknesses in standard 1 and vocabulary. Another trend shows that large numbers of scores are on the cusp between proficiencies. This means that many students are in low-proficiency, low-partial and low-advance performance levels. There is also a trend for high numbers in the high-unsatisfactory level.

- o Writing in 3-5 has had little increase in the past 3 years. The trend also indicates low levels in proficiencies and weaknesses in standard 2 with grammar usage and mechanics.

- o Math trends indicate that standard 3 and number operations are weak.

Academic Growth
- o Roosevelt meet all expectations for academic growth as determined by 2011 CSAP: reading, math, & writing.

Academic Growth Gaps -
- o Reading:
  - • Free/Reduced Lunch Eligible – Meets
  - • Minority Students – Meets

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| Trend Analysis and Priority Needs: On which performance indicators is our school trending positively? On which performance indicators is our school trending negatively? Does this differ for any disaggregated student groups, e.g., by grade level or gender? What performance challenges are the highest priorities for our school? | → | Root Cause Analysis: Why do we think our school's performance is what it is? | → | Verification of Root Cause: What evidence do you have for your conclusions? |

- Students with Disabilities – Approaching
- English Language Learners – Meets
- Students needing to catch up – Meets
  - Math:
    - Free/Reduced Lunch Eligible – Meets
    - Minority Students – Approaching
    - Students with Disabilities – Does Not Meet
    - English Language Learners – Approaching
    - Students needing to catch up – Approaching

  - Writing:
    - Free/Reduced Lunch Eligible – Meets
    - Minority Students – Approaching
    - Students with Disabilities – Does Not Meet
    - English Language Learners – Meets
    - Students needing to catch up – Approaching

Root Causes

The staff engaged in an analysis of the school's progress to determine why the scores seem to be flat-lining. The results are as follows:

Response to Intervention
- Inconsistent and/or ineffective Tier 1 and Tier 2 interventions.
- Inconsistent and/or ineffective Tier 3 interventions for sped students.
- Inconsistent PBIS strategies.
- Need RTI Coordinator to coordinate the process between general ed and interventionists
- Need intervention resources for extra interventions before, after and during regular school hours.
- From 08-09 to 09-10 RECS reduced the number of accommodations as we began transition from our FASST process leveled students to only our RTI process level 2 & 3 students for our CSAP testing in response to a CDE/D-11 initiative to reduce the number of over-accommodated students.

ELL/ELD
- More ELL professional development for staff is needed.
- Roosevelt's 65% bilingual population comes with a few challenges in grammar, writing and vocabulary that are indicated in the weak scoring areas. The need for more support is obvious in all academic areas.

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| Trend Analysis and Priority Needs: On which performance indicators is our school trending positively? On which performance indicators is our school trending negatively? Does this differ for any disaggregated student groups, e.g., by grade level or gender? What performance challenges are the highest priorities for our school? | Root Cause Analysis: Why do we think our school's performance is what it is? | Verification of Root Cause: What evidence do you have for your conclusions? |

- o Inconsistent alignment of content and language objectives.
- o From 08-09 to 09-10 RECS reduced the number of ELL accommodations from level 1-5 students to only our level 1 & 2 students for our CSAP testing in response to a CDE/D-11 initiative to reduce the number of over-accommodated students.

Curriculum
- o Lack of consistent vocabulary instruction and comprehension based learning activities; implementation of best practices.
- o Inconsistent writing/grammar strategies and expectations across the curriculum.
- o Spelling curriculum inadequate.
- o Low level of expectations during instruction. CSAP indicates that the majority of the constructed response points are in the low levels areas and not in the higher.
- o Gaps in science curriculum and scheduling.
- o Low expectations for advanced students.
- o Inconsistent expectations for primary students.
- o Inadequate preparation between primary and elementary students.
- o Curricular gaps.

Progress Monitoring
- o Lack of some critical staff members in taking ownership for progress monitoring.
- o Lack of some critical staff members understanding of data.
- o Inconsistent staff understanding of various web based programs used for interventions. Too many programs being used.

Professional Development
- o Lack of assessment coach to align curriculum with progress monitoring interventions
- o Lack of writing strategies to help close gaps between more experienced and newer teachers.
- o Lack of vocabulary comprehension professional development.
- o Lack of SIOP training/monitoring.
- o Differentiation of instruction for all Tiers, GT, and ELL

Next Steps
The root causes were recognized and analyzed by the lead team in the spring of 2011 and the following strategies identified:

Response to Intervention
- o RTI Coordination
- o Improve RTI levels 1, 2, & 3 implementation

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Trend Analysis and Priority Needs: On which performance indicators is our school trending positively? On which performance indicators is our school trending negatively? Does this differ for any disaggregated student groups, e.g., by grade level or gender? What performance challenges are the highest priorities for our school?	Root Cause Analysis: Why do we think our school's performance is what it is?	Verification of Root Cause: What evidence do you have for your conclusions?

- o Add Direct Instruction component
- o Develop interventionists and assistants
- o Continue web-based interventions: Lexia, SuccessMaker, IStation, Study Island

ELL/ELD
- o Coaching in Vocabulary, Writing and ELL/ELD
- o Continue professional development in SIOP

Program & Curriculum
- o Team collaboration/articulation meetings
- o Explicit connections between lesson objectives and instruction
- o Fidelity of implementation of our modified curricular programs
- o Implementation of instructional best practices
- o Skill focus integration across the curriculum(s)
- o Differentiation of instruction to meet students deficiencies
- o Implementation of effective instructional behaviors from our Power of Teaching observations
- o Incorporate effective use of cooperative learning within instruction
- o Strategic use of higher level questioning, thinking skills, and effective student answering
- o Expectations realigned to standards and beyond
- o Extra science teacher added
- o Schoolwide writing expectations established
- o Review/modify spelling curriculum
- o Review of progress monitoring process

Progress Monitoring
- o Progress monitoring training
- o Align data driven instruction with intervention planning and implementation
- o More frequent administrative walk-thrus.
- o Align monthly and weekly assessments to monitor student performance and effectiveness of teacher interventions.
- o Add assessment coach to align curriculum with progress monitoring interventions.

PBIS
- o PBIS Interventionist coordination.
- o Reinforce EdisonLearning Core Values, the RECS Student Code of Conduct, the RECS School Pledge, homeroom morning meetings, classroom

behavior/educational expectations, and the specials SPAM points within a unified PBIS program.
- o   Add Behavior Support Team.

Professional Development & Collaboration
- o   Professional development in literacy skill focus initiative, grammar, writing and vocabulary.
- o   Phonics professional development began in August with follow-ups scheduled during the 11-12 school year, which will include vocabulary & literary skill focus integration training.
- o   Peer Observations - monthly observations in reading, writing, math, & science – including lead teachers, curriculum coordinators, mentor teachers, coaches, new teachers, & peers.
- o   School wide professional development & goals planning with connectivity to the house teams and individual teachers.
- o   Re-organized school wide collaboration team meetings that include RTI, PBIS, SPED, & ELL and house team meetings (collaborative planning and lead team meeting notes review)

Title 1

A Comprehensive Needs Assessment was conducted in the fall of the 2010-2011 school year. This is the first in a series of evaluations that will occur during the year based upon student achievement data. Participants included in the process were school administration, teachers, paraprofessionals, and, in some cases, the Executive Director of Schools for the school. This needs assessment followed a district-prescribed process: data was provided (CSAP, AYP, SchoolView growth, MAP, school performance frameworks) and along with school level data, this data was studied and analyzed. Hypotheses around causes for achievement levels were generated and tested through one of several root cause analysis tools. From root causes, scientifically research-based strategies were chosen to address the causes, in alignment with the district's common goals. Instructional and behavioral strategies are from the District 11 RtI pyramids. Other strategies include scientifically research=based affective strategies, such as student engagement strategies. Three monthly principal meetings were dedicated to offering principals and building leadership teams technical assistance on creating the USIP, and the focus and support will continue throughout the school year.

All goals for District 11 are common and reflect the overarching goal of RtI for every student's (including historically underserved students) continued growth and increased achievement in addition to strengthening the core academic program. The District 11 RtI process mandates rapid identification of students at risk for failing to meet standards through the assessment process: all students are benchmarked three times per year (K-10); Tier II students are progress monitored twice per month; and all Tier III students are progress monitored once per week. All students not at benchmark are placed into an intervention (see Goal 2). Student assessment information is the focus of all building-level Professional learning Communities. During these weekly to bi-monthly meetings, assessment data is reviewed, students are regrouped and interventions are reviewed for effectiveness. In District 11 no student is allowed to fall through the cracks.

- •   Goal 1*: Quality Tier 1 instruction for every student, every day, in every classroom through differentiated instruction as evidenced by:*
- •   Goal 2*: Quality Tier 2 & 3 instruction with fidelity as defined by research and evidenced by time, intensity and duration as evidenced by:*
- •   Goal 3: *A positive climate and culture exists as evidenced by Positive Behavior Support system, implemented with fidelity, parent and community involvement and a sense of community.*

All staff members are involved in Building Teams which are each responsible for the development of intervention strategies for a single academic or procedural

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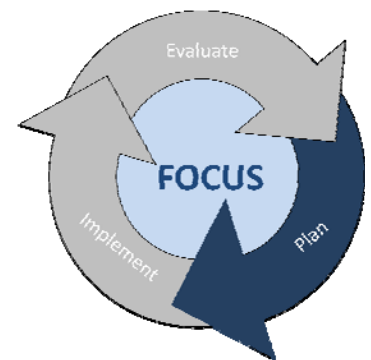| Trend Analysis and Priority Needs: On which performance indicators is our school trending positively? On which performance indicators is our school trending negatively? Does this differ for any disaggregated student groups, e.g., by grade level or gender? What performance challenges are the highest priorities for our school?	Root Cause Analysis: Why do we think our school's performance is what it is?	Verification of Root Cause: What evidence do you have for your conclusions?

goal. Parents on the PIC/BAAC are consulted and informed throughout the process. Parents of all students in the school are invited to participate in all activities. Updates will occur three times per year with input from the parent group and through the use of Plus/Delta feedback at parent nights. The USIP will be posted on the school's website and (eventually) SchoolView.

The school level Parent Policy/Compact (attached) is reviewed and revised as necessary every spring for the following year at the annual parent meeting. The use of Parent Involvement funds is also decided at this meeting and parents have the opportunity to provide input into teacher training for the upcoming year.

Section IV: Action Plan(s)

This section focuses on the "plan" portion of the continuous improvement cycle. First you will identify your annual targets and the interim measures. This will be documented in the School Goals Worksheet. Then you will move into the action plans, where you will use the action planning worksheet.

School Goals Worksheet
Directions: Complete the worksheet for the priority needs identified in section III; although, all schools are encouraged to set targets for all performance indicators. Annual targets for AYP have already been determined by the state and may be viewed on the CDE website at: www.cde.state.co.us/FedPrograms/AYP/prof.asp#table. Safe Harbor and Matched Safe Harbor goals may be used instead of performance targets. For state accountability, schools are expected to set their own annual targets for academic achievement, academic growth, academic growth gaps and post secondary readiness. Once annual targets are established, then the school must identify interim measures that will be used to monitor progress toward the annual targets at least twice during the school year. Make sure to include interim targets for disaggregated groups that were identified as needing additional attention in section III (data analysis and root cause analysis). Finally, list the major strategies that will enable the school to meet those targets. The major improvement strategies will be detailed in the action planning worksheet below.

Annual Target for a Title I Elementary School

Measures/ Metrics		2010-11 Target	2011-12 Target
AYP	R	94.23% of all students and by each disaggregated group will be PP and above OR will show a 10% reduction in percent of students scoring non-proficient.	94.23% of all students and by each disaggregated group will be PP and above OR will show a 10% reduction in percent of students scoring non-proficient.
AYP	M	94.54% of all students and by each disaggregated group will be PP and above OR will show a 10% reduction in percent of students scoring non-proficient.	94.54% of all students and by each disaggregated group will be PP and above OR will show a 10% reduction in percent of students scoring non-proficient.

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School Goals Worksheet (cont.)

Performance Indicators	Measures/ Metrics		Annual Targets		Interim Measures for 2010-11	Major Improvement Strategies
			2010-11	2011-12		
Academic Achievement (Status)	CSAP, CSAPA, Lectura, Escritura	R	75% of all students and of each disaggregated group will be P and above OR will show 1.21% of RECS students scoring advanced.	75% of all students and of each disaggregated group will be P and above OR will show 1. 33% of RECS students scoring advanced.	Monitor monthly EdisonLearning Benchmark performance indicators	Align data driven instruction with intervention planning and implementation Align monthly and weekly assessments to monitor student performance and effectiveness of teacher interventions
		M	75% of all students and of each disaggregated group will be P and above OR will show 1.21% of RECS students scoring advanced.	75% of all students and of each disaggregated group will be P and above OR will show 1.33% of RECS students scoring advanced.	Monitor monthly EdisonLearning Benchmark performance indicators	Align data driven instruction with intervention planning and implementation Align monthly and weekly assessments to monitor student performance and effectiveness of teacher interventions
		W	75% of all students and of each disaggregated group will be P and above OR will show 1.21% of RECS students scoring advanced.	75% of all students and of each disaggregated group will be P and above OR will show 1. 33% of RECS students scoring advanced.	Monitor monthly EdisonLearning Benchmark performance indicators	Align data driven instruction with intervention planning and implementation Align monthly and weekly assessments to monitor student performance and effectiveness of teacher interventions
		S	75% of all students and of each disaggregated group will be P and above OR will show 1.21% of RECS students scoring advanced.	75% of all students and of each disaggregated group will be P and above OR will show 1. 33% of RECS students scoring advanced.	Monitor monthly EdisonLearning Benchmark performance indicators	Align data driven instruction with intervention planning and implementation Align monthly and weekly assessments to monitor student performance and effectiveness of teacher interventions

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Performance Indicator	Measures/ Metrics		Annual Targets		Interim Measures for 2010-11	Major Improvement Strategies
	AYP (Overall and for each disaggregated groups)	R	94.23% of all students and of each disaggregated group will be PP and above OR will show a 10% reduction in percent of students scoring Unsatisfactory.	94.23% of all students and of each disaggregated group will be PP and above OR will show a 10% reduction in percent of students scoring Unsatisfactory.	Monitor monthly EdisonLearning Benchmark and SRI performance indicators	Align data driven instruction with intervention planning and implementation

Align monthly and weekly assessments to monitor student performance and effectiveness of teacher interventions |
| | | M | 94.54% of all students and of each disaggregated group will be PP and above OR will show a 10% reduction in percent of students scoring Unsatisfactory. | 94.54% of all students and of each disaggregated group will be PP and above OR will show a 10% reduction in percent of students scoring Unsatisfactory. | Monitor monthly EdisonLearning Benchmark performance indicators | Align data driven instruction with intervention planning and implementation

Align monthly and weekly assessments to monitor student performance and effectiveness of teacher interventions |
Academic Growth	Median Student Growth Percentile	R	N/A	N/A	N/A	N/A
		M	N/A	N/A	N/A	N/A
		W	N/A	N/A	N/A	N/A
Academic Growth Gaps	Median Student Growth Percentile	R	The median adequate student growth percentile at or above 45 %	The median adequate student growth percentile at or above 45 %	Monitor monthly EdisonLearning Benchmark performance indicators	Align data driven instruction with intervention planning and implementation

Align monthly and weekly assessments to monitor student performance and effectiveness of teacher interventions.

Align curriculum with progress monitoring interventions. |
| | | M | The median adequate student growth percentile at or above 45 % | The median adequate student growth percentile at or above 45 % | Monitor monthly EdisonLearning Benchmark performance indicators | Align data driven instruction with intervention planning and implementation

Align monthly and weekly |

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Performance Indicator	Measures/ Metrics		Annual Targets		Interim Measures for 2010-11	Major Improvement Strategies
						assessments to monitor student performance and effectiveness of teacher interventions. Align curriculum with progress monitoring interventions.
		W	The median adequate student growth percentile at or above 45 %	The median adequate student growth percentile at or above 45 %	Monitor monthly EdisonLearning Benchmark performance indicators	Align data driven instruction with intervention planning and implementation Align monthly and weekly assessments to monitor student performance and effectiveness of teacher interventions. Align curriculum with progress monitoring interventions.
Post Secondary & Workforce Readiness	Graduation Rate		N/A	N/A	N/A	N/A
	Dropout Rate		N/A	N/A	N/A	N/A
	Mean ACT		N/A	N/A	N/A	N/A

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 Action Planning Worksheet

Directions: Based on your data analysis in section III, prioritize the root causes that you will address through your action plans and then identify a major improvement strategy(s). For each major improvement strategy (e.g., differentiate reading instruction in grades 3-5) identify the root cause(s) that the action steps will help to dissolve. Then indicate which accountability provision or grant opportunity it will address. In the chart, provide details on key action steps (e.g., re-evaluating supplemental reading materials, providing new professional development and coaching to school staff) necessary to implement the major improvement strategy. Details should include a description of the action steps, a general timeline, resources that will be used to implement the actions and implementation benchmarks. Implementation benchmarks provide the school with checkpoints to ensure that activities are being implemented as expected. If the school is identified for improvement/corrective action/restructuring under Title I (see pre-populated report on p. 2), action steps should include family/community engagement strategies and professional development (including mentoring) as they are specifically required by ESEA. Add rows in the chart, as needed. While space has been provided for three major improvement strategies, the school may add other major strategies, as needed.

Major Improvement Goal #1: _ **Top Quality Tier 1 instruction for every student, every day, in every classroom through differentiated instruction as evidenced by:**

<u>Strategy</u>:

- o Differentiated Instruction management strategies professional development & implementation
- o Vocabulary, Literacy Skills, Writing and ELL provide professional development
- o Implement more explicit literacy skills/strategy instruction for Clarification, Prediction, Questioning and Summarization (as evidenced through: predicting, summarizing, making connections, asking questions, visualizing, monitoring & clarifying, and monitoring/adjusting reading speed)
- o Implement school-wide lesson & language objectives (& expectations)
- o Implement RTI interventions during the regular specials schedule to ensure all students receive Tier 1 consistent extra support on a weekly basis
- o Alignment between content/lesson and language objectives
- o Literacy Skill Focus & Writing professional development plus developmental/grade level specific, CROSS-CURRICULAR school-wide implementation
- o RTI Coordination & school-wide implementation
- o Universal RTI lab interventions: (i.e. Lexia, Successmaker, & Imagination Station)
- o SIOP professional development & school-wide implementation
- o SPED professional development, ALIGNMENT, & school-wide implementation

Professional Development & Collaboration
- o Professional development in literacy skill focus initiative, grammar, writing, siop, and vocabulary with a cross curricular focus.
- o Peer Observations - monthly observations in reading, writing, math, & science – that includes lead teachers, curriculum coordinators, mentor teachers, coaches, new teachers, & peers.
- o School wide professional development & goals planning with connectivity to the house teams and individual teachers.

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o Re-organized school wide collaboration team meetings that include RTI, PBIS, SPED, & ELL and house team meetings (collaborative planning and lead team meeting notes review)

Root Cause(s) Addressed:
RTI
o Lack of consistent Differentiated Instruction school-wide with clear lesson objectives.
o Inconsistent and ineffective Tier 1 interventions.
o Inconsistent and ineffective interventions for SPED students.
o Lack of RTI Coordinator to coordinate the process between general education teachers and interventionists.
o Lack of intervention resources for extra interventions during regular school hours.

Accountability Provisions or Grant Opportunities Addressed by this Major Improvement Strategy (check all that apply):

☐ School Plan under State Accountability   ☐ Title IA School Improvement/Corrective Action Plan   ☐ Application for a Tiered Intervention Grant

X Title I schoolwide or targeted assistance plan requirements   ☐ School Improvement Grant

Description of Action Steps to Implement the Major Improvement Strategy	Timeline	Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks
Implement Differentiated Instruction & Phonics (LETRS) professional development	Sept 2011-May 2012	L. Howard	ARRA	Quarterly reviews
Implement Literacy Skill Focus & Vocabulary professional development	August 2011-May 2012	K. Khoury	Edison	Quarterly reviews
Implement Write Tools professional development	Sept 2011-June 2012	L. Howard	ARRA	Quarterly reviews
Implement RTI Coordination	July 2011	Brianne Pierson	100% Title 1 funds	August 2011
Implement RTI lab interventions: Lexia, Successmaker, & Imagination Station	August 2011	Brianne Pierson Cheryl Reagan Megan Nichols	100% Title 1 funds 100% Title 1 funds 100% Title 1 funds	Sept/Oct/Nov/Dec Jan/Feb/Mar/April
Implement SIOP professional development	September	Steve Tompkins	Edison	Quarterly reviews

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Description of Action Steps to Implement the Major Improvement Strategy	Timeline	Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks
	2011			
Add Action verbs				

* Not required for state or federal requirements. Completion of the "Key Personnel" column is optional for schools.

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Major Improvement Goal #2: _ *Quality Tier 2 & 3 instruction with fidelity as defined by research and evidenced by time, intensity and duration as evidenced by (strategy):*

Strategy:

RTI
- o Establish and monitor progress of goals and interventions for Tier 2 & 3 students.
- o School-wide RTI Coordination including SPED collaboration
- o Implement RTI interventions during the regular specials schedule to ensure all students receive Tier 1& 2 consistent extra on a weekly basis.
- o Enable RTI Coordinator to implement the process and to coordinate the interventions between general education teachers and interventionists to close gaps.
- o Enable intervention aides to work with RTI Coordinator to provide interventions.
- o Continue RTI lab interventions: (i.e. Lexia, Successmaker, & Imagination Station)
- o Monitor progress of Tier 2/3 via web-based systems
- o Improved communication regarding RTI Implementation & progress monitoring

SPED
- o School-wide RTI Coordination targeting SPED collaboration
- o SPED & tier 3 level intervention development

ELL/ELD
- o ELL coach(es) will provide professional development in SIOP
- o Coordination with ELL Coach

Professional Development & Collaboration
- o Professional development in literacy skill focus initiative, grammar, writing, siop, and vocabulary with a cross curricular focus.
- o Peer Observations - monthly observations to include intervention planning & implementation – that includes lead teachers, curriculum coordinators, mentor teachers, coaches, new teachers, & peers.
- o School wide professional development & goals planning with connectivity to RTI and the house teams and individual teachers.
- o Re-organized school wide collaboration team meetings that include RTI, PBIS, SPED, & ELL and house team meetings (collaborative planning and lead team meeting notes review)

Root Cause(s) Addressed:
RTI
- o Inconsistent and/or ineffective Tier 1 and Tier 2 interventions.
- o Inconsistent and/or ineffective Tier 3 interventions for sped students (in addition, sped – speech language students).

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- o Inconsistent and/or ineffective tracking of all subgroups
- o Underutilized RTI coordination and ineffective use of the process between general education and interventionists.
- o Lack of research based/best practices & intervention resources for Tier 2 & 3 interventions (during regular school hours or after schools hours).

ELL/ELD
- o Roosevelt's 65% bilingual population presents challenges in grammar, writing and vocabulary that are indicated in the weak scoring areas, including grammar and vocabulary.
- o Underutilized alignment between content and language objectives.
- o Underutilized & inconsistent vocabulary instruction across the school. Best practices that build comprehension with the use of vocabulary not evident in all classes.
- o Inconsistent writing/grammar/language strategies and expectations across the curriculum.

SPED
- • Roosevelt's

Accountability Provisions or Grant Opportunities Addressed by this Major Improvement Strategy (check all that apply):

☐ School Plan under State Accountability   ☐ Title IA School Improvement/Corrective Action Plan   ☐ Application for a Tiered Intervention Grant

X Title I schoolwide or targeted assistance plan requirements   ☐ School Improvement Grant

Description of Action Steps to Implement the Major Improvement Strategy	Timeline	Key Personnel	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks
Align RTI Coordination	July 2011	Brianne Pierson	100% Title 1 funds	August 2011
Expand RTI lab interventions: Lexia, Successmaker, & Imagination Station	August 2011	Brianne Pierson Cheryl Reagan Megan Nichols Fran Andrews Sandy Van De Hey April Dickenson	100% Title 1 funds 100% Title 1 funds 100% Title 1 funds 100% Title 1 funds 100% General Budget 100% General Budget	Sept/Oct/Nov/Dec Jan/Feb/Mar/April
Monitor progress of Tier 2/3 via web-based systems	September 2011- May 2012	Brianne Pierson RTI Child Study	Title 1	Quarterly reviews

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Description of Action Steps to Implement the Major Improvement Strategy	Timeline	Key Personnel	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks
		Team		
Coordination with ELL Coach	September 2011	Steve Tompkins	ARRA	Quarterly reviews
Implement RTI direct instruction interventions: SFA fast track phonics, Read Naturally, Horizons, etc.	August 2011	Brianne Pierson Cheryl Reagan Megan Nichols Fran Andrews Sandy Van De Hey	100% Title 1 funds 100% Title 1 funds 100% Title 1 funds 100% Title 1 funds 100% General Budget 100% General Budget	Sept/Oct/Nov/Dec Jan/Feb/Mar/April

Major Improvement Goal #3: __ *A positive climate and culture exists as evidenced by Positive Behavior Intervention Support system, implemented with fidelity, parent and community involvement and a sense of community as evidenced by (strategy):*

<u>Strategy</u>:

- o Implement specific schoolwide PBS Tier 1-3 strategies with fidelity.
- o Implement Behavior Support Team
- o Continue, develop, & implement Schoolwide PBIS Plan using the current RECS code of conduct, discipline code, physical learning environment, morning meeting, bulley proofing, schoolwide behavior expectations, positive reinforcement, discipline procedures and community development/enrichment opportunities
- o Grade-level, support teams, and community support of implementation of PBIS plan
- o Continued Implementation of Behavior Support Team

Root Cause(s) Addressed:
- o Inconsistent & uncohesive communicated school plan, coordinator, or behavior support team; unclear and inconsistent implementation of the current RECS core values program; lack of consistent data analysis of behaviors and trends.

_____

Accountability Provisions or Grant Opportunities Addressed by this Major Improvement Strategy (check all that apply):

☐ School Plan under State Accountability   ☐ Title IA School Improvement/Corrective Action Plan   ☐ Application for a Tiered Intervention Grant

X Title I schoolwide or targeted assistance plan requirements   ☐ School Improvement Grant

Description of Action Steps to Implement the Major Improvement Strategy	Timeline	Key Personnel	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks
Expand PBIS Coordination	August 2011	Holly Bradbury	Title 1	Monthly reviews
Implement Schoolwide PBIS Plan using the current RECS code of conduct, discipline code, physical learning environment, schoolwide behavior expectations, positive reinforcement, and discipline procedures	Aug 2011 - May 2012	Holly Bradbury	Title 1	Monthly reviews
Grade-level and support teams implementation of supporting PBIS plan	Sept 2011 - May 2012	Chris Markle Kathrin Polyefko Letty Pickett Tiffany Unseth Erick Gossage	Edison	Monthly reviews

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Description of Action Steps to Implement the Major Improvement Strategy	Timeline	Key Personnel	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks
		Steve Tompkins I Brianne Pierson		
Implement Behavior Support Team	Aug 2011	Holly Bradbury, Brianne Pierson, Steve Tompkins, SPED Rep.	Edison	Monthly reviews

Title I Accountability Provision #1: Parent Involvement/Communication

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☐ School Plan under State Accountability   ☐ Title IA School Improvement/Corrective Action Plan   ☐ Application for a Tiered Intervention Grant
✓ Title I schoolwide or targeted assistance plan requirements   ☐ School Improvement Grant

Description of Action Steps to Implement the Major Improvement Strategy	Timeline	Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks
Hold a beginning of the year orientation meeting for parents to explain our program, answer questions, and invite parent participation.	August, 2011	Teachers and Paraprofessionals Principal Title I Compliance Specialist	Title I-Food	Meeting will be held in the fall at a parent involvement night. Presentation will be conducted by Title I Compliance Specialist.
Hold Parent/Teacher Conferences each semester with parents to discuss progress of their student (a translator will be available if necessary).	October, 2011, January 2012, & April 2012	All Teachers	Title I Administrative Funds-Translators	Conferences completed will all applicable families. Home visits scheduled for those unable to attend.
Home visits for families unable to attend school conferences.	As scheduled 2011-2012	Teachers, Principal, Community Liaisons	Title I Funds for teacher overtime, if necessary	Completion of home visits.
Increase our efforts to get parents of minority students, ELLs and students with disabilities involved in our parent advisory committee and parent involvement committee. Invitation letters, phone calls, and whole school communications will invite parents & encourage parents to contact other parents.	2011-2012	Principal Building Leadership Team Teachers Community Liaisons	Title I Funds-Printing and postage	Increase in participation by parents of historically underserved students in 2011-2012.
Monitor enrollment of students to insure early Identification of migratory students. Provide outreach or support to parents.	2011-2012	Principal Enrollment Secretary Title I Office	None	100% of migratory students will be identified and parents will be notified of their academic status and, if necessary, of intervention program(s) into which the student has been placed.
A Parent-School Policy has been developed by the district and a Parent-School Compact has been developed at our school in collaboration with parents at an annual parent meeting each spring that provides opportunities for input into both documents. This event is combined with a Family night.	Spring 2012	Principal Teachers Title I Compliance Specialist	Title I Funds -Food	The updated policy and compact are distributed to all parents in the fall and this process is audited by the Title I Office.
Parent Night – Back to School Night	8-25-11	Principal Building Leadership	Title I Funds-Printing and postage, Title I-Food, Title I	Increase in participation by parents in 2011-2012.

Description of Action Steps to Implement the Major Improvement Strategy	Timeline	Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks
		Team Teachers Support Staff	Funds for teacher overtime, if necessary	
Parent Night – Theme Night	9-15-11	Principal Building Leadership Team Teachers Support Staff	Title I Funds-Printing and postage, Title I-Food, Title I Funds for teacher overtime, if necessary	Increase in participation by parents in 2011-2012.
Parent Night – Theme Night	10-13-11	Principal Building Leadership Team Teachers Support Staff	Title I Funds-Printing and postage, Title I-Food, Title I Funds for teacher overtime, if necessary	Increase in participation by parents in 2011-2012.
Parent Night – Theme Night	11-10-11	Principal Building Leadership Team Teachers Support Staff	Title I Funds-Printing and postage, Title I-Food, Title I Funds for teacher overtime, if necessary	Increase in participation by parents in 2011-2012.
Parent Night – Theme Night	2-9-12	Principal Building Leadership Team Teachers Support Staff	Title I Funds-Printing and postage, Title I-Food, Title I Funds for teacher overtime, if necessary	Increase in participation by parents in 2011-2012.
Parent Night – Theme Night	3-1-12	Principal Building Leadership Team Teachers Support Staff	Title I Funds-Printing and postage, Title I-Food, Title I Funds for teacher overtime, if necessary	Increase in participation by parents in 2011-2012.

* Not required for state or federal requirements. Completion of the "Key Personnel" column is optional for schools.

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Title I Accountability Provision #2: Teacher/Paraprofessional Qualifications

☐ School Plan under State Accountability ☐ Title IA School Improvement/Corrective Action Plan ☐ Application for a Tiered Intervention Grant
✓ Title I schoolwide or targeted assistance plan requirements ☐ School Improvement Grant

Description of Action Steps to Implement the Major Improvement Strategy	Timeline	Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks
The certification of the Title I teacher and paraprofessionals will be monitored to ensure that they are highly qualified.	Ongoing	Principal HR	General Funds	All teachers and paraprofessionals are highly qualified.
The principal will work with the Roosevelt-Edison Human Resources Department to attract and maintain high-quality highly qualified teachers.	Ongoing	Principal HR	General Funds	Increase in retention rate of all teachers, and particularly those in difficult to staff positions.
All teachers will be offered high quality professional development opportunities to help retain teachers in positions.	Ongoing	Principal Title I Staff Professional Development Staff	Fund braiding—Title I, Title II, General Funds	Increase in retention rate of all teachers, and particularly those in difficult to staff positions.

* Not required for state or federal requirements. Completion of the "Key Personnel" column is optional for schools.

Title I Accountability Provision #3: Transition from Early Childhood Programs – N/A (No PreK programs at RECS)

☐ School Plan under State Accountability ☐ Title IA School Improvement/Corrective Action Plan ☐ Application for a Tiered Intervention Grant
✓ Title I schoolwide or targeted assistance plan requirements ☐ School Improvement Grant

Description of Action Steps to Implement the Major Improvement Strategy	Timeline	Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks
n/a	n/a	n/a	n/a	n/a

* Not required for state or federal requirements. Completion of the "Key Personnel" column is optional for schools.

Title I Accountability Provision #4: Coordination and Integration of Federal, State and Local Services and Programs

☐ School Plan under State Accountability ☐ Title IA School Improvement/Corrective Action Plan ☐ Application for a Tiered Intervention Grant
  ✓ Title I schoolwide or targeted assistance plan requirements ☐ School Improvement Grant

Description of Action Steps to Implement the Major Improvement Strategy	Timeline	Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks
We coordinate funds in the following ways: Title I: • Teacher, para, interventionist, support staff and tutor salaries and benefits • Collaboration time-subs and overtime pay • Staff development stipends • Supplemental instructional materials • Parent involvement Title I 10% set-aside/Title II fund braiding: • Access to district-wide PD activities based upon evaluation/needs assessment and root cause activities at district level Title II: • Fund braiding activities • Access to services from instructional coaches	2011-2012	Principal Building Leadership Team School Accountability Team	Title I Title II, Part A General Funds	Expenditures are reviewed yearly by the principal and leadership team. Budgets are aligned with needs through the evaluation/needs assessment process as well as root cause process for the USIP.

* Not required for state or federal requirements. Completion of the "Key Personnel" column is optional for schools.

Title I Accountability Provision #5: Comprehensive Professional Development Plan

☐ School Plan under State Accountability ☐ Title IA School Improvement/Corrective Action Plan ☐ Application for a Tiered Intervention Grant
  ✓ Title I schoolwide or targeted assistance plan requirements ☐ School Improvement Grant

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Description of Action Steps to Implement the Major Improvement Strategy	Timeline	Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks
LETRS Training – Modules 1 & 2 - Phonics instruction materials (Additional modules as funds/availability permit)	August 1st – 5th, 2011	RECS Instructional & Support Staff	ARRA	Increase capability to remediate, differentiate, and accelerate student learning in the area of phonics instruction as evidenced by increased student Dibels scores.
EdisonLearning 5 Strands: Leadership, Learning Environment, Pedagogy & Curriculum, Assessment for Learning, and Student and Family Support Services	2011-2012	Principal Academy Director Building Leadership Team RECS Staff	Local	Increase capability to remediate, differentiate, and accelerate student learning as evidenced by Harris survey data showing satisfactory ratings and above in student, parent, & staff satisfaction and/or by increased CSAP &/or MAP, CELA, Benchmark, SRI, & Dibels scores.
Curricular: Reading/Success For All, Math/Everyday Math, Writing/Step up to Writing & 6 trait & Write Tools, Science/Delta & Science: A Closer Look, Social Science/Social Studies Alive & A Rendezvous with Colorado History	2011-2012	Principal / Ac. Dir. Building Leadership Team RECS & EdisonLearning Staff	Local EdisonLearning	Increase capability to remediate, differentiate, and accelerate student learning as evidenced by increased CSAP &/or MAP, CELA, Benchmark, SRI, & Dibels scores.
Cross Curricular: SIOP/ELL; Differentiated Instruction/RTI & SPED & ESL; PBIS; Instructional/ Power of Teaching; Intervention Planners; Comprehension Strategies Cards (Summarizing, Monitoring/Clarifying, Asking ?'s, Predicting, Visualizing, Making Connections, Monitoring/Adjusting Reading Speed); Vocabulary/Word Bank/Parts of Speech/Pre&Suffixs/Word Structure/Apposition/Context Clues; Concept/Question Boards; Clues/Problems/Wonderings; Companion Guides	2011-2012	Principal Academy Director Building Leadership Team RECS Staff Edison VPES	Local EdisonLearning	Increase capability to remediate, differentiate, and accelerate student learning as evidenced by increased CSAP &/or MAP, CELA, Benchmark, SRI, & Dibels scores; and improved Power of Teaching observation rating data.

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Roosevelt Edison Charter School
SCHOOL-PARENT COMPACT

Roosevelt Edison Charter School *and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2011-2012.*

School Responsibilities

Roosevelt Edison Charter School   will:

1. **Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:**
   Highly qualified teachers will utilize Edison curriculum guides aligned to Colorado State Standards, *Success for All* reading, *Everyday Math*, *Social Studies Alive, Step Up to Writing, Six Traits and Delta Science* along with frequent research based assessments to target the specific learning needs of every child. Those assessments will include but are not limited to DIBELS, Scholastic Reading Inventory (SRI), Edison Benchmark Systems, MAP and Success for All (SFA) reading assessments.

2. **Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement.** Specifically, those conferences will be held:
   Conferences will be held quarterly for all students in October 2011, and January, April and May 2012. During each conference Individual Literacy Plans and special needs will also be discussed as well as the regular academic achievement of each student. Teachers or parents will schedule conferences at any time either deems necessary.

3. **Provide parents with frequent reports on their children's progress.** Specifically, the school will provide reports as follows:
   Parents will be provided at least three mid-quarter reports, four quarterly grade reports, and the results of all pertinent assessments that may include but are not limited to classroom progress reports, CSAP, DIBELS, Edison Benchmark, CELA, SRI, and SFA. The results of the previous year's CSAP assessment will be shared with parents the following fall.

4. **Provide parents reasonable access to staff.** Specifically, staff will be available for consultation with parents as follows:
   Staff is available during prescheduled conference times, during, before and after school for consultation. Staff may also be available during parent involvement activities in the evening and on weekends.

5. **Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities**, as follows:
   After following the appropriate check-in and scheduling procedures, parents are encouraged to visit classrooms for the purpose of observation. Parents are also encouraged to participate in their child's education by volunteering. Parents may sign up to volunteer at any time and will be scheduled as needed.

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Parent Responsibilities

We, as parents, will support our children's learning in the following ways:
1. *Monitoring attendance*
2. *Attending parent/teacher/student conferences*
3. *Making sure that homework is completed*
4. *Monitoring the appropriate uniform dress*
5. *Monitoring the child's use of extracurricular time and the amount of television*
6. *Volunteering for school activities*
7. *Participating, as appropriate, in decisions relating to my child's education*
8. *Promoting positive use of my child's extracurricular and television time*
9. *Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or school district*
10. *Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's Building Advisory and Accountability Committee, the District Advisory and Accountability Committee, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.*

Student Responsibilities

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:
1. *Do my homework every day and ask for help when I need to*
2. *Read at least 20 minutes every day outside of school time*
3. *Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day*
4. *Attend school regularly and promptly*
5. *Attempt to complete all assignments*
6. *Come to school with a positive attitude*
7. *Be safe, kind, responsible and respectful.*

Additional Required School Responsibilities

Roosevelt Edison Charter School will:
1. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.

2. Involve parents in the joint development of any schoolwide program plan, in an organized, ongoing, and timely way.

3. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.

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4. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.

5. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.

6. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.

7. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.

8. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulations (67 Fed. Reg. 71710, December 2, 2002).

PACTO ENTRE LA ESCUELA Y LOS PADRES

Roosevelt Edison Charter School **y los padres de los alumnos que participan en actividades, servicios y programas auspiciados por el Título I, Parte A de la Ley de educación primaria y secundaria (ESEA, Elementary and Secondary Education Act) (niños participantes), están de acuerdo con que este pacto indica cómo los padres, todo el personal de la escuela y los alumnos compartirán la responsabilidad de mejorar el rendimiento académico de los alumnos y los métodos que utilizarán la escuela y los padres para establecer y desarrollar una alianza que ayude a los niños a lograr las altas normas de calidad establecidas por el estado. *Este pacto entre la escuela y los padres estará vigente durante el año escolar 2011-2012.***
Responsabilidades de la escuela

Roosevelt Edison Charter School:

9. **Proporcionará un programa académico e instrucción de alta calidad en un entorno de aprendizaje comprensivo y eficaz que permita a los niños participantes lograr los niveles de rendimiento académico establecidos por el estado, de la siguiente manera:**
Maestros altamente cualificados se basarán en las guías académicas del Edison de acuerdo con los Estándar del Estado de Colorado, lectura *Success for All,* matemáticas *Everyday Math,* estudios sociales *Social Studies Alive* y escritura *Step Up to Writing, Six Traits* y ciencias *Delta Science,* junto con evaluaciones frecuentes para identificar las necesidades de aprendizaje específicas de cada niño. Estas evaluaciones incluirán, entre ellas, las DIBELS de lectura, Scholastic Reading Inventory (SRI), Edison Benchmark Systems, Success Maker y Succes for All (SFA).

10. **Celebrará conferencias entre padres y maestros (por lo menos una vez al año en las escuelas primarias) durante las cuales se incorporará una discusión de este pacto en lo relacionado con el rendimiento académico de cada niño en particular.** En particular, las conferencias se celebrarán:

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Se celebrarán conferencias para todos los alumnos cada trimestre, en octubre de 2011, enero, abril y mayo de 2012. Durante cada conferencia se hablará sobre los Planes Individuales de Alfabetización y las necesidades especiales, así como el rendimiento académico de cada niño. Los maestros o los padres pueden programar conferencias en cualquier momento en que lo consideren necesario.

11. **Proporcionará a los padres informes frecuentes sobre el progreso de sus niños.** En particular, la escuela proporcionará informes como se indica a continuación:
Los padres recibirán por lo menos tres informes trimestrales a mediados de trimestre, cuatro informes trimestrales de notas y los resultados de las evaluaciones correspondientes, entre ellas, los informes de progreso en clase, CSAP, DIBELS, Edison Benchmark, CELA, SRI y SFA. Los resultados de las evaluaciones CSAP del año anterior se compartirán con los padres durante el otoño siguiente.

12. **Proporcionará a los padres acceso razonable al personal.** En particular, el personal de la escuela estará disponible para consultas con los padres como se indica a continuación:
El personal está disponible en las horas de las conferencias programadas con anticipación y antes y después del horario escolar para consultas. El personal también puede estar disponible durante las actividades en las que participan los padres por las noches y en los fines de semana.

13. **Proporcionará a los padres oportunidades de voluntariado y de participación en el aula de sus hijos, y para observar las actividades en el aula,** como se indica a continuación:
Después de firmar el registro y de programar la visita debidamente, se recomienda a los padres visitar las aulas con el fin de observar. También se recomienda a los padres participar en la educación de sus niños mediante el voluntariado. Los padres se pueden inscribir en cualquier momento para ofrecer sus servicios como voluntarios, y se les programará según sea necesario.

Responsabilidades de los padres

Nosotros, como padres, apoyaremos el aprendizaje de nuestros niños de la siguiente manera:
11. *Controlar la asistencia.*
12. *Asistir a las conferencias entre padres, maestros y alumnos.*
13. *Asegurar que las tareas estén completas.*
14. *Controlar la vestimenta de uniforme adecuada.*
15. *Controlar el uso del tiempo extracurricular del niño y la cantidad de televisión.*
16. *Ofrecer sus servicios como voluntarios en las actividades escolares.*
17. *Participar, según sea adecuado, en las decisiones relacionadas con la educación de sus niños.*
18. *Promover el uso positivo del tiempo extracurricular y de televisión de los niños.*
19. *Mantenerse informados sobre la educación de sus niños y comunicarse con la escuela leyendo oportunamente todas las notificaciones de la escuela y del distrito escolar.*
20. *Servir, en la medida que sea posible, en los grupos de asesoría sobre normas, tales como padres representantes ante el Título I, Parta A, en el Equipo de Mejoras de la Escuela (School Improvement Team), el Comité de asesoría sobre normas del Título I, el Consejo de asesoría sobre normas del distrito, el Comité de profesionales del estado, el Equipo de apoyo de la escuela y otros grupos de asesoría y normas de la escuela.*

Responsabilidades del alumno

Nosotros, como alumnos, compartiremos la responsabilidad de mejorar nuestro rendimiento académico y de lograr los altos niveles establecidos por el estado. En particular:

8. *Hacer las tareas todos los días y pedir ayuda cuando la necesite.*
9. *Leer por lo menos 20 minutos todos los días fuera de la escuela.*
10. *Darle a mis padres o al adulto responsable por mi bienestar todas las notificaciones e información que reciba de la escuela, todos los días.*
11. *Asistir a la escuela con regularidad y puntualidad.*
12. *Tratar de completar todas las tareas.*
13. *Venir a la escuela con una actitud positiva.*
14. *No correr riesgos, ser amable, responsable y respetuoso.*

Responsabilidades obligatorias adicionales de la escuela

Roosevelt Edison Charter School:

14. Involucrará a los padres en la planificación, revisión y mejora de las normas de la escuela en cuanto a la participación de los padres de manera organizada, continua y oportuna.

15. Involucrará a los padres en el establecimiento conjunto de todo plan de programa de la escuela en general, de manera organizada, continua y oportuna.

16. Celebrará una reunión anual para informar a los padres sobre la participación de la escuela en los programas del Título I, Parte A, y para explicar los requisitos del Título I, Parte A, y el derecho de los padres de participar en los programas del Título I, Parte A. La escuela convocará la reunión a una hora conveniente para los padres y ofrecerá una cantidad de reuniones adicionales en las que puedan participar los padres, tales como por las mañanas o las noches, para que tantos padres como sea posible puedan asistir. La escuela invitará a esta reunión a todos los padres de los niños participantes en los programas del Título I, Parte A (los alumnos participantes), y les recomendará a que asistan a la misma.

17. Proporcionará información a los padres de los alumnos participantes en un formato uniforme y fácil de entender, que incluya formatos diferentes, según lo soliciten los padres incapacitados, y según sea práctico, en un idioma que los padres puedan comprender.

18. Proporcionará a los padres de los niños participantes información de manera oportuna sobre los programas del Título I, Parta A, que incluya una descripción y explicación del programa académico de la escuela, los formularios utilizados para la evaluación del progreso de los niños y el nivel de competencia que los alumnos deben lograr.

19. A solicitud de los padres, proporcionará la oportunidad de celebrar con regularidad reuniones en las que los padres pueden presentar sugerencias y participar, según sea adecuado, en las decisiones relacionadas con la educación de sus niños. La escuela responderá a cualquiera de dichas sugerencias, tan pronto como sea práctico.

20. Proporcionará a cada padre un informe individual del alumno sobre el rendimiento de su niño en las pruebas estatales, por lo menos en matemáticas, artes de lenguajes y lectura.

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21.   Proporcionará a cada padre notificación oportuna cuando su niño haya recibido instrucción y asignaciones durante cuatro (4)semanas consecutivas o más de parte de un maestro sin las cualificaciones correspondientes, según el significado del término en la sección 200.56 del Título I, Reglamentos Finales (67 Fed. Reg. 71710, 2 de diciembre de 2002).