
Colorado Springs School District 11

**2005-2006
Title I School Improvement Plan Report**



Colorado Springs School District 11 Title I School Improvement Plan Report

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Colorado Springs School District 11 Title I School Improvement Plan Report

Executive Summary

2005-2006 School Improvement Plans

School District 11’s Title I School Improvement Plan templates remained consistent since their inception during the 2001-2002 school year through 2003-2004. In the fall of 2004, a new series of templates was introduced with the goal of creating a more user-friendly system for school teams. A renewed emphasis was placed on closing the achievement gap among subgroups, and on parent involvement/parent capacity building activities. Finally, in 2005, a Continuous Quality Improvement Plan-Do-Study-Act format was introduced, requiring schools to update goals each quarter. School Improvement Plan goals continue to be written in SMART terminology (Specific; Measurable; Attainable; Research-Based; and Time-Phased), and all plans continue to be reviewed by trained peer review teams.

The requirements for Adequate Yearly Progress (AYP) are summarized below:

- **Participation Rate:** All groups with 30 or more students, and the school total irregardless of the number of students, must be assessed at 95% participation rate or higher.
- **Other Indicator:** For elementary and middle schools, the other indicator remains the percent of students scoring in the Advanced category. For the 2002-2003 school year, any school that had a subgroup of between 30 and 99 students with no students scoring in the Advanced category had the option of appealing to the district on the basis of statistical error, **if** that was the only facet of AYP that was not met. From the 2003-2004 school year and forward, any subgroup of zero to 99 students with fewer than the required number of students scoring at the Advanced level automatically passed this hurdle versus going through the appeal process.
- **AYP Goal:** The AYP goals continue to be set by the State and are summarized below:

2005-2006	Elementary Math	Elementary Reading	Middle School Math	Middle School Reading
Assessment Rate (12+ month)	95%	95%	95%	95%
2005-2006 AYP Objective	83.64%	82.69%	69.63%	80.21%

- **Safe Harbor:** Safe Harbor literally translates to a 10% decrease in Unsatisfactory scores; thus, if a school does not meet the AYP target (within the 95% confidence interval), it has the additional chance of meeting its Safe Harbor target and satisfying the goal requirements for AYP.

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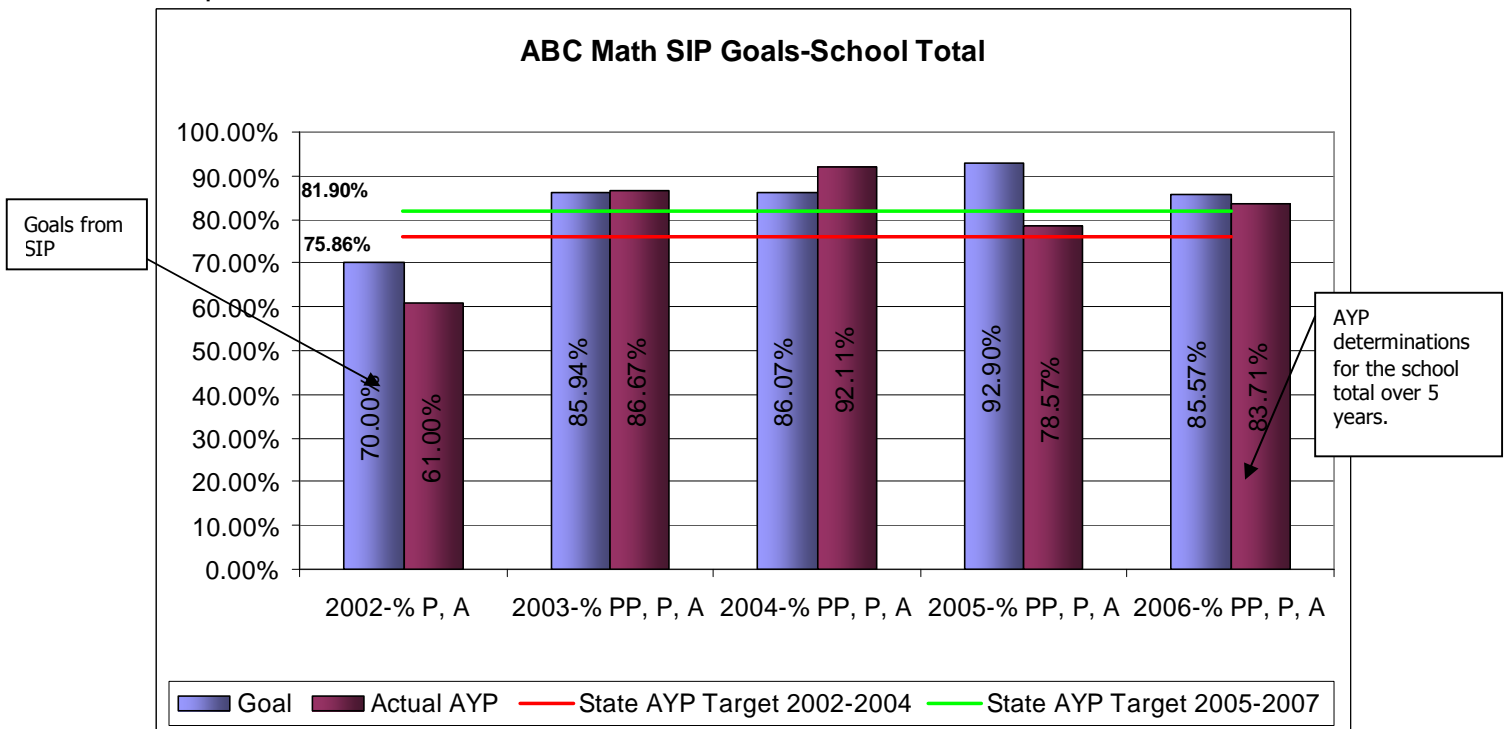
During the 2005-2006 school year, 22 schools received funding under Title I. All Title I schools implemented schoolwide programs excepting 21st Century Charter School, which implemented a Targeted Assistance program.

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How to Interpret This Report

In this report, each Title I school's basic demographic information is included in an introductory paragraph. The Title I Improvement Status of each building since the 2001-2002 baseline year is also included. All Title I schools that met the requirements for AYP in the 2001-2002 baseline year were awarded a "clean slate": these schools could not be considered for any Title I sanctions until the 2004-2005 school year, at the earliest. Only three Title I buildings did not meet the requirements for AYP in the baseline year: Ivywild, Monroe, and Roosevelt-Edison.

After the introductory information, each school's 2005-2006 School Improvement Plan goals for math, reading, and writing are listed; each goal is followed by a graphic representation of progress. The graphs contained within this report illustrate the school total progress toward meeting math and reading AYP targets, and the school total progress toward meeting the goals outlined in the school's SIP plan for math, reading and writing. Five years of data have been included to graphically illustrate trends over this period.



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Adams Elementary

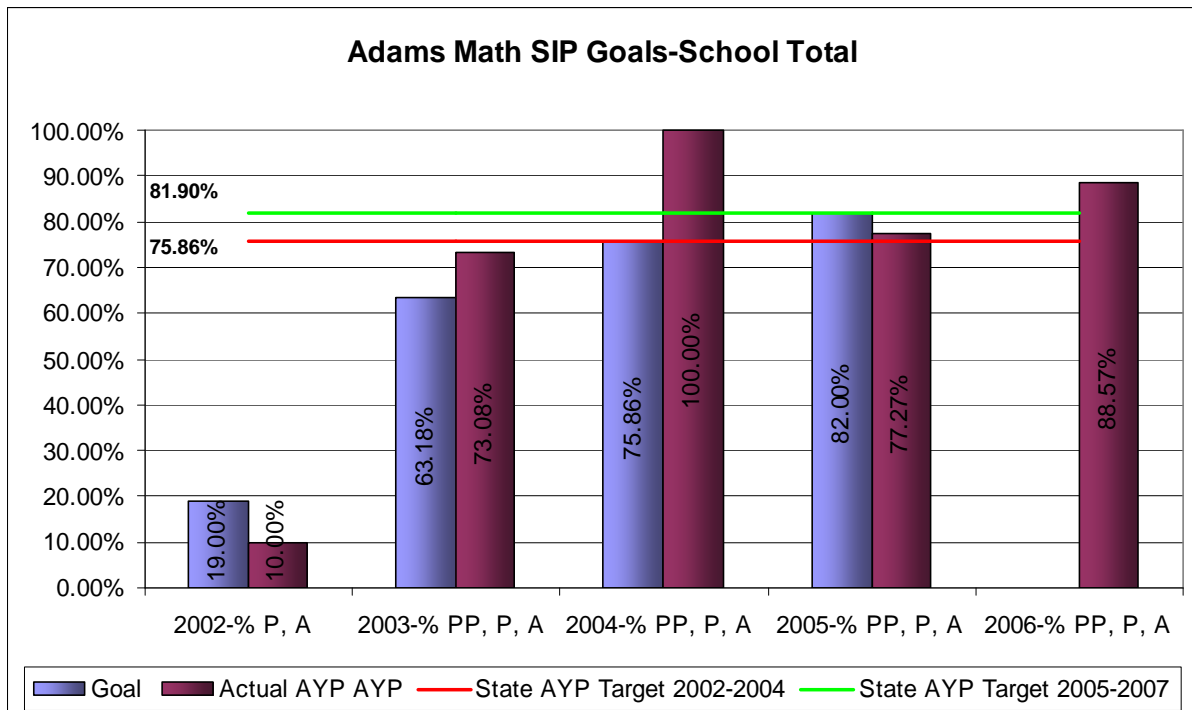
Adams Elementary implements a schoolwide Title I program. Adams had 265 students enrolled on October 1, 2005 with a poverty rate of 92.5%. Adams will remain a Title I school for 2006-2007.

Adams was awarded a "clean slate" in 2002 for the baseline year. The requirements for AYP have been met in math each year from 2001 to 2006. In reading, Adams met the requirements for AYP in 2001, missed in 2002, met the requirements on appeal in 2003, achieved 100% proficiency in 2004, met the requirements using the confidence interval in 2005, and met the requirements in 2006.

Schoolwide Goal 1: Mathematics

Annual Goal: K-5 students at John Adams Elementary School will increase the percentage of Proficient/Advanced students from 52% to 59% for the 2005-2006 school year. Grade levels will increase as follows:

5th—from 50% to 57% 4th—from 40% to 47% 3rd—from 57% to 64%***



*** Please note that, because Adequate Yearly Progress is reported in terms of Partially Proficient, Proficient and Advanced but Adams' goal is set in terms of Proficient and Advanced only, the goal line is missing from 2006, as it would be misleading to report it.

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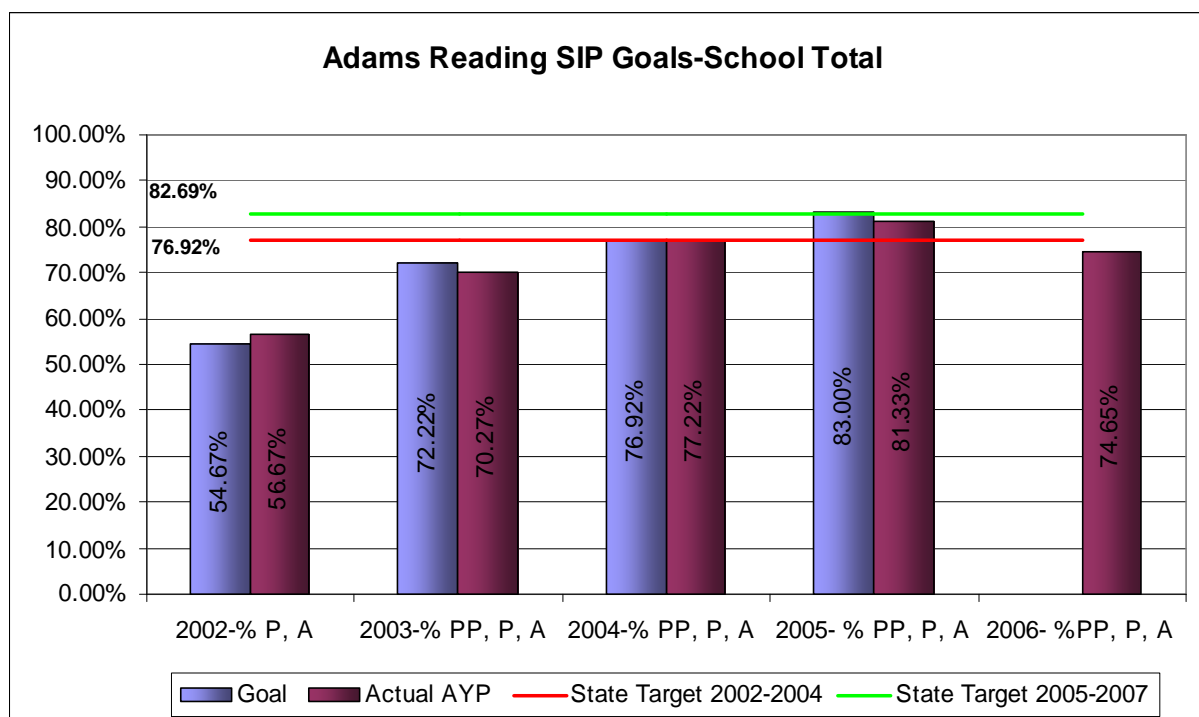
Adams Elementary

Schoolwide Goal 2: Reading

Annual Goal: K-5 students at John Adams Elementary School will increase the percentage of Proficient/Advanced students by 20% for the 2005-2006 school year. This will increase the percentage of students in each grade level as follows: 5th grade—43% (13 students out of 30) to 63% (18 students out of 29)

4th grade—44% (16 students out of 39) to 64% (24 out of 38)

3rd grade—61% (27 students out of 44) to 71 % (31 students out of 43)***



*** Please note that, because Adequate Yearly Progress is reported in terms of Partially Proficient, Proficient and Advanced but Adams' goal is set in terms of Proficient and Advanced only, the goal line is missing from 2006, as it would be misleading to report it.

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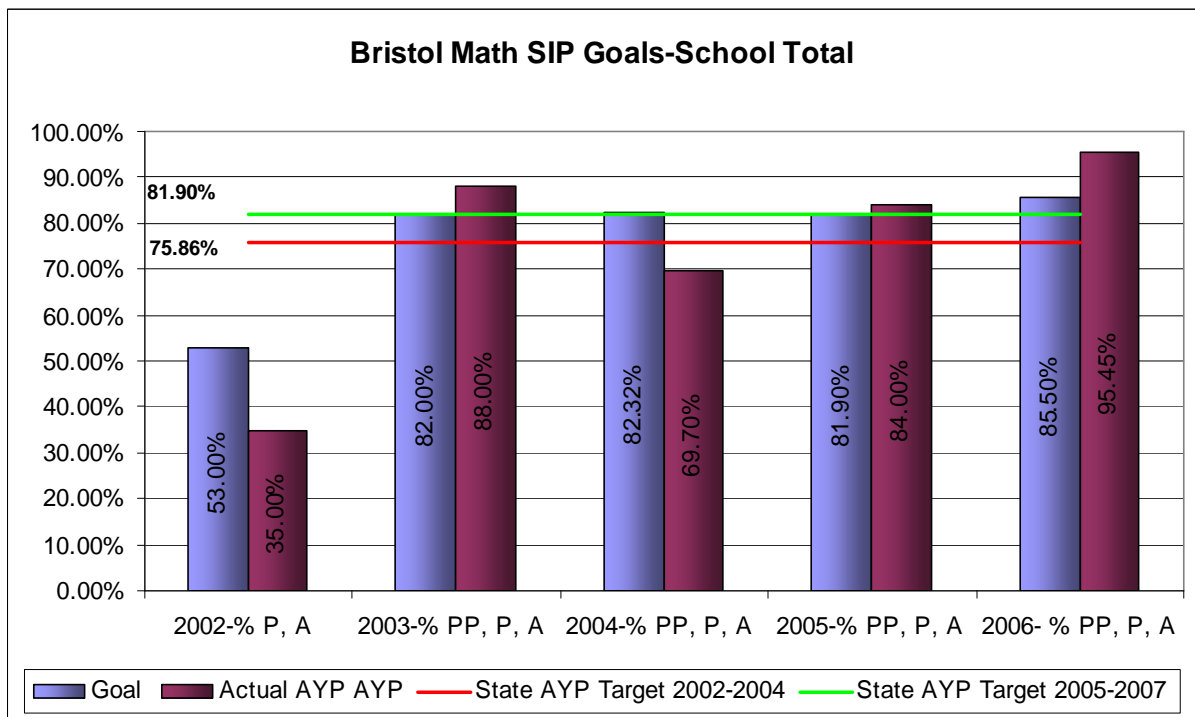
Bristol Elementary

Bristol Elementary implements a schoolwide Title I program. Bristol had 203 students enrolled on October 1, 2005, with a poverty rate of 78.3%. Adams will remain a Title I school for 2006-2007.

Bristol missed AYP in 2002 (reading), but has made all targets since then (2003 reading on appeal and 2004 math using the 95% confidence interval).

Schoolwide Goal 1: Mathematics

Annual Goal: By the end of the 2005-2006 school year, the percentage of 12+ third, fourth and fifth grade students scoring PP, P, or A on the Math CSAP will increase from 84% to 85.5%. The percentage of all third, fourth, and fifth grade students scoring Proficient or Advanced will increase from 41% to 62% on the Math CSAP. We will accomplish the goals following the action plan below.

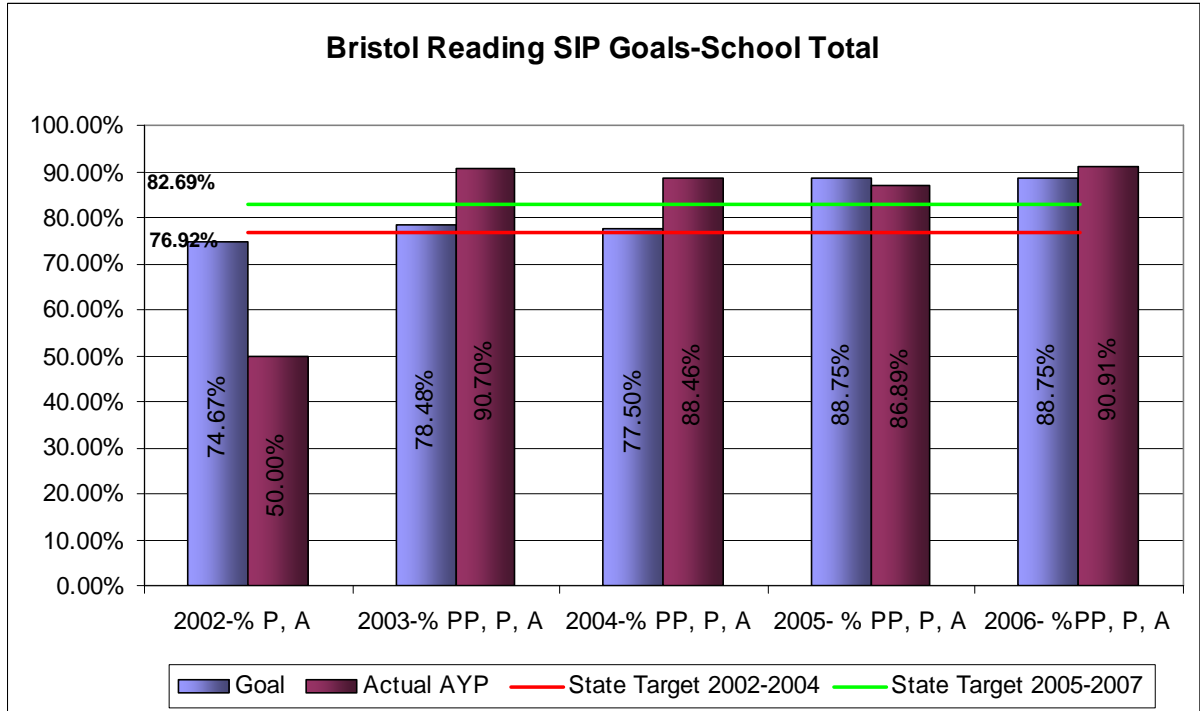


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Bristol Elementary

Schoolwide Goal 2: Reading

Annual Goal: By the end of the 2005-2006 school year, the percentage of 12+ third, fourth and fifth grade students scoring PP, P, or A on the Reading CSAP will increase from 85.89% to 86.9%. The percentage of all third, fourth, and fifth grade students scoring Proficient or Advanced will increase from 50% to 60% on the Reading CSAP. We will accomplish the goals following the action plan below.



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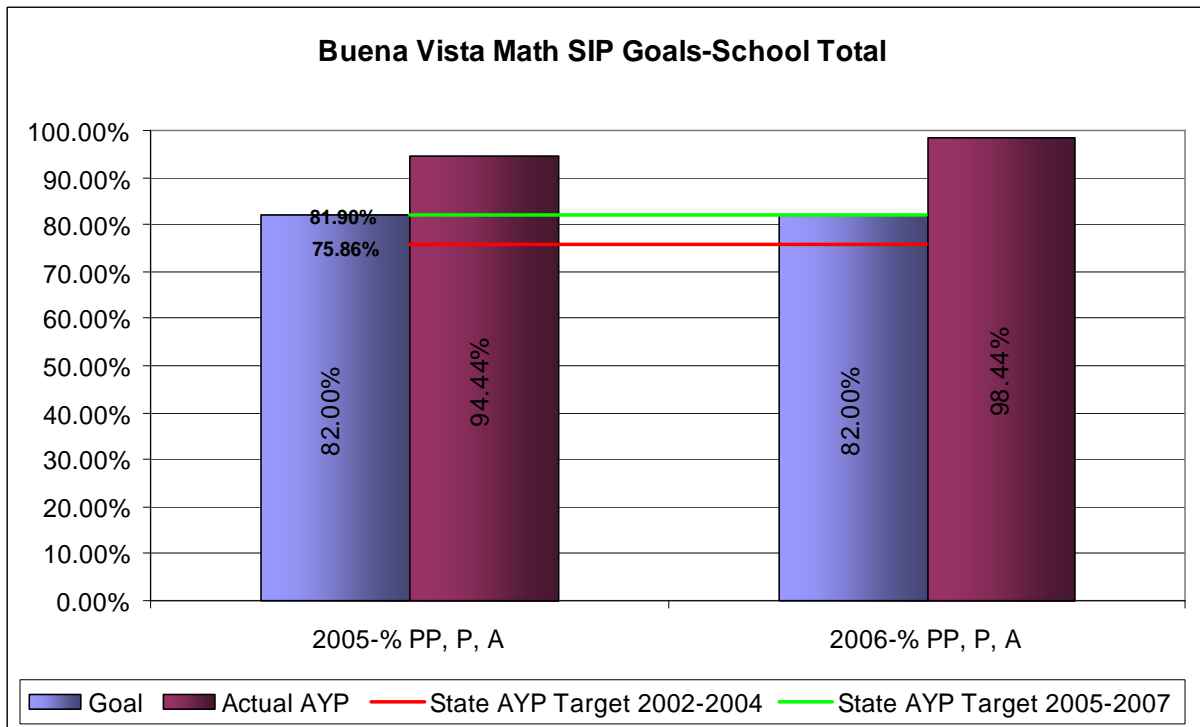
Buena Vista Elementary

Buena Vista Elementary implements a schoolwide Title I program. Buena Vista had 21 students enrolled on October 1, 2005, with a poverty rate of 48.6. Buena Vista will be fully funded as a Title I school for the 2006-2007 school year under the “grandfather” provision of No Child Left Behind Section 1113 (b) (1) (C), but will no longer receive Title I funding in 2007-2008.

Buena Vista became eligible for Title I funding in the 2004-2005 school year, at which time a Targeted Assistance program was implemented. Buena Vista has met the requirements for AYP in reading and math since becoming a Title I school.

Schoolwide Goal 1: Mathematics

By the end of the 2005-2006 school year, 12+ month students in grade five will improve math scores from 79.17% Proficient (PP, P, A) to 82% Proficient (PP, P, A) according to the 2005 CSAP by using the Houghton Mifflin Mathematics Program, daytime/after school tutoring, and Corrective Math.

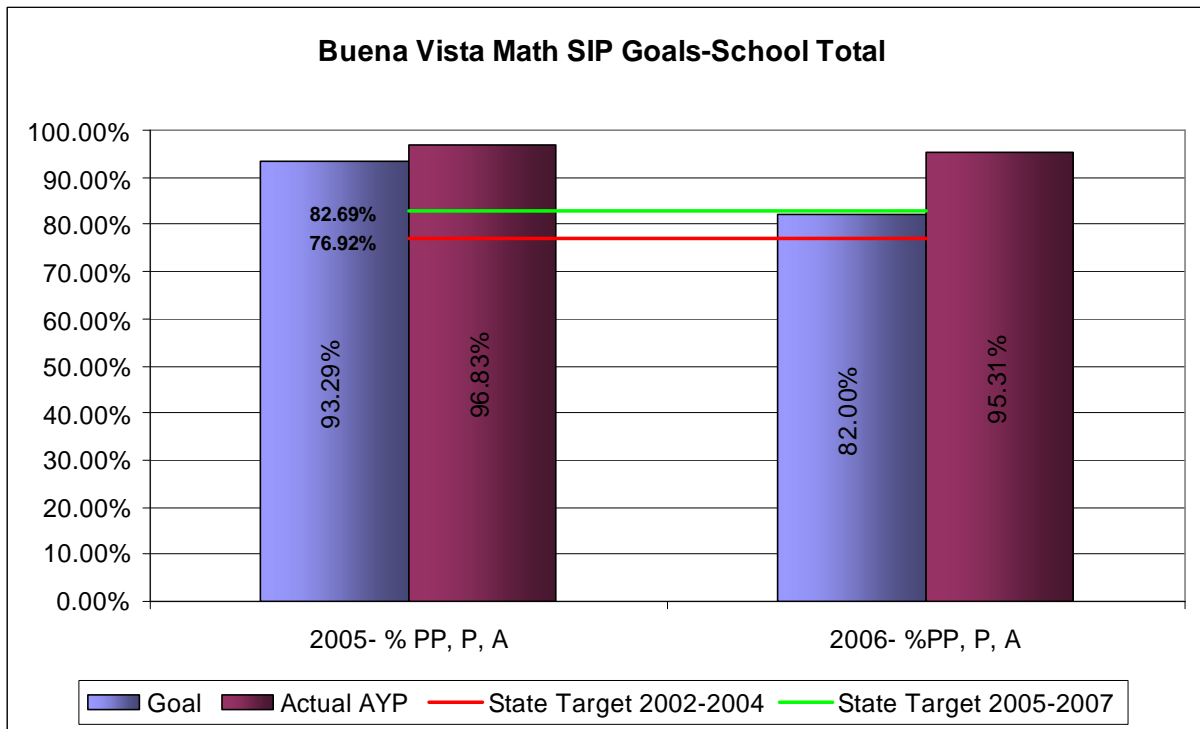


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Buena Vista Elementary

Schoolwide Goal 2: Reading

By the end of the 2005-2006 school year, 12+ month students in grades three, four and five will improve reading scores from 88.89% Proficient (PP, P, A) to 90% Proficient (PP, P, A) according to the 2005 CSAP by using the following model or program: Invitations to Literacy, Multi-Sensory Reading, Corrective Reading, Horizons, Balanced Literacy, Children's Literacy Center, tutoring, and Montessori Curriculum.



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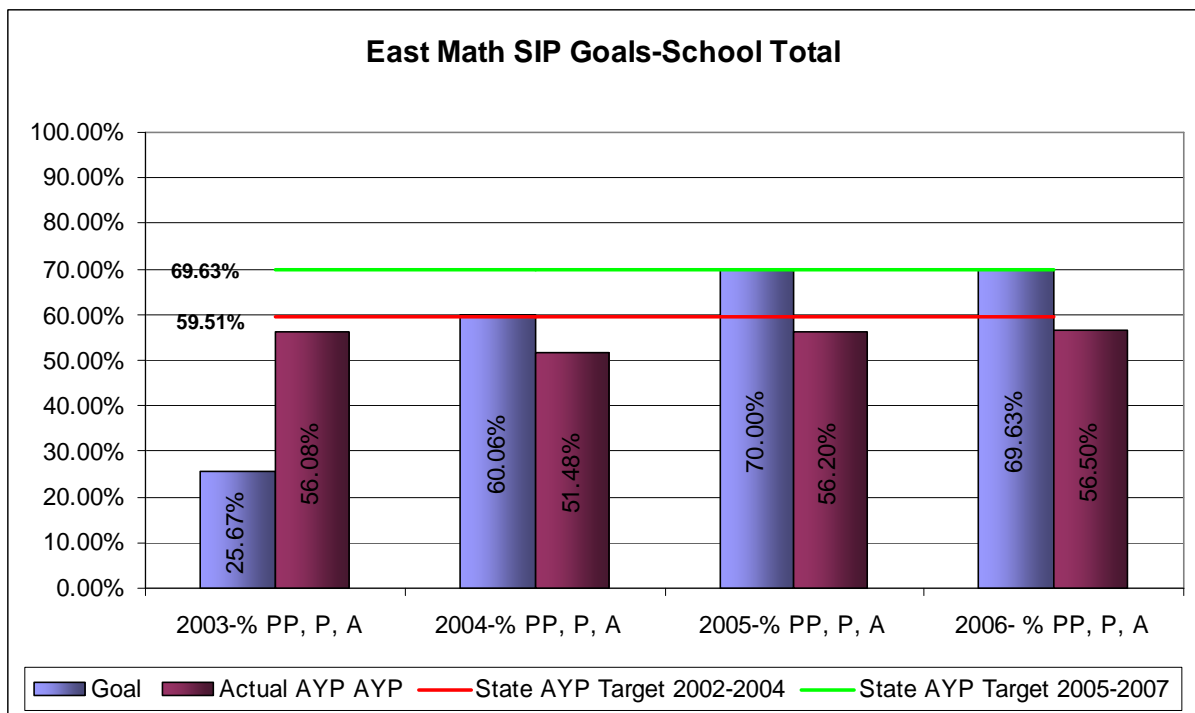
East Middle School

East Middle school implements a schoolwide Title I program. East had 361 students enrolled on October 1, 2005, with a poverty rate of 86.1%. East will remain a Title I school for the 2006-2007 school year.

East has not met the requirements for AYP in both reading and math for five consecutive years and will advance from Second Year Improvement status for 2005-2006 to Corrective Action for 2006-2007.

Schoolwide Goal 1: Mathematics

Annual Goal: By the end of the 2005-2006 school year, 12+ month students in 6-8 will improve math scores from 49.90% proficient (PP, P, and A) to 69.63% proficient (PP, P and A) according to the 2006 CSAP by using an aligned curriculum (particular attention to 7th grade), SuccessMaker Math, flexible grouping during 9th period, and with before and after school tutorials.

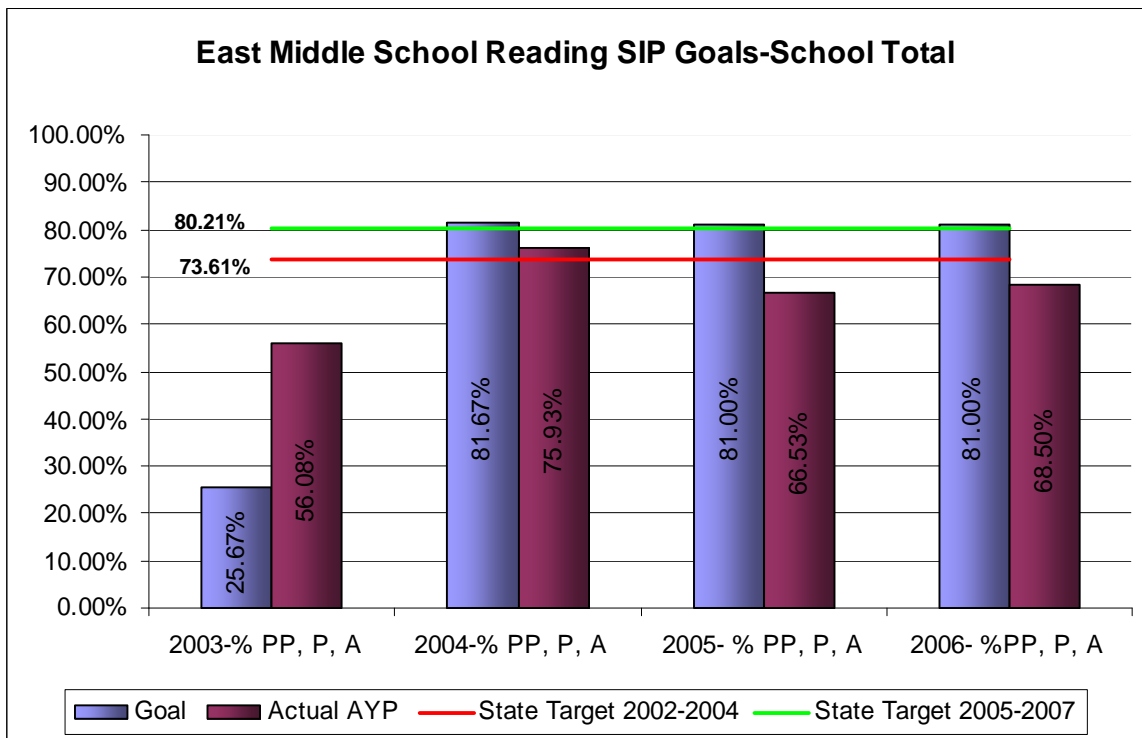


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East Middle School

Schoolwide Goal 2: Reading

Annual Goal: By the end of the 2005-2006 school year, 12+ month students in grades 6-8 will improve math scores from 60.37% proficient (PP, P and A) to 80.21% proficient (PP, P and A) according to the 2006 CSAP by using an aligned curriculum, and Read 180, 9th period flexible grouping, and before/after school tutoring.



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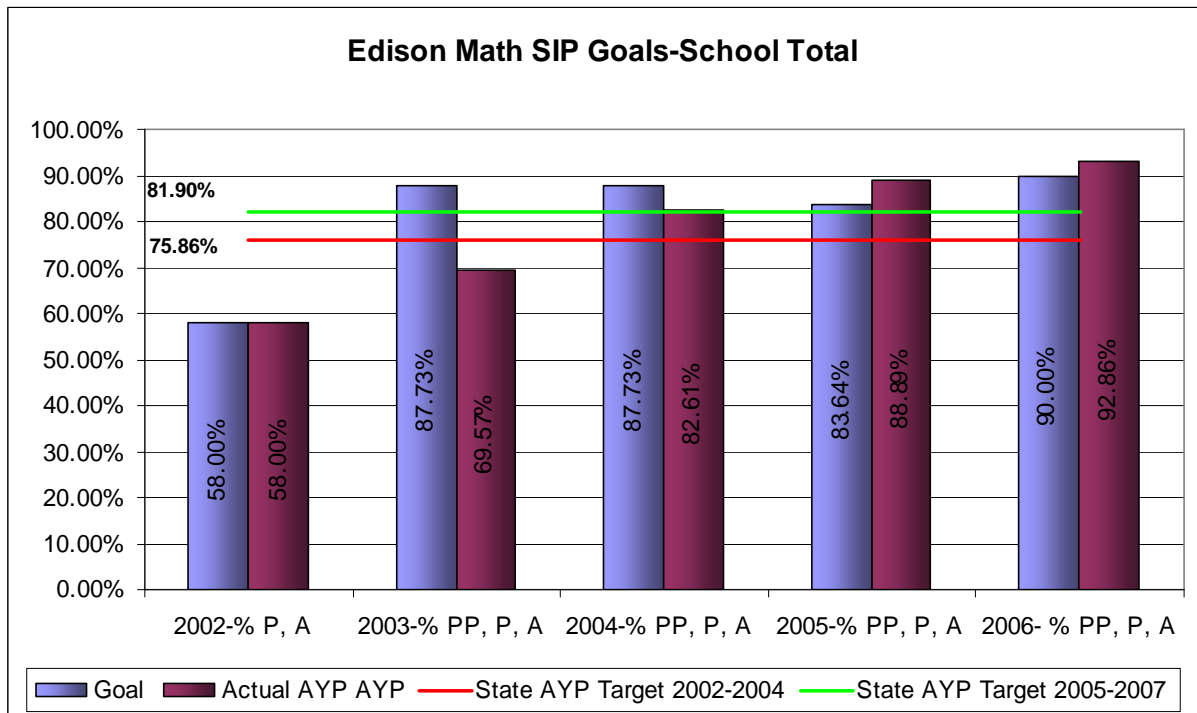
Edison Elementary School

Edison Elementary implements a Title I schoolwide program. Edison had 217 students enrolled on October 1, 2005, with a poverty rate of 71.9%. Edison will remain a Title I school for the 2006-2007 school year.

Edison has met the requirements for AYP since the 2001-2002 baseline year in both reading and math (2003 reading utilizing the 95% confidence interval).

Schoolwide Goal 1: Mathematics

Annual Goal: By the end of the 2005-2006 school year, 12+ month students in grades 3, 4, 5 will improve math scores from 88.89% to 90% (PP/P/A) as measured by the 2006 CSAP.

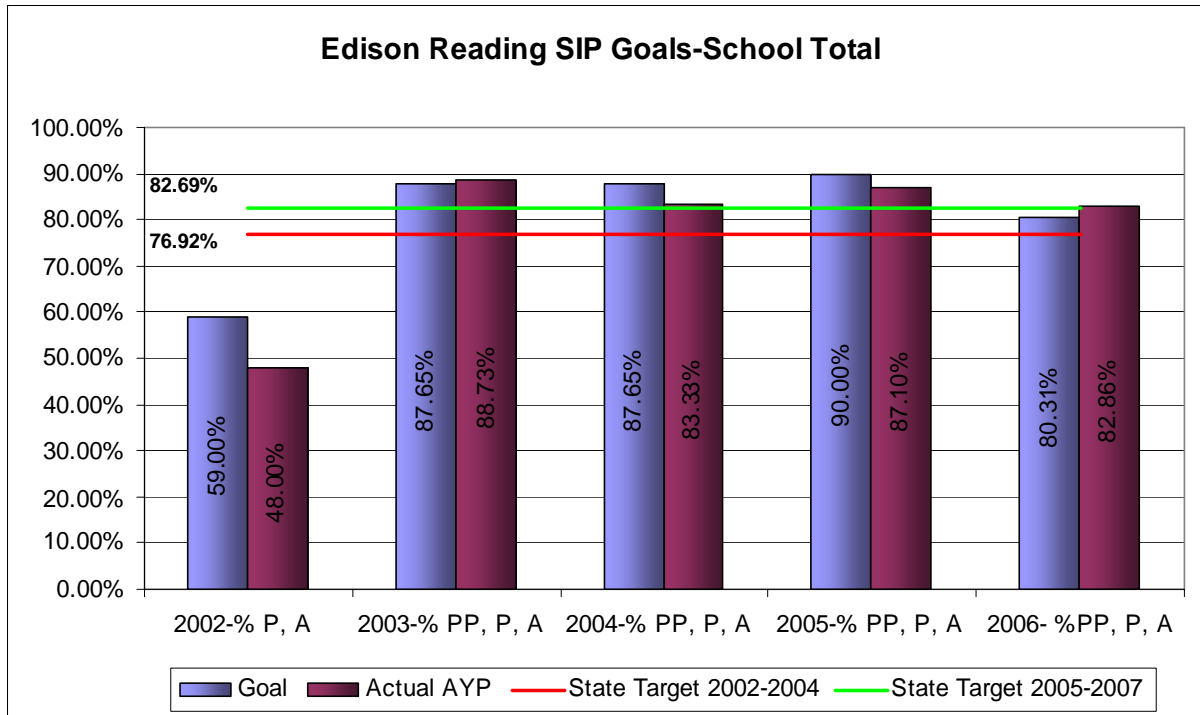


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Edison Elementary School

Schoolwide Goal 2: Reading

Annual Goal: By the end of the 2005/06 school year, 12+ month students in grades 3, 4, 5 will improve reading scores from 87.10% to 89% as measured by the 2006 CSAP.



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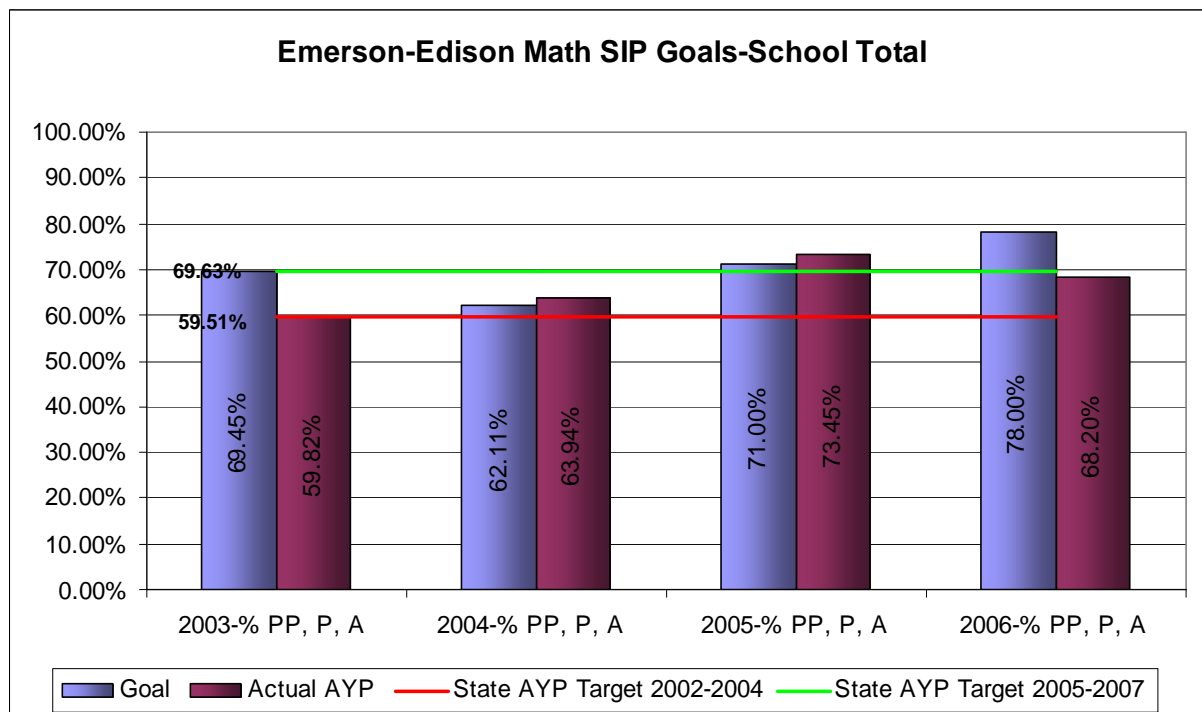
Emerson Edison Charter Academy

Emerson-Edison Charter Academy implements a schoolwide Title I program. Emerson had 421 Students enrolled on October 1, 2005, with a poverty rate of 82.9%. Emerson will remain a Title I school for the 2006-2007 school year.

Emerson met the requirements for AP in 2002 in both reading and math. The requirements for AYP were not met in 2003 for Hispanic and Students with Disabilities. In 2004, AYP was missed again for Hispanic and Students with Disabilities in reading, but only for Students with Disabilities in math. In 2005, reading AYP was missed in several areas, but the requirements were met in math. In 2006, the requirements for reading were met, while the requirements for math were missed. Currently Emerson is on Second Year Improvement status in a "hold pattern". If the requirements for AYP are met in 2007 for math, Emerson will be removed from Improvement status.

Schoolwide Goal 1: Mathematics

By the end of the 2005-2006 school year, 12+ month students in grades 6-8 will improve math scores from 71% Proficient (PP, P, A) to 78% Proficient (PP, P, A) according to the 2005 CSAP by using the Prentice Hall math series including reteach and extension, the Chicago Math Algebra series and by implementing a co-plan, co-teach model with direct support from SPED and ESL teachers.

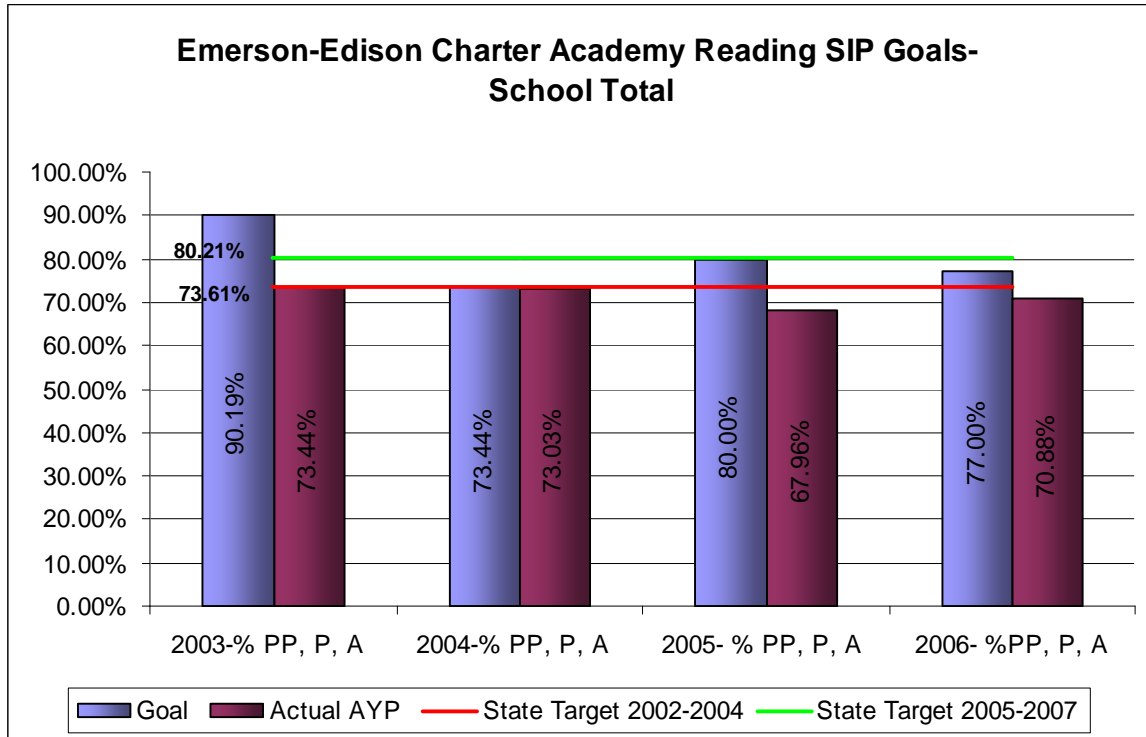


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Emerson Edison Charter Academy

Schoolwide Goal 2: Reading

By the end of the 2005-2006 school year, 12+ month students in grades 6-8 will improve reading scores from 67% Proficient (PP, P, A) to 77% Proficient (PP, P, A) according to the 2005 CSAP by using Prentice Hall reading series and Wilson Reading.



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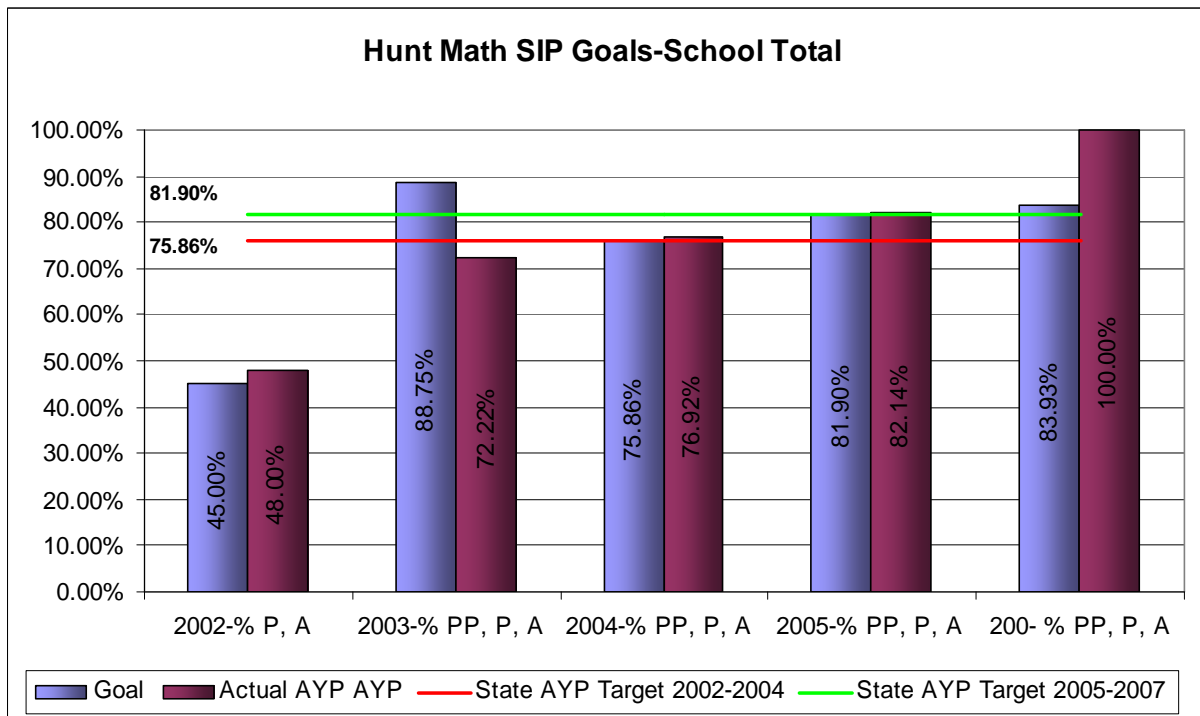
Hunt Elementary School

Helen Hunt Elementary implements a schoolwide Title I program. Hunt had 152 students enrolled on October 1, 2005, with a poverty rate of 89.5%. Hunt will remain a Title I school for the 2006-2007 school year.

Hunt has met the requirements for AYP every year since the 2001-2002 baseline year (2003 and 2004 reading utilizing the 95% confidence interval).

Schoolwide Goal 1: Mathematics

Annual Goal: By the end of the school year, 12+ month students in grades 3-5 will improve math scores from 82.14% Proficient (PP, P, A) to 83.93% Proficient (PP,P,A) according to CSAP by using the following model or program: Everyday Math, Success Maker, math writing journals, and math problem solving tasks(i.e. Exemplars)

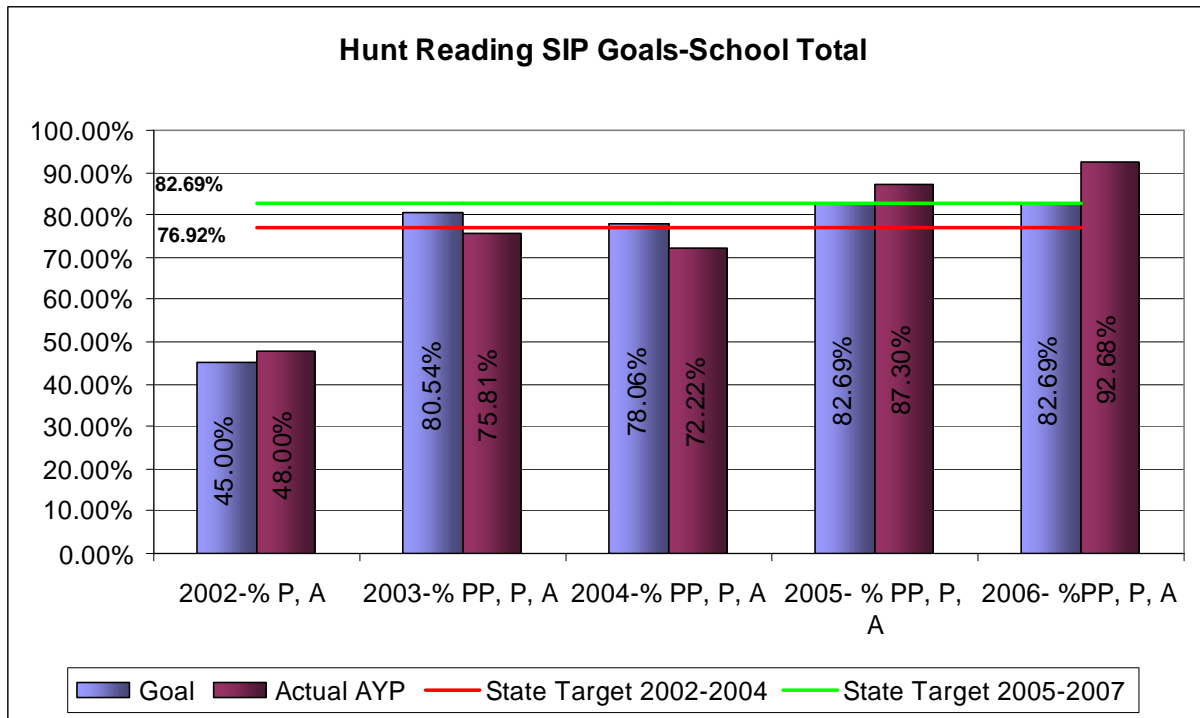


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Hunt Elementary School

Schoolwide Goal 2: Reading

Annual Goal: By the end of the school year, 12+ month students in grades 3-5 will improve reading scores from 87.30% Proficient (PP,P,A) to 88.57% Proficient (PP,P,A) according to CSAP by using the following: Macmillan/McGraw-Hill reading and language programs and Success Maker.



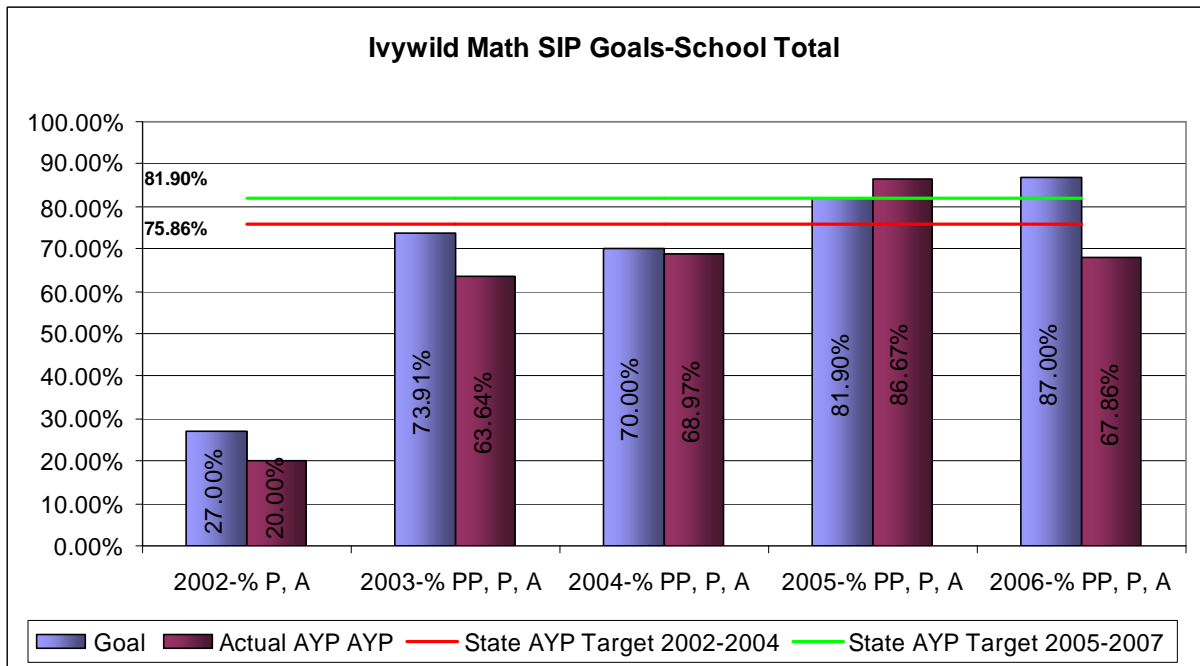
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Ivywild Elementary School

Ivywild Elementary, formerly Ivywild K-8 Community School, implements a schoolwide Title I program. Ivywild had 119 students enrolled on October 1, 2005, with a poverty rate of 87.4%. Ivywild will remain a Title I school for the 2006-2007 school year. Ivywild was removed from Improvement status after meeting the requirements for AYP in 2003 and 2004. In 2005, Ivywild assessed 94% of Economically Disadvantaged in both reading and math causing them to miss AYP for assessment rate. In 2006, Ivywild met the requirements for AYP in both math and reading (reading on appeal).

Schoolwide Goal 1: Mathematics

Annual Goal: Increase 3-5 math scores on CSAP from 77% to 87% pp/p/a or 39% to 59% p/a.

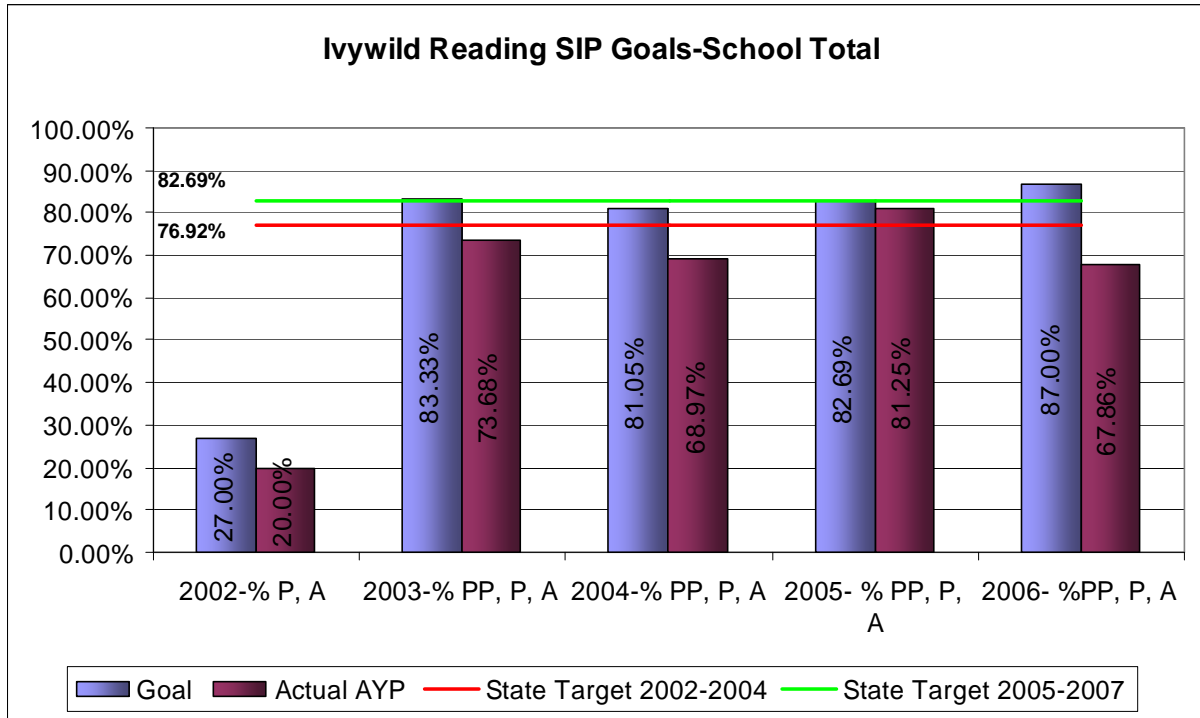


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Ivywild Elementary School

Schoolwide Goal 2: Reading

Annual Goal: Increase 3-5 reading scores on CSAP from 77% to 87% pp/p/a or 48% to 68% p/a



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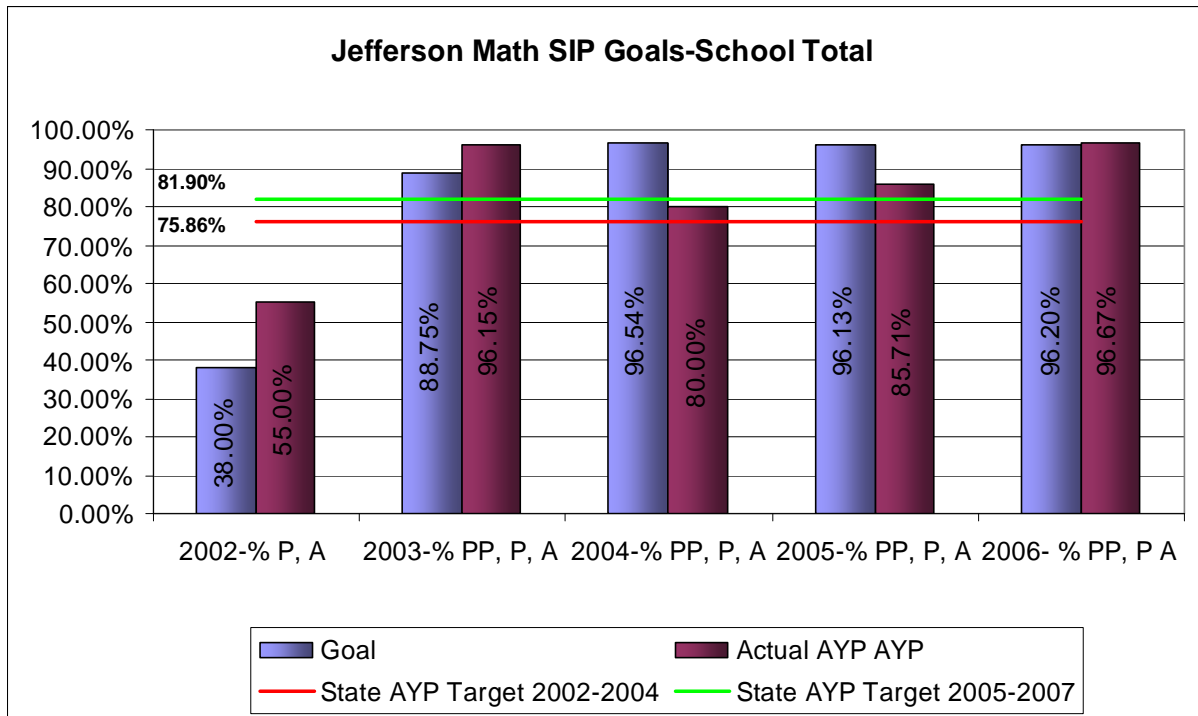
Jefferson Elementary School

Jefferson Elementary School implements a Title I schoolwide program. Jefferson had 228 students enrolled on October 1, 2005, with a poverty rate of 64.5%. Jefferson will remain a Title I school for the 2006-2007 school year.

Jefferson has met all AYP targets since 2002 when fewer than 95% of students were assessed.

Schoolwide Goal 1: Mathematics

Annual Goal: By the end of the 2005-2006 school year 12+ month students in grades 3-5 will improve math scores from 93.6 % Proficient (PP, P, A) to 96.2 (gain 0.7%) Proficient (PP, P, A) according to the 2005 CSAP by using the following model or program, i.e. Everyday Math.

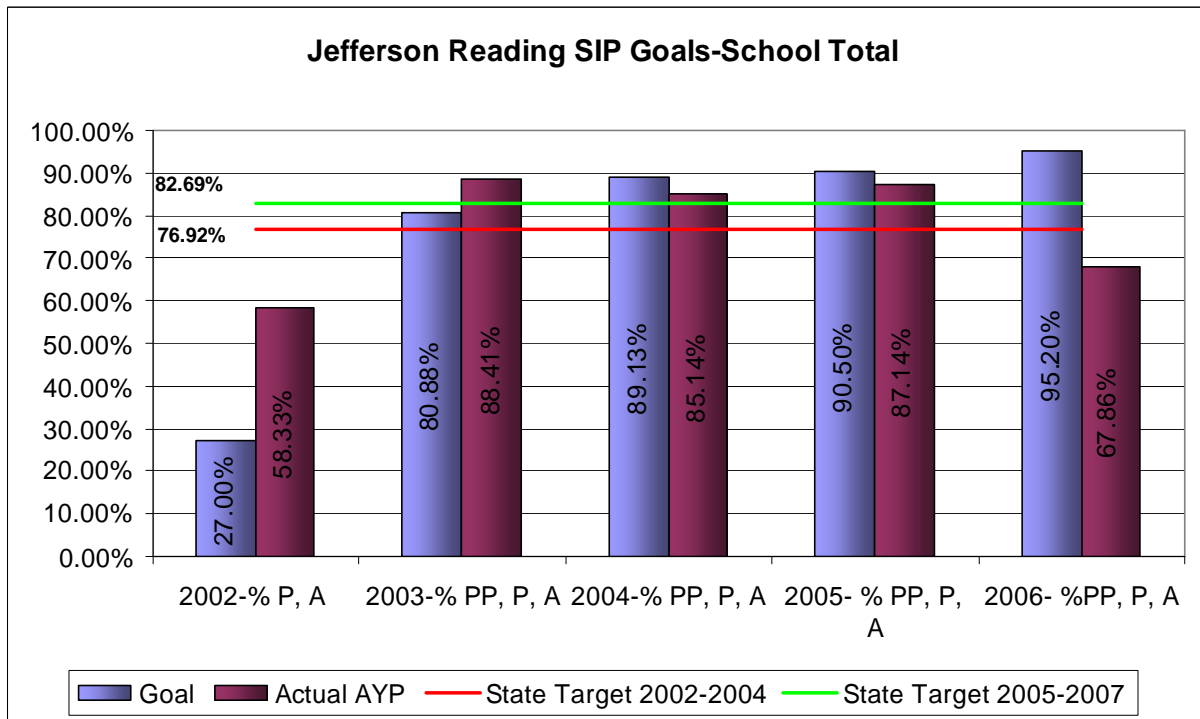


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Jefferson Elementary School

Schoolwide Goal 2: Reading

Annual Goal: By the end of the 2005-2006 school year, 12+ month students in grades 3-5 will improve reading scores from 94.5% Proficient (PP, P, A) to 95.2% Proficient (PP, P, A) according to the 2006 CSAP by using Scholastic Literacy Place 2000, employing Balanced Literacy, Guided Reading, Literature Circles, Reading Strategies, and direct Phonics Instruction with the students. Additional programs used are Mastery Reading, Horizons, Corrective Reading, and the Phonics Game.



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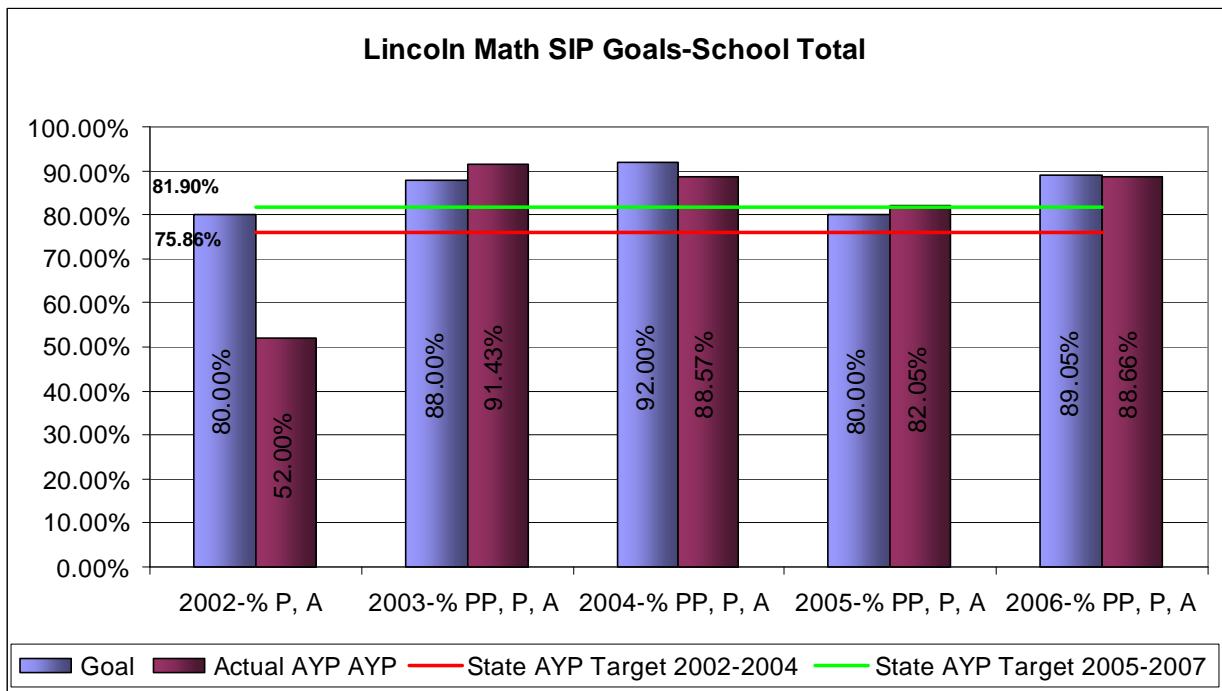
Lincoln Elementary School

Lincoln Elementary implements a schoolwide Title I program. Lincoln had 270 Students enrolled on October 1, 2005, with a poverty rate of 71.5%. Lincoln will remain a Title I school for the 2006-2007 school year.

Lincoln has consistently met the requirements for AYP for all target areas from 2001 through 2006.

Schoolwide Goal 1: Mathematics

By the end of the 2005-2006 school year, 12+ month students in grade(s) 3 – 5 will improve math scores from 82.05% Proficient (PP, P, A) to 89.05% Proficient (PP, P, A) according to the 2006 CSAP by using the following model or program, Every Day Mathematics.

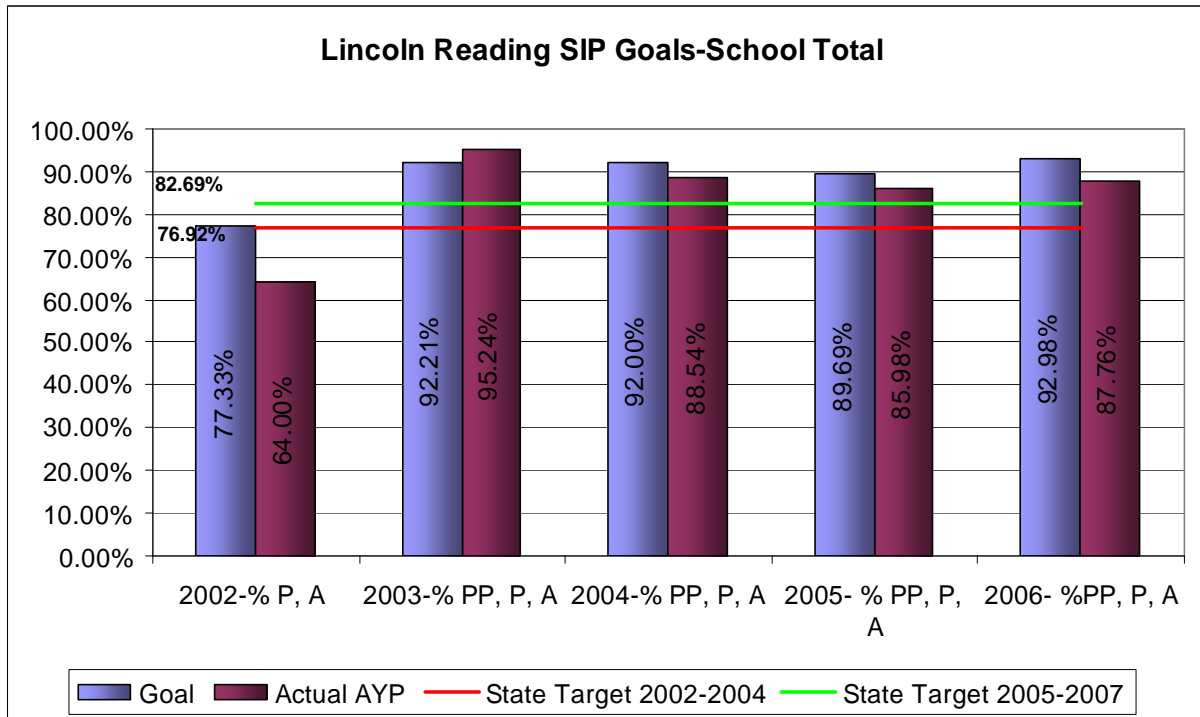


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Lincoln Elementary School

Schoolwide Goal 2: Reading

By the end of the 2005-2006 school year, 12+ month students in grade(s) 3-5, will improve reading scores from 85.98% Proficient (PP, P, A) to 92.98% Proficient (PP, P, A) according to the 2005 CSAP by using the following model or program, Balanced Literacy.



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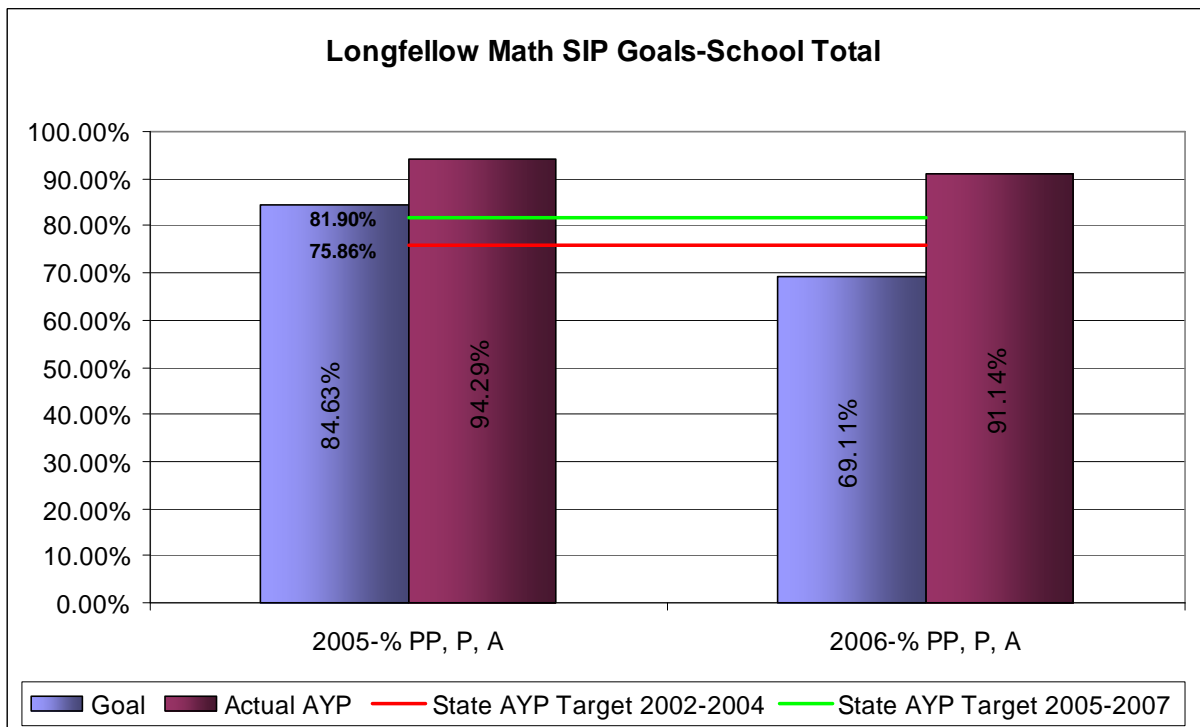
Longfellow Elementary School

Longfellow Elementary implements a schoolwide Title I program. Longfellow had 296 students enrolled on October 5, 2005, with a poverty rate of 72.6%. Longfellow will remain a Title I school for the 2006-2007 school year.

Longfellow became a Title I school in the 2004-2005 school year. The schoolwide plan was implemented in the 2005-2006 school year. All requirements for AYP have been met since Longfellow became a Title I school.

Schoolwide Goal 1: Mathematics

Annual Goal: By the end of the 2005-2006 school year, 12+ month students in grade(s) 3-5 will improve math scores from 62.11 % Proficient (PP, P, A) to 69.11 % Proficient (PP, P, A)

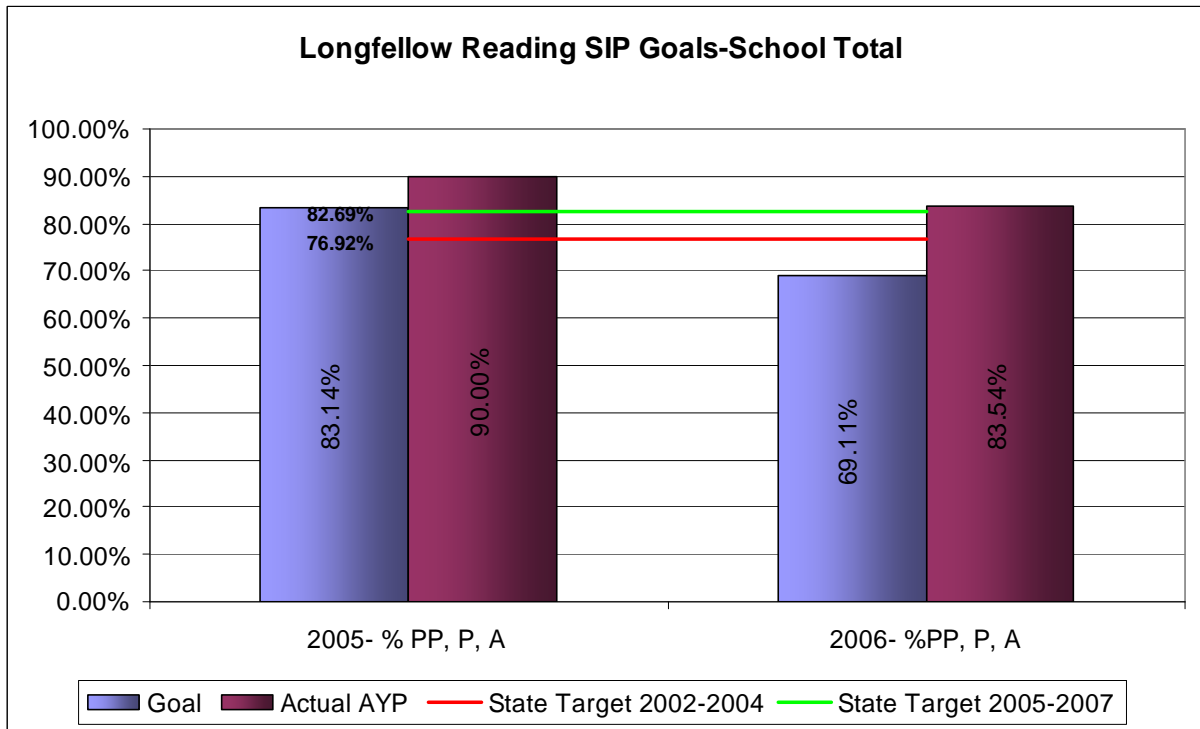


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Longfellow Elementary School

Schoolwide Goal 2: Reading

Annual Goal: By the end of the 2005-2006 school year, 12+ month students in grade(s) 3-5 will improve Reading scores from 62.11 % Proficient (PP, P, A) to 69.11 % Proficient (PP, P, A)



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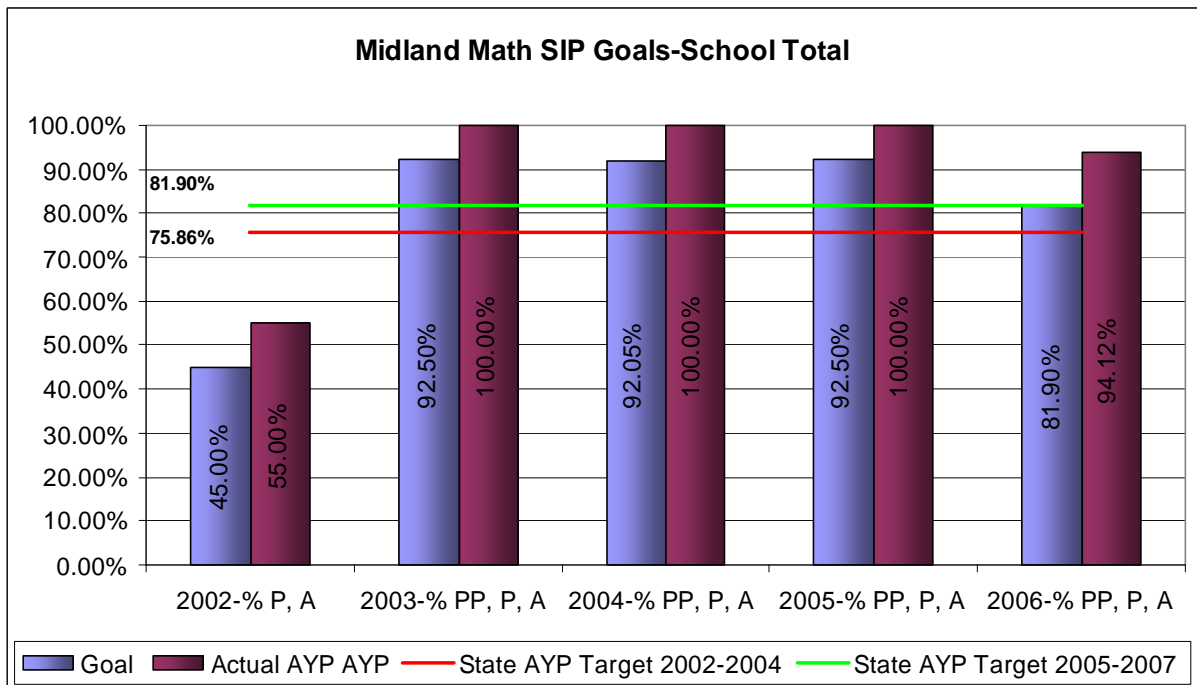
Midland Elementary School

Midland International School implements a schoolwide Title I program. Midland had 171 students enrolled on October 1, 2005, with a poverty rate of 47.9%. Because Midland's poverty rate has fallen below the district's cut-point of 64%, Midland will be grandfathered under NCLB Section 1113 (b) (1) (C). It will be funded at 100% of its Title I allocation for 2006-2007.

Midland has met all requirements for AYP since it was awarded a "clean slate" in December 2002 (2003 reading on appeal).

Schoolwide Goal 1: Mathematics

By the conclusion of the 2005-06 school year, in correlation with the D11 aligned math curriculum, 81.9 % of 12+ mo. students in grades 3-5 will score proficient or above as measured by the 2006 CSAP. We will decrease the number of PP students by 10% in math. Midland Int'l will also increase the number of 12+ mo. GT students by 1.10% as measured by the 2006 CSAP Math Test. We scored 100% proficient for the 12+ month students in 5th grade on the 2005 math CSAP. By the end of the 05-06 school year, all students in grades 3-5 will score at least 7% higher on the 2006 Math CSAP than they scored on the 2005 CSAP. This would be 60%+ (5th); 74 %+(4th); 86%+(3rd). To achieve these goals we will use the following strategies: math tutoring, SuccessMaker for math in the math lab, EDM, Kim Sutton Creative Mathematics, Mountain Math, and CSAP practice strategies. Data from the quarterly assessments will be used to measure progress toward achievement of the math goals, and this progress will be provided for the BAAC Review every quarter.



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Midland Elementary School

Schoolwide Goal 2: Reading

Reading Goal #1

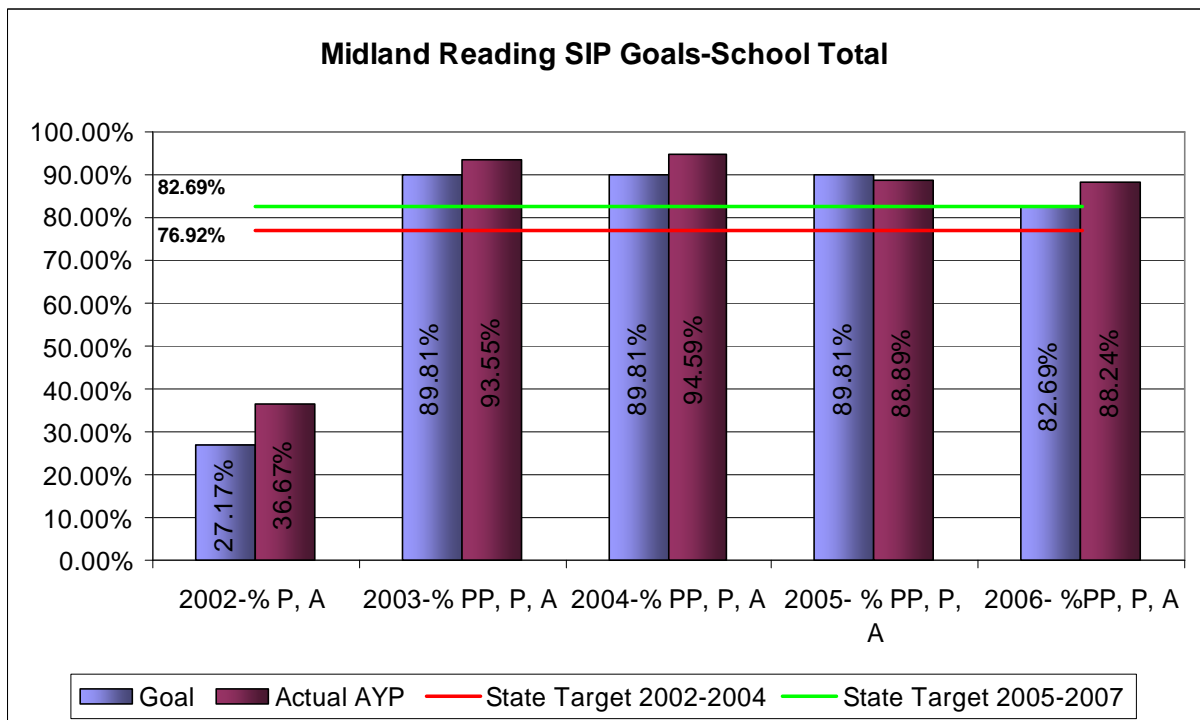
82.69% of 12+ month students will score proficient (PP, P, A) on the 2006 CSAP by using a balanced approach to literacy encompassing direct instruction as well as inquiry strategies and library motivational programs. By the end of the 05-06 school year, reading scores of P/A will improve by at least 7% for all students in grades 3-5.

Reading Goal #2

Midland International will also increase the number of 12+ month students scoring "advanced" on the 2006 CSAP by at least 1.10%.

Reading Goal #3

Midland International will continue to reduce the number of 12 + mo. students on ILPs from Fall 2005 to Spring 2006 by at least 25%. By the end of the 05/06school year, 12+ mo. students in gr. 3-5 will improve reading scores from 89.19% proficient (PP, P, A) to 89.81% proficient (PP, P, A) according to the 2006 CSAP.



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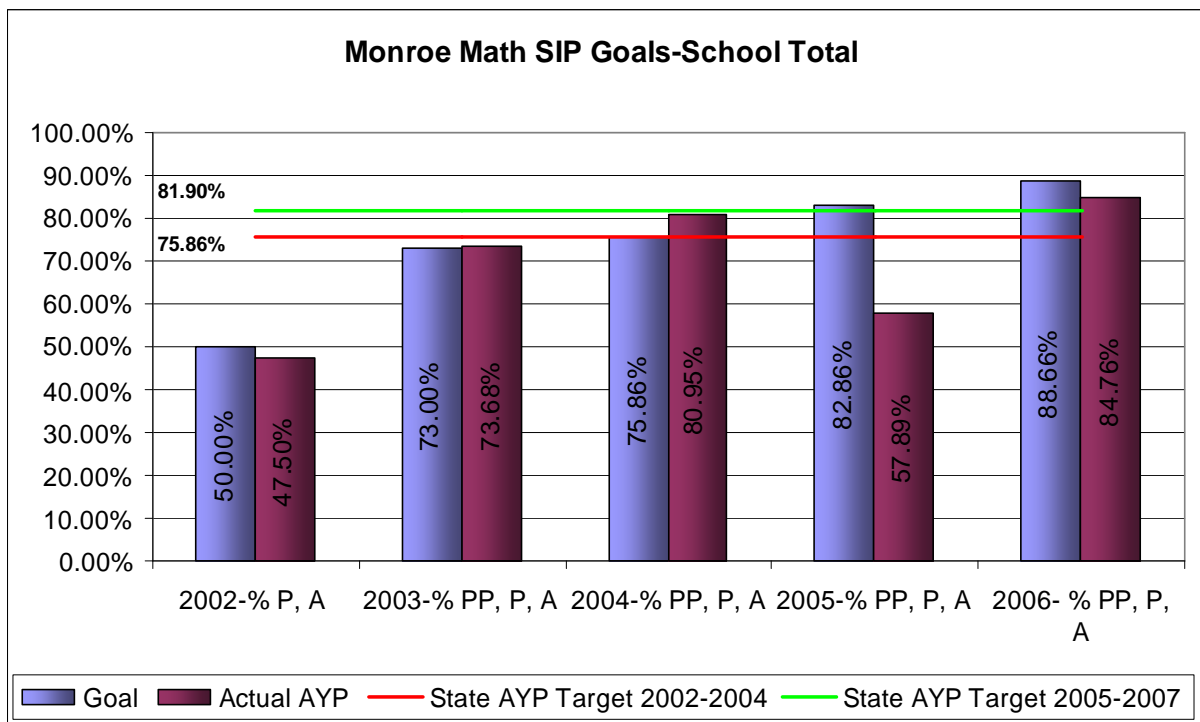
Monroe Elementary School

Monroe Elementary implements a schoolwide Title I program. Monroe had 475 students enrolled on October 1, 2005, with a poverty rate of 71.6%. Monroe will remain a Title I school for the 2006-2007 school year.

Monroe was on second year improvement status in the 2002-2003 school year. Since that time, Monroe has met the requirements for AYP in all years except in 2005 (school total) and is currently not on improvement.

Schoolwide Goal 1: Mathematics

Annual Goal: To increase student achievement in math by 10% in Spring 2006 from percentage proficient in the Spring 2005, as measured by Terra Nova, CSAP & Quarterly Assessment.

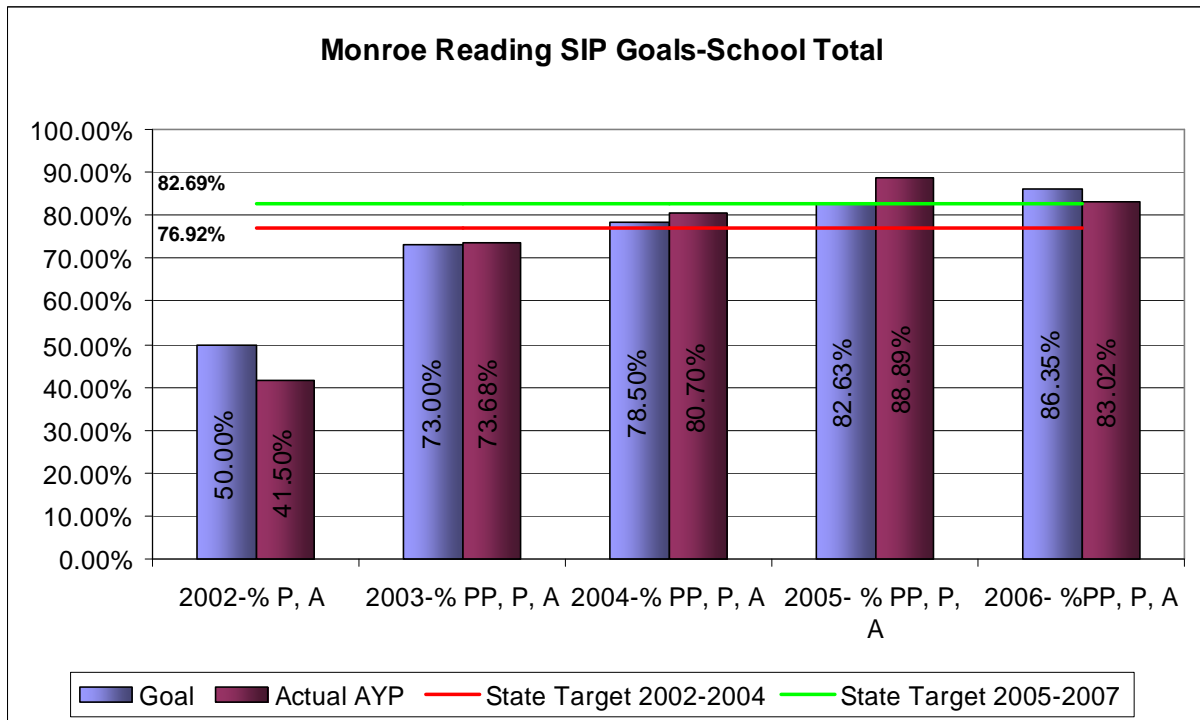


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Monroe Elementary School

Schoolwide Goal 2: Reading

Annual Goal: To increase student achievement in reading (grade levels 2-5 Terra Nova, Quarterly Assessments; grades 3-5 CSAP) through the use of Reading Mastery strategies and additional learning strategies to the level of proficient by Spring 2006 as measured by student achievement and the CSAP, Terra Nova and Quarterly Assessments.



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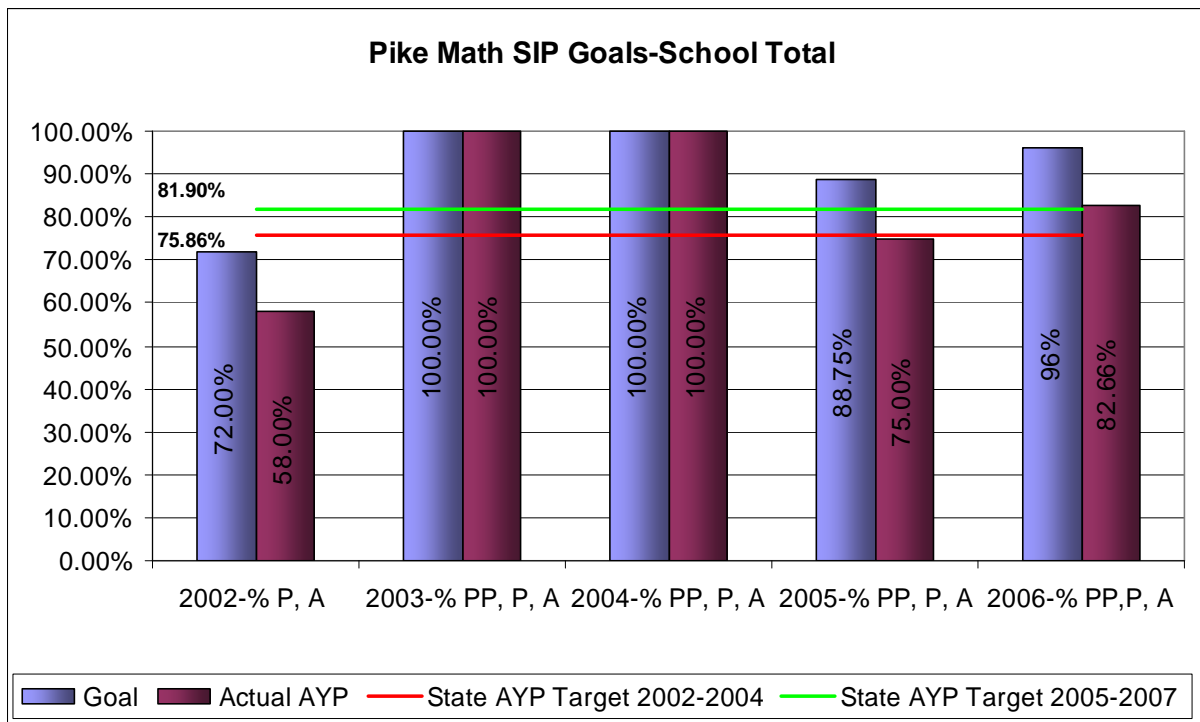
Pike Elementary School

Pike Elementary implements a schoolwide Title I program. Pike had 127 students enrolled on October 1, 2005, with a poverty rate of 78.7%. Pike will remain a Title I school for the 2006-2007 school year.

Pike was awarded a "clean slate" in December 2002 and has met all requirements for AYP since.

Schoolwide Goal 1: Mathematics

By the end of the school year 12+ month students in grades 3-5 will improve math scores from 91% Proficient (PP,P,A) to 96% Proficient (PP, P, A) according to CSAP by implementing a systemic and systematic method of teaching which uses short-cycled assessment, learning targets, data assessment and small group differentiation. SuccessMaker will also be used.

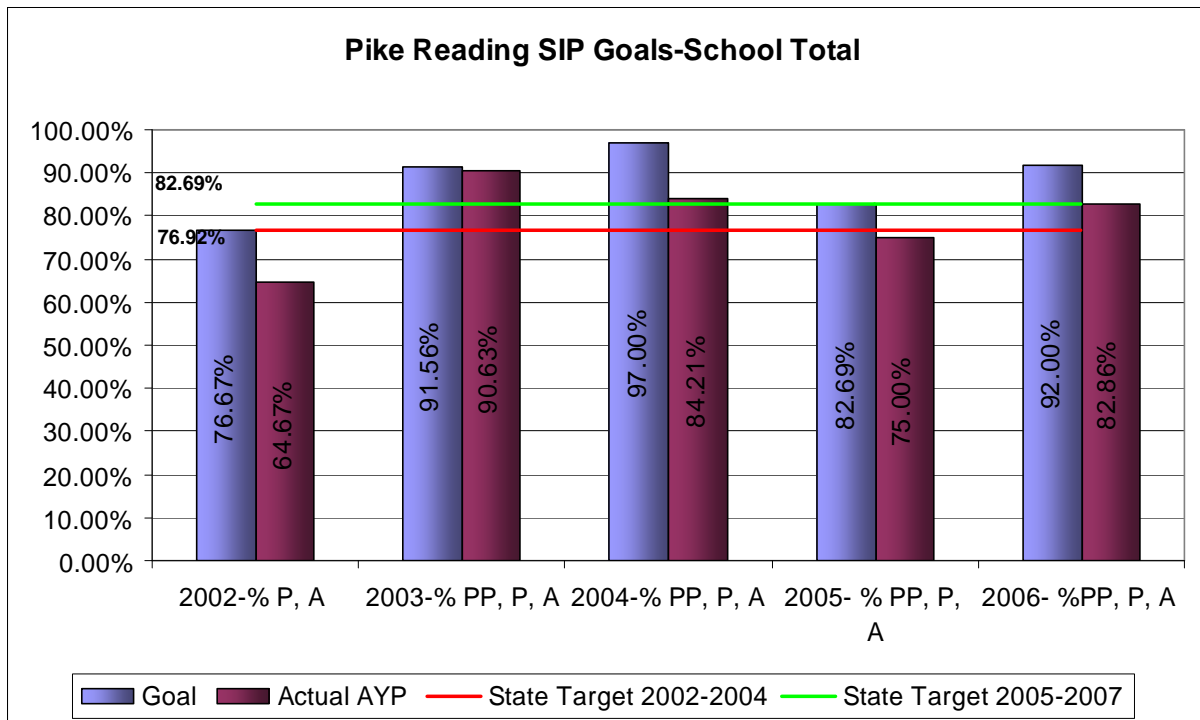


Colorado Springs School District 11 Title I School Improvement Plan Report

Pike Elementary School

Schoolwide Goal 2: Reading

By the end of the school year, 12+ month students in grades 3-5 will improve reading scores from 85.37% proficient (PP, P, A) to 92% proficient (PP, P, A) according to the CSAP by implement a comprehensive Reading program which includes the use of Open Court, DIBELS, short cycled assessments, diagnosis and prescription of interventions.



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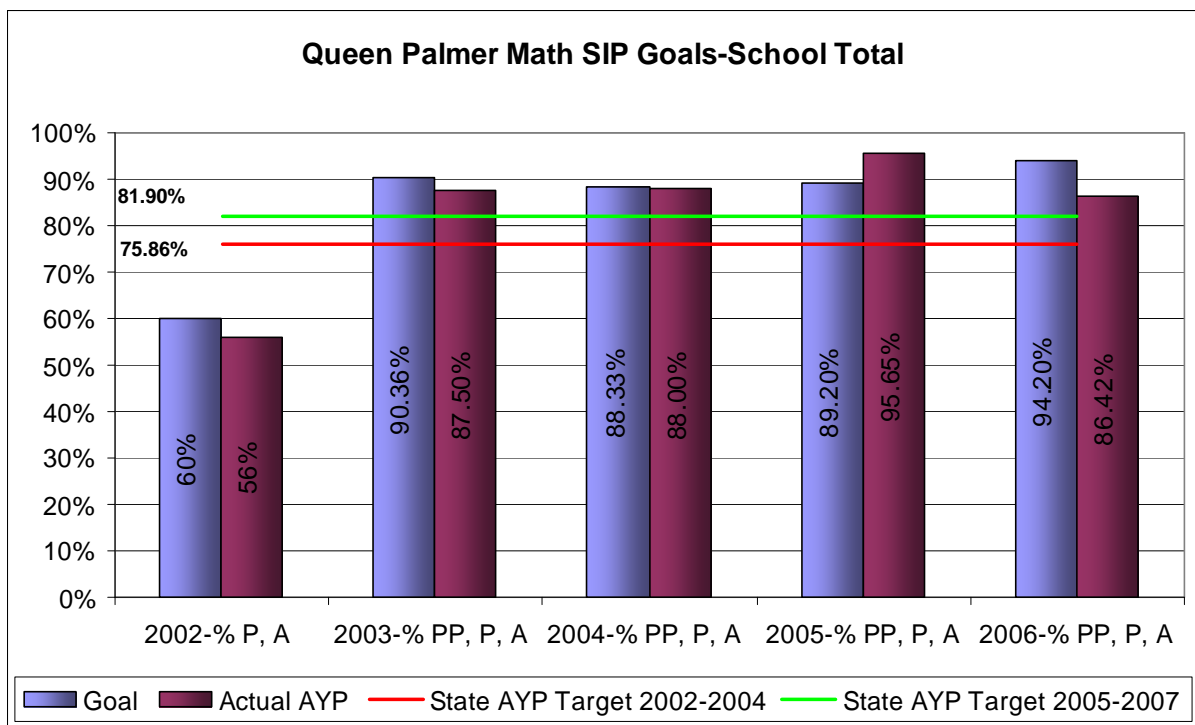
Queen Palmer Elementary School

Queen Palmer Elementary implements a schoolwide Title I program. Queen Palmer had 262 students enrolled on October 1, 2005, with a poverty rate of 85.5%. Queen Palmer will remain a Title I school for the 2006-2007 school year.

Queen Palmer was awarded a "clean slate" in December 2002 and has met all requirements for AYP since.

Schoolwide Goal 1: Mathematics

By the end of the 04-05 school year, 12+ month students in grade 5 will improve math scores from 88% Proficient (PP, P, A) to 89.2% Proficient (PP, P, A) according to the CSAP by using the Scott Foresman-Addison Wesley 2004 Math Series. There will be a 10% reduction in the number of 12+ month students in grade 3-5 performing at the Unsatisfactory Level—through Continuous Learning Opportunities in *Corrective Math*.

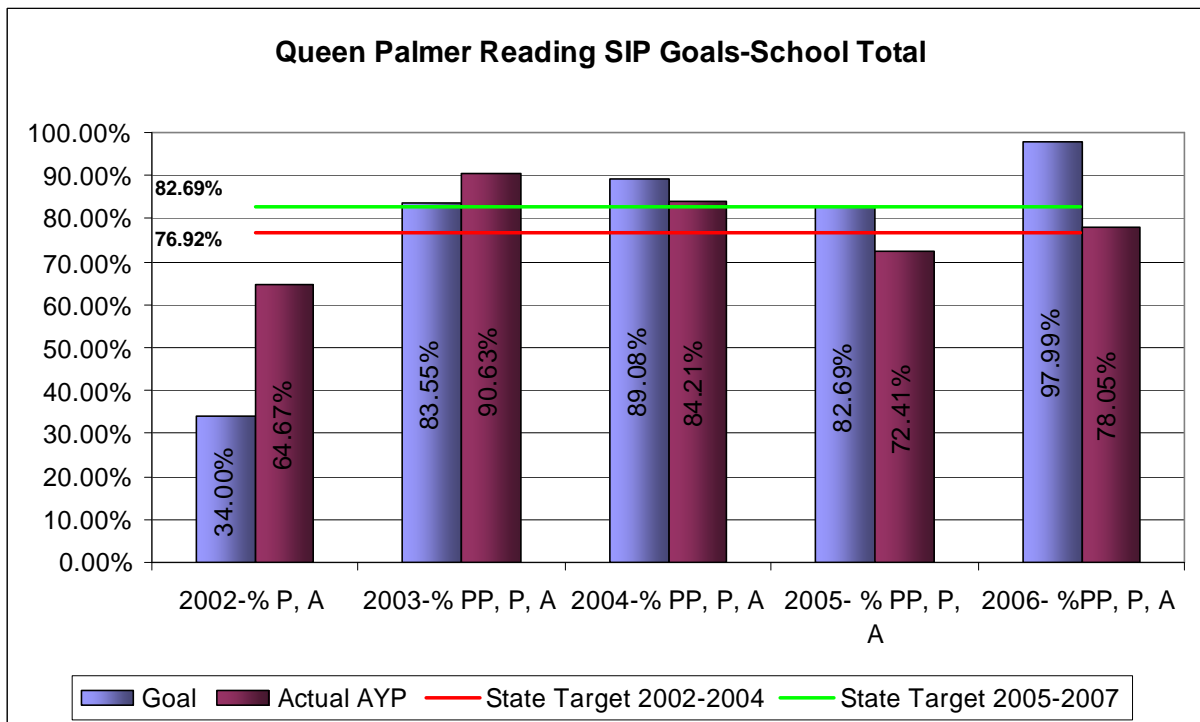


Colorado Springs School District 11 Title I School Improvement Plan Report

Queen Palmer Elementary School

Schoolwide Goal 2: Reading

By the end of the 04-05 school year, 12+ month students in grades K-5 will improve reading scores from 77.65% Proficient (PP, P, A) to 82.69% Proficient (PP, P, A) according to the CSAP by using Reading Mastery + K-5. There will be a 10% reduction in the number of 12+ month students in grade 3-5 performing at the Unsatisfactory Level—through Continuous Learning Opportunities in *Horizons and Corrective Reading*.



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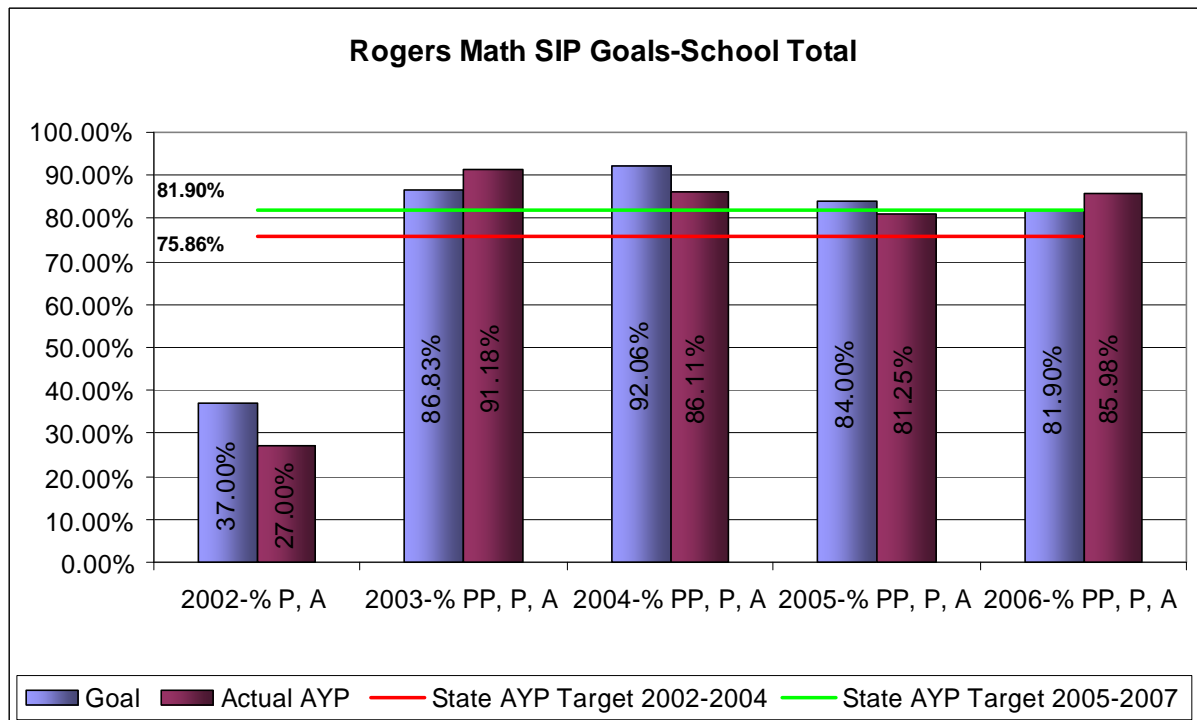
Rogers Elementary School

Rogers Elementary implements a schoolwide Title I program. Rogers had 362 student enrolled on October 1, 2005, with a poverty rate of 70.7% Rogers will remain a Title I school for the 2006-2007 school year.

In 2002, Rogers did not meet the requirements for AYP in reading; however, all targets were met (in 2003 utilizing the 95% confidence interval) until 2006 at which time the requirements for reading were not met again.

Schoolwide Goal 1: Mathematics

By the end of the 2005-2006 school year, 12+ month students in grade(s) 5 will improve math scores from 83% Proficient (PP, P, A) to 84% Proficient (PP, P, A) according to the 2005 CSAP by using the following model or program, Saxon Math, Math Exemplars, and Corrective Math

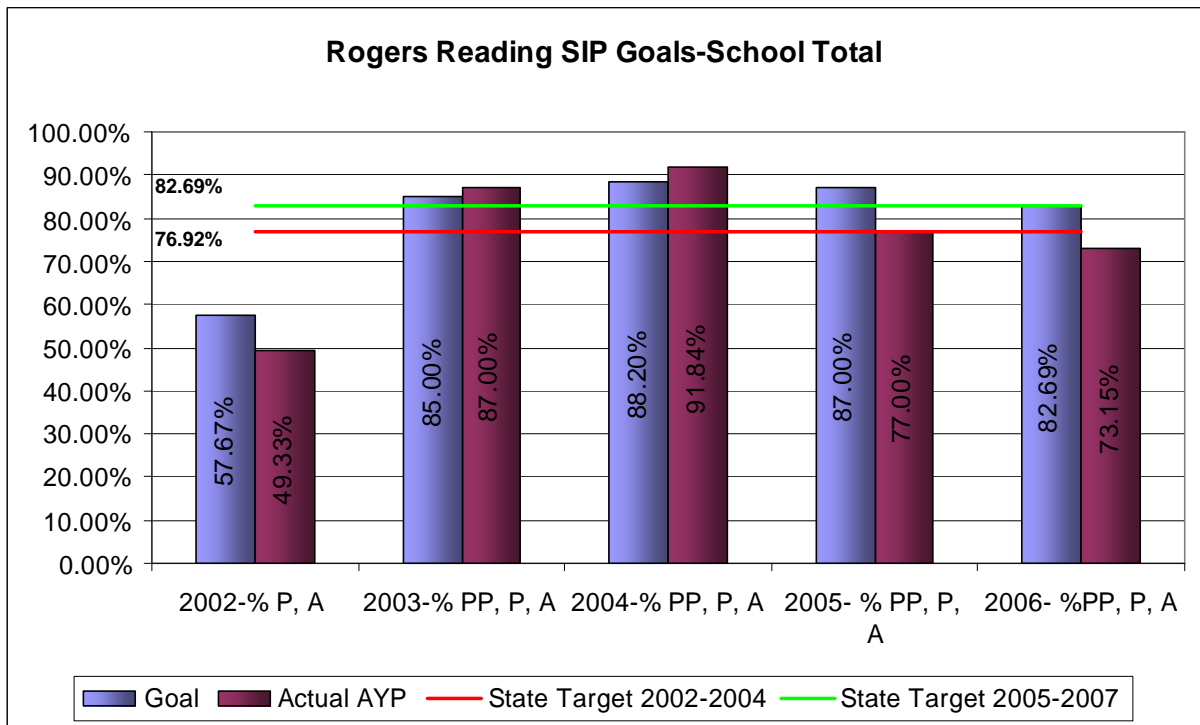


Colorado Springs School District 11 Title I School Improvement Plan Report

Rogers Elementary School

Schoolwide Goal 2: Reading

By the end of the 2005-2006 school year, 12+ month students in grade(s) 3-5 will improve reading scores from 86% Proficient (PP, P, A) to 87% Proficient (PP, P, A) according to the 2005 CSAP by using Scholastic Literacy Place, READ 180 , Corrective Reading, and Multi-Sensory.



Colorado Springs School District 11 Title I School Improvement Plan Report

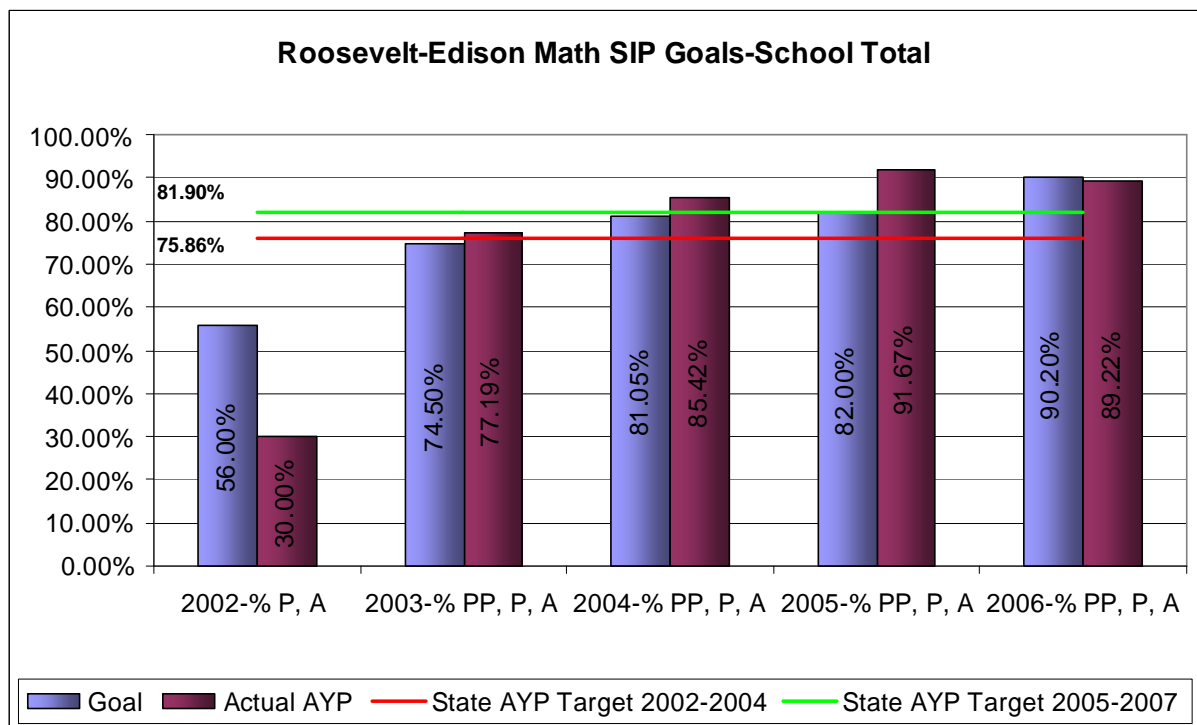
Roosevelt Edison Charter School

Roosevelt-Edison Charter School implements a schoolwide Title I program. Roosevelt had 617 students enrolled on October 1, 2005, with a poverty rate of 83.8%. Roosevelt will remain a Title I school for the 2006-2007 school year.

Roosevelt met the requirements for AYP in 2001, missed in both reading and math in 2003, and missed in reading in 2004. Roosevelt was facing moving from Second Year Improvement status into Corrective Action in 2005; however, all requirements for AYP were met in 2005, placing them in a “hold harmless” pattern. Then, in 2006, all requirements were again met, awarding Roosevelt a “clean slate”. Roosevelt will not be eligible for Improvement status of any kind until 2009-2010 at the earliest.

Schoolwide Goal 1: Mathematics

By the end of the 2005-2006 school year, 12+ month students in grade 5 will improve math scores from 76.5% Proficient (PP, P, A) to 82% Proficient (PP, P, A) according to the 2005 CSAP by using the Everyday Math program, which is based on comprehensive research at the University of Chicago. Our goal in accounting specifically for the P/A scores is to move from 44% P/A to 54%.

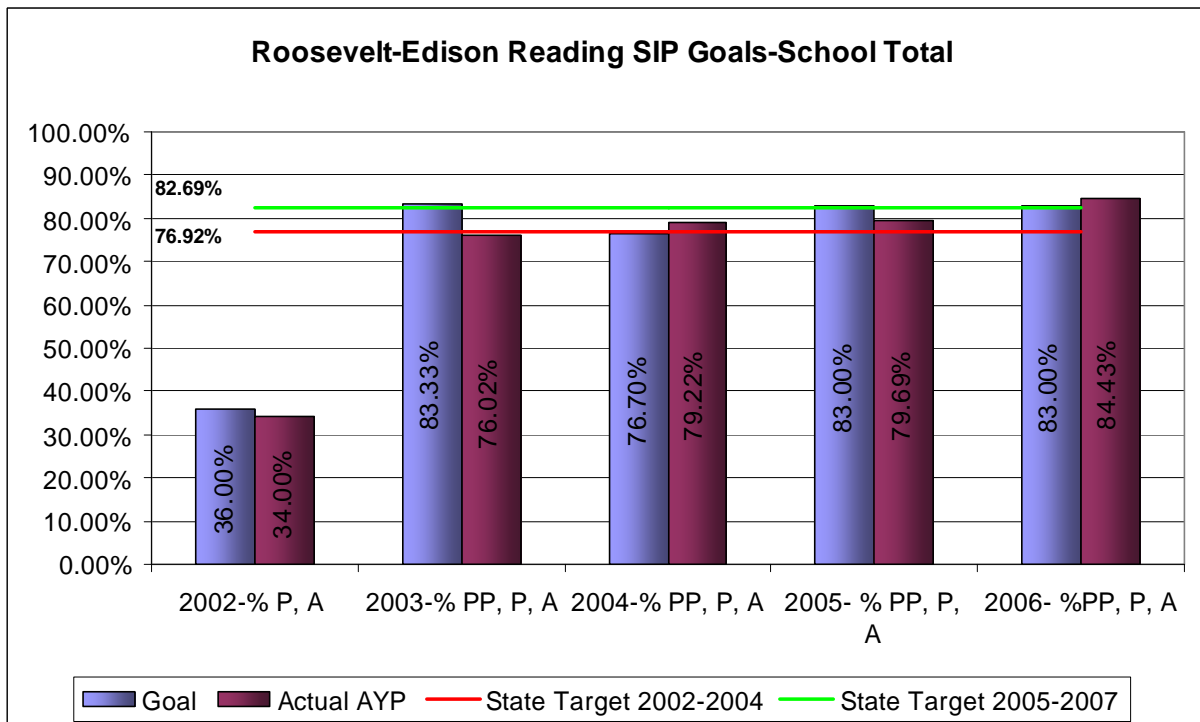


Colorado Springs School District 11 Title I School Improvement Plan Report

Roosevelt Edison Charter School

Schoolwide Goal 2: Reading

By the end of the 2005-2006 school year, 12+ month students in grades 3, 4, 5 will improve reading scores from 78.5% Proficient (PP, P, A) to 83% Proficient (PP, P, A) according to the 2005 CSAP by using the Success for All reading program, which is based on the comprehensive reading research from Johns Hopkins University. Third grade scores will rise from 40% to 50% P/A. Fourth grade will raise 35% to 45% P/A and fifth grade will increase 50% to 60% P/A.



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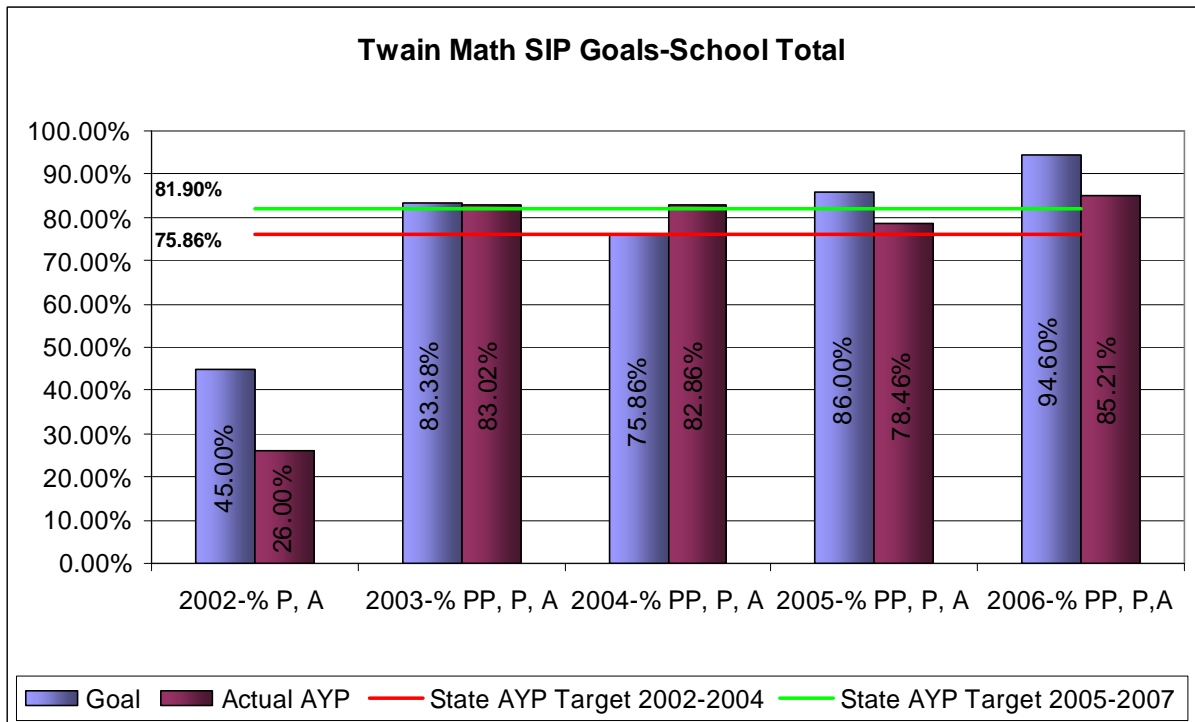
Twain Elementary School

Mark Twain Elementary implements a schoolwide Title I program. Twain had 530 students enrolled on October 1, 2005, with a poverty rate of 73.8%. Twain will remain a Title I school for the 2006-2007 school year.

Twain met the requirements for AYP in 2001 and 2003, but did not meet the requirements in 2002 (both reading and math). The requirements were met in 2004, but not met in either reading or math in 2005 due to Hispanic participation rate. The requirements were met in both reading and math in 2006. Twain is not on Improvement status.

Schoolwide Goal 1: Mathematics

By the end of the 2005-2006 school year, 12+ month students in grade(s) 3-5 will improve math scores from 81.69% Proficient (PP, P, A) to 86% Proficient (PP, P, A) according to the 2005 CSAP by using the following model or programs, Everyday Math and Hands-on Equations.

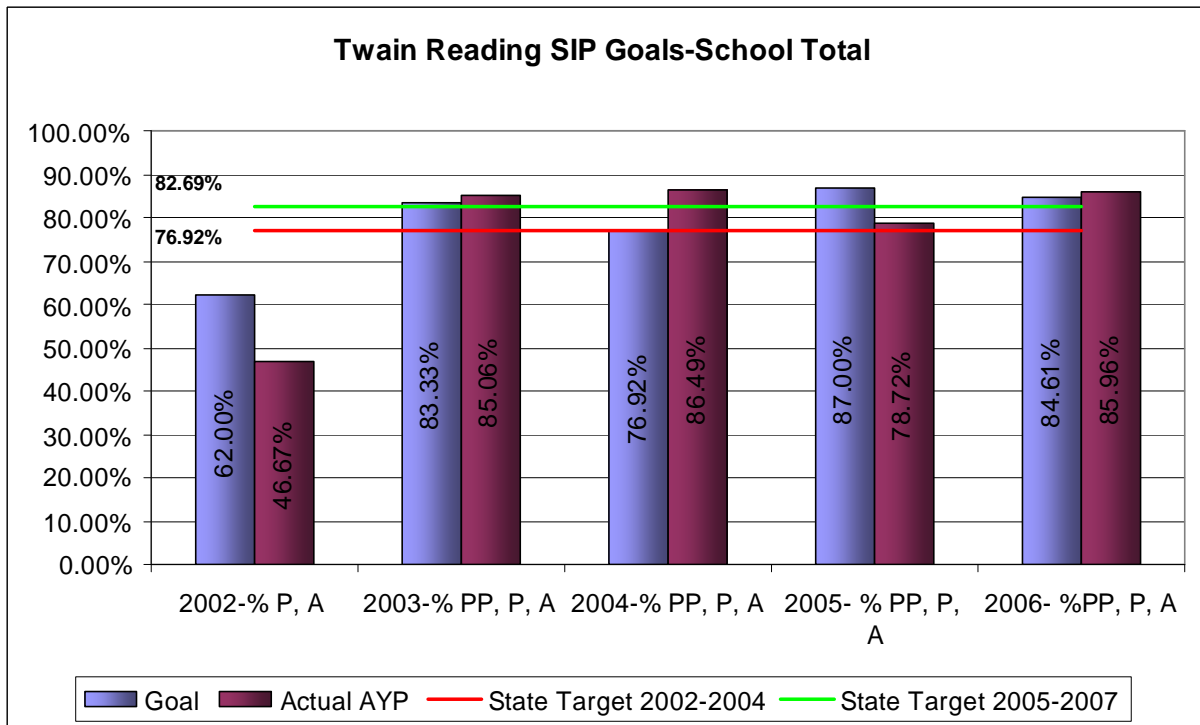


Colorado Springs School District 11 Title I School Improvement Plan Report

Twain Elementary School

Schoolwide Goal 2: Reading

By the end of the 2005-2006 school year, 12+ month students in grade(s) 3-5 will improve reading scores from 84.74% % Proficient (PP, P, A) to 87% % Proficient (PP, P, A) according to the 2005 CSAP by using the following model or program, **Balanced Literacy/Readers Workshop**.



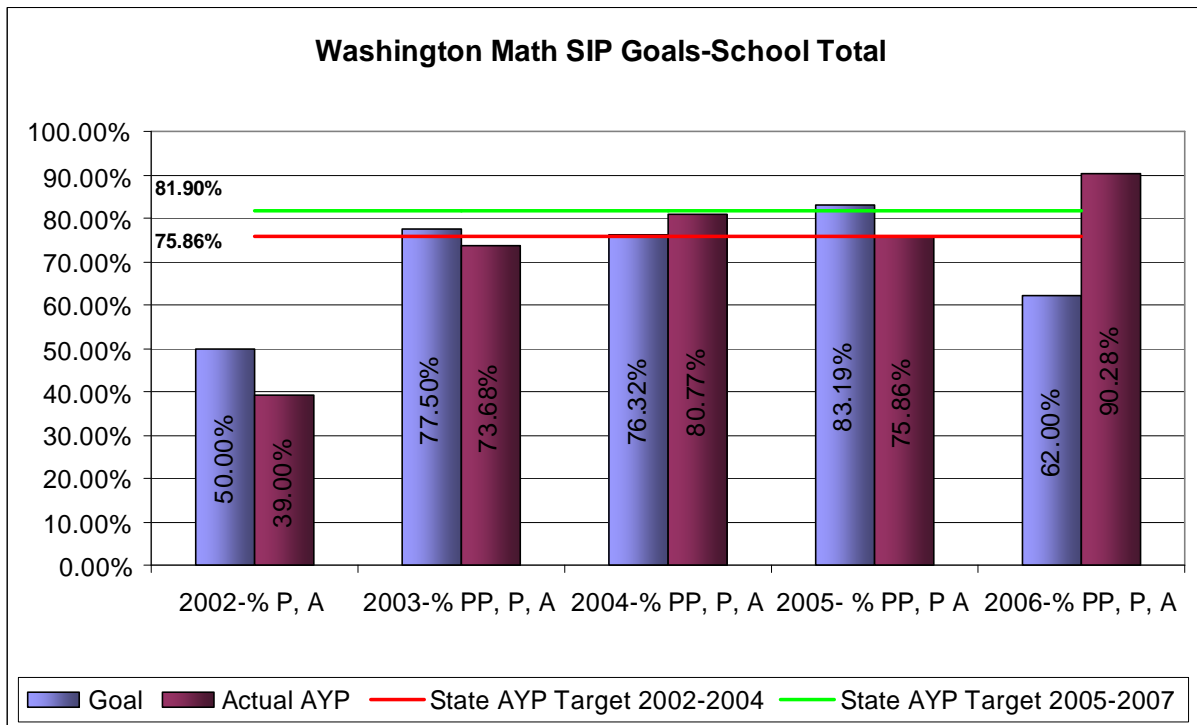
Colorado Springs School District 11 Title I School Improvement Plan Report

Washington Elementary School

Washington Elementary School implements a schoolwide Title I program. Washington had 219 students enrolled on October 1, 2005, with a poverty rate of 79.5%. Washington will remain a Title I school for 2006-2007. Washington has consistently met the requirements for AYP since 2002 (2003 math on appeal).

Schoolwide Goal 1: Mathematics

By the end of the 2005-2006 school year, 12+ month students in grade 5 will improve math scores from 80.55% Proficient (PP, P, A) to 83.19% Proficient (PP, P, A) according to the 2005 CSAP by using the program, Everyday Math.

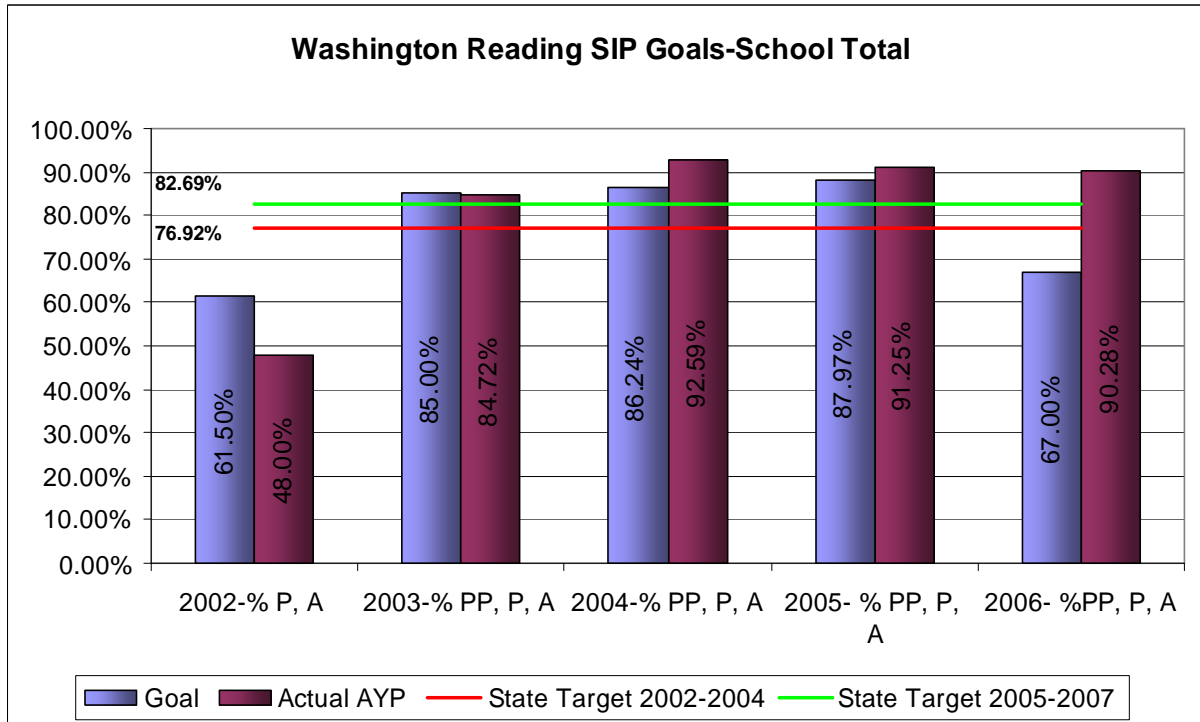


Colorado Springs School District 11 Title I School Improvement Plan Report

Washington Elementary School

Schoolwide Goal 2: Reading

By the end of the 2005-2006 school year, 12+ month students in grade(s) **3, 4, & 5** will improve reading scores from **86.88%** Proficient (PP, P, A) to **87.97%** Proficient (PP, P, A) according to the 2005 CSAP by using the following model – *Mosaic of Thought* (compendium of reading comprehension strategies for teacher use), increased ESP instructional time, SIOP, and Professional Learning Community, curriculum alignment processes, and tutoring.



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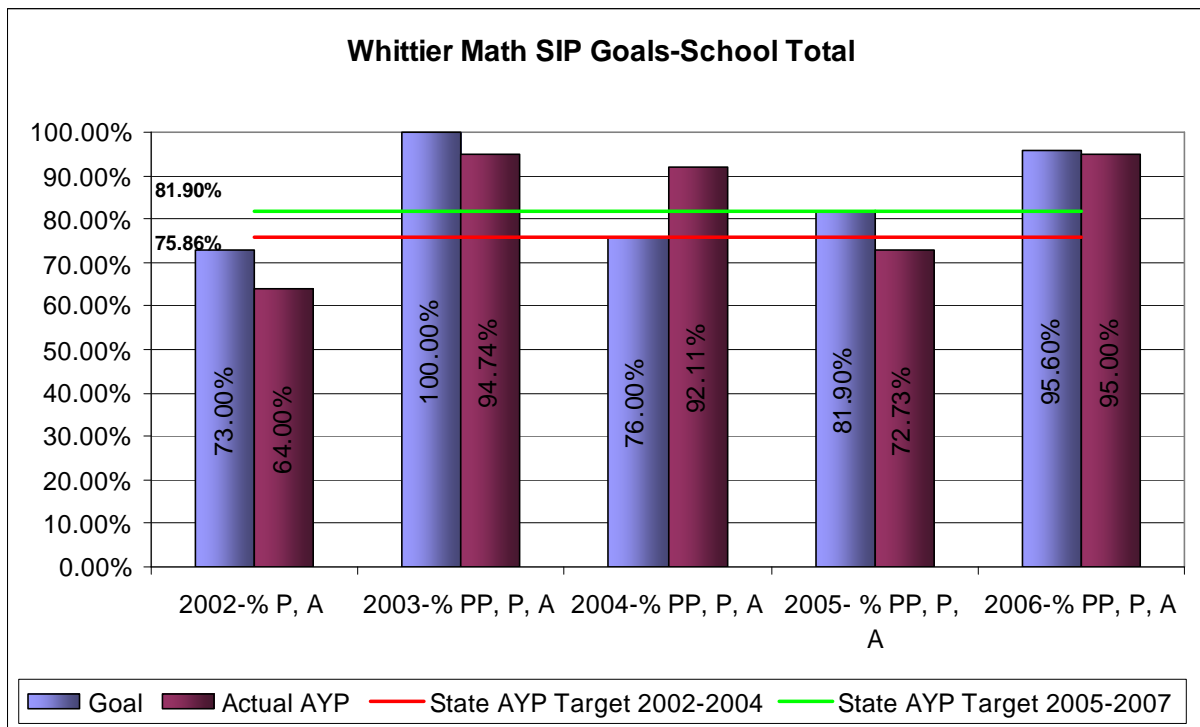
Whittier Elementary School

Whittier Elementary implements a schoolwide Title I program. Whittier had 184 students enrolled on October 1, 2005, with a poverty rate of 63.6%. Whittier will remain a Title I school for 2006-2007.

Whittier was awarded a “clean slate” in December 2002. Since then, all requirements for AYP have been met.

Schoolwide Goal 1: Mathematics

By the conclusion of the 2005-2006 school year, our goal is to increase achievement in mathematics in third-fifth grade (12+ month students) to 81.90% (pp, p, adv.) as measured by the CSAP.

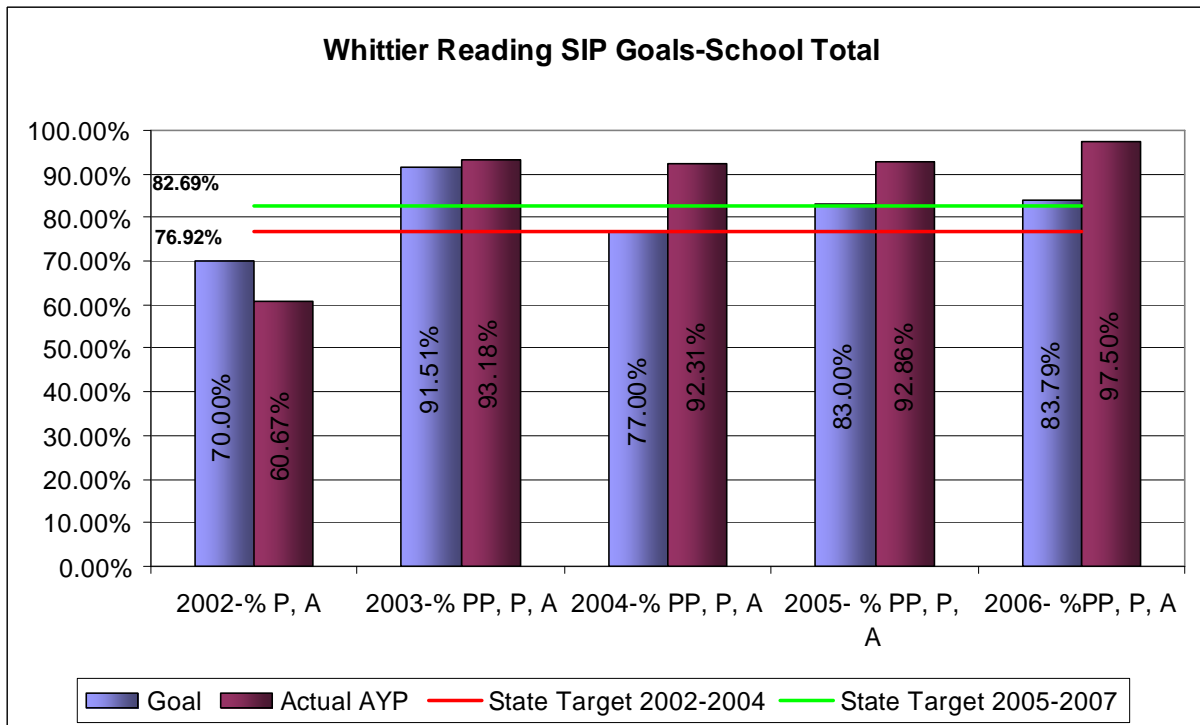


Colorado Springs School District 11 Title I School Improvement Plan Report

Whittier Elementary School

Schoolwide Goal 2: Reading

By the end of the 2005-2006 school year, 12+ month students in grade(s) 3, 4, 5 will improve reading scores from 77% Proficient (PP, P, A) to 83% Proficient (PP, P, A) according to the 2006 CSAP by using the following model or programs, (McREL), CQI, balanced literacy, guided reading, Reading Mastery, 2005 McGraw Hill Reading Series, and Multisensory tutoring.



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Wilson Elementary School

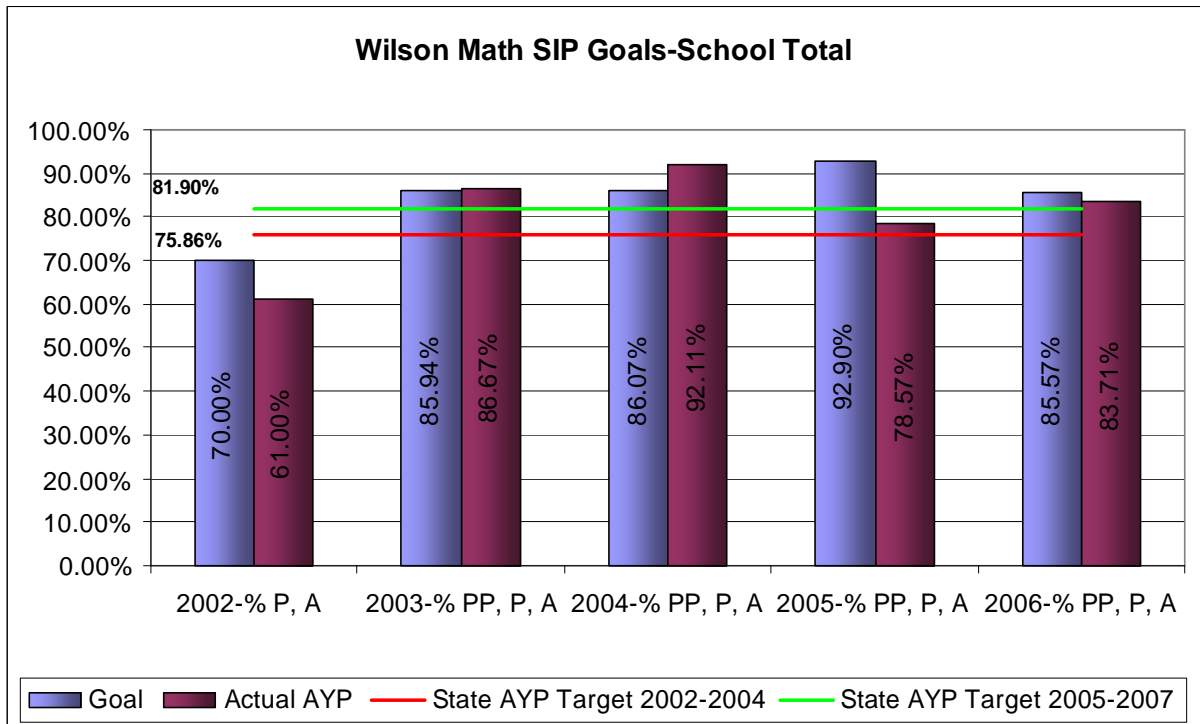
Wilson Elementary implements a schoolwide Title I program. Wilson had 481 students enrolled on October 1, 2005, with a poverty rate of 75.3%. Wilson will remain a Title I school for 2006-2007.

Wilson was awarded a “clean slate” in December 2002. The requirements for AYP were not met in 2002, were met in 2003, and were not met in 2004 or 2005 (reading only).

Wilson did meet the requirements for reading AYP in 2006 and is on First Year Improvement status (hold harmless) and is offering choice.

Schoolwide Goal 1: Mathematics

By the end of the 2005-2006 school year, 12+ month students in grade(s) 3-5 will improve math scores from 92.11% Proficient (PP, P, A) to 92.90% Proficient (PP, P, A) according to the 2005 CSAP by using the following model or program, Everyday Mathematics.

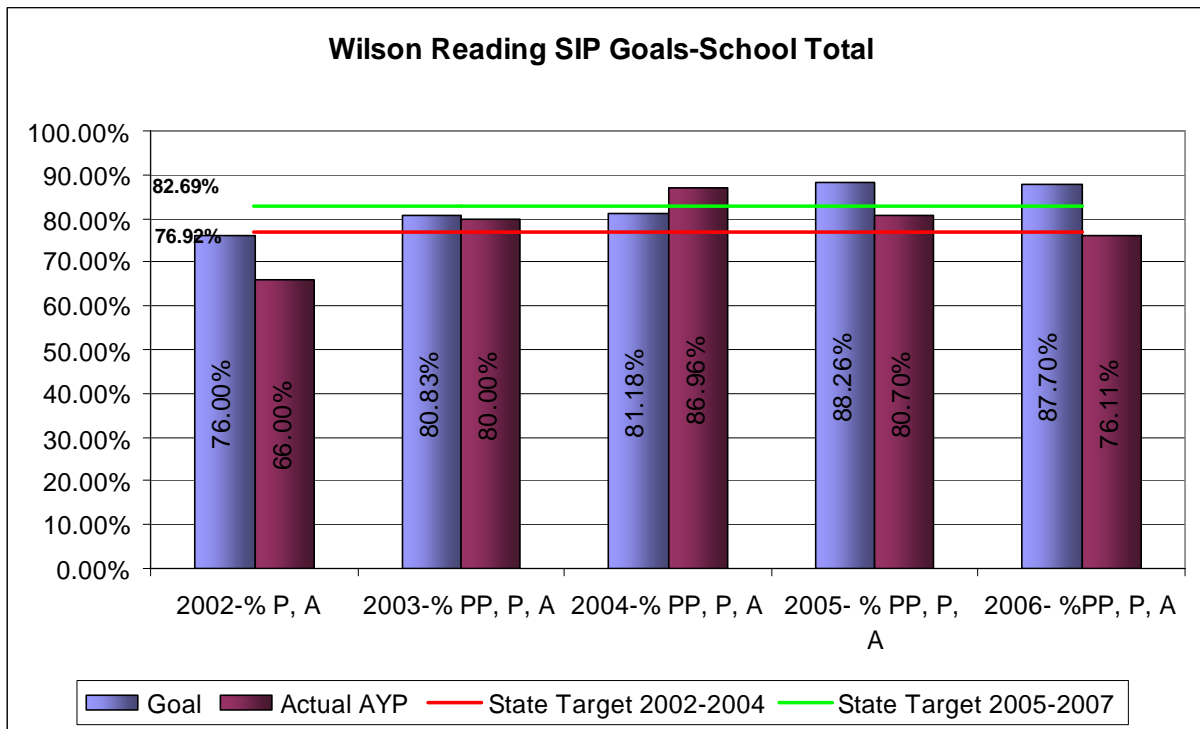


Colorado Springs School District 11 Title I School Improvement Plan Report

Wilson Elementary School

Schoolwide Goal 2: Reading

By the end of the 2005-2006 school year, 12+ month students in grade(s) 3-5 will improve reading scores from 86.96% Proficient (PP, P, A) to 88.26% Proficient (PP, P, A) according to the 2005 CSAP by using the following model or program, Guided Reading.



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21st Century Charter School

21st Century Charter School became a Title I school during the 2005-2006 school year. They implemented a modified Targeted Assistance program for approximately half the school year. 21st Century Charter had 161 students enrolled on October 1, 2005, with a poverty rate of 64.0%. 21st Century will remain a Title I school for 2006-2007. The 2006 CSAP provided baseline information on 21st Century. The requirements for reading were met for both elementary and middle school and the requirements were met for elementary math; however, the requirements for math were not met at the middle school level.

Colorado Springs School District 11 Title I School Improvement Plan Report

Appendix I

Title I School Improvement Plan Writing Timelines

All schools must complete School Improvement Plans (the District 11 SIP template contains all elements required in a Schoolwide Plan and a School Improvement Plan). Title I schools must develop a new plan, a Renewal, at a minimum of every four years if the school is not on Improvement status. All schools have the option of developing a new plan more often than that. If a Title I school is on Improvement status, that school must develop a new plan the first year it is on Improvement, and every two years after that until it is no longer on Improvement. For the years that a Renewal is not required, an Update, or addendum to the original plan, is required. An update requires that certain elements of the SIP are rewritten.

SCHOOL/YEAR ADAMS	PLAN STATUS	IMPROVEMENT STATUS	AYP MET?	
2001-2002	Renewal	Yes	Yes	
2002-2003	Update	Yes (removed 12-03)	Yes (on appeal)	
			Math	Reading
2003-2004	Update	No	Yes	Yes
2004-2005	Renewal	No	Yes	Yes
2005-2006	Update	No	Yes	No
2006-2007	Update	No		

Next Renewal: September 2008 (if no Improvement status cycle)

SCHOOL/YEAR BRISTOL	PLAN STATUS	IMPROVEMENT STATUS	AYP MET?	
2001-2002	Update	No	No	
2002-2003	Update	No	Yes (on appeal)	
			Math	Reading
2003-2004	Renewal	No	Yes	Yes
2004-2005	Update	No	Yes	Yes
2005-2006	Update	No	Yes	Yes
2006-2007	Update	No		

Next Renewal: September 2007 (if no Improvement cycle)

SCHOOL/YEAR BUENA VISTA	PLAN STATUS	IMPROVEMENT STATUS	AYP MET?	
			Math	Reading
2004-2005	Target Assistance	No	Yes	Yes
2005-2006	Schoolwide	No	Yes	Yes
2006-2007	Update	No		

As of October 1, 2005, Buena Vista fell below the funding line of 64%; for 2006-2007 it is grandfathered under NCLB Section 1113, but it will be unfunded in 2007-2008.

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SCHOOL/YEAR EDISON	PLAN STATUS	IMPROVEMENT STATUS	AYP MET?	
2001-2002	Update	No	Yes	
2002-2003	Update	No	Yes	
			Math	Reading
2003-2004	Renewal	No	Yes	Yes
2004-2005	Update	No	Yes	Yes
2005-2006	Update	No	Yes	Yes
2006-2007	Update	No		

Next Renewal: September 2007 (if no Improvement cycle)

SCHOOL/YEAR HUNT	PLAN STATUS	IMPROVEMENT STATUS	AYP MET?	
2001-2002	Renewal	Yes	Yes	
2002-2003	Update	Yes-2 nd Year (removed 12-03)	Yes	
			Math	Reading
2003-2004	Update	No	Yes	Yes
2004-2005	Renewal	No	Yes	Yes
2005-2006	Update	No	Yes	Yes
2006-2007	Update	No		

Next Renewal: September 2008 (if no Improvement cycle)

SCHOOL/YEAR IVYWILD	PLAN STATUS	IMPROVEMENT STATUS	AYP MET?	
2001-2002	Renewal	No	No	
2002-2003	Update	Yes	Yes (on appeal)	
			Math	Reading
2003-2004	Update	Yes-2 nd Year	Yes	Yes
2004-2005	Renewal	No	No	No
2005-2006	Update	No	Yes	Yes (on appeal)
2006-2007	Update	No		

Next Renewal: September 2008 (if no Improvement cycle)

SCHOOL/YEAR JEFFERSON	PLAN STATUS	IMPROVEMENT STATUS	AYP MET?	
2001-2002	Update	No	Yes	
2002-2003	Update	No	Yes	
			Math	Reading
2003-2004	Update	No	Yes	Yes
2004-2005	Renewal	No	Yes	Yes
2005-2006	Update	No	Yes	Yes
2006-2007	Update	No		

Next Renewal: September 2008 (if no Improvement cycle)

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SCHOOL/YEAR LINCOLN	PLAN STATUS	IMPROVEMENT STATUS	AYP MET?	
2001-2002	Update	No	Yes	
2002-2003	Update	No	Yes	
			Math	Reading
2003-2004	Update	No	Yes	Yes
2004-2005	Renewal	No	Yes	Yes
2005-2006	Update	No	Yes	Yes
2006-2007	Update	No		

Next Renewal: September 2008 (if no Improvement cycle)

SCHOOL/YEAR LONGFELLOW	PLAN STATUS	IMPROVEMENT STATUS	AYP MET?	
			Math	Reading
2004-2005	Target Assistance	No	Yes	Yes
2005-2006	Schoolwide	No	Yes	Yes
2006-2007	Update	No		

Next Renewal: September 2009 (if no Improvement cycle)

SCHOOL/YEAR MIDLAND	PLAN STATUS	IMPROVEMENT STATUS	AYP MET?	
2001-2002	Renewal	Yes	Yes	
2002-2003	Update	Yes (removed 12-03)	Yes (on appeal)	
			Math	Reading
2003-2004	Update	No	Yes	Yes
2004-2005	Renewal	No	Yes	Yes
2005-2006	Update	No	Yes	Yes
2006-2007	Update	No		

As of October 1, 2005, Midland fell below the funding line of 64%; for 2006-2007 it is grandfathered under NCLB Section 1113, but it will be unfunded in 2007-2008.

SCHOOL/YEAR MONROE	PLAN STATUS	IMPROVEMENT STATUS	AYP MET?	
2001-2002	Renewal	Yes	No	
2002-2003	Update	Yes	Yes	
			Math	Reading
2003-2004	Update	Yes-2 nd Year	Yes	Yes
2004-2005	Renewal	No	No	Yes
2005-2006	Update	No	Yes	Yes
2006-2007	Update	No		

Next Renewal: September 2008 (if no Improvement cycle)

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SCHOOL/YEAR PIKE	PLAN STATUS	IMPROVEMENT STATUS	AYP MET?	
2001-2002	Renewal	Yes	Yes	
2002-2003	Update	Yes-2 nd Year (removed 12-03)	Yes	
			Math	Reading
2003-2004	Update	No	Yes	Yes
2004-2005	Renewal	No	Yes	Yes
2005-2006	Update	No	Yes	Yes
2006-2007	Update	No		

Next Renewal: September 2008 (if no Improvement cycle)

SCHOOL/YEAR QUEEN PALMER	PLAN STATUS	IMPROVEMENT STATUS	AYP MET?	
2001-2002	Renewal	Yes	Yes	
2002-2003	Update	Yes (removed 12-03)	Yes	
			Math	Reading
2003-2004	Update	No	Yes	Yes
2004-2005	Renewal	No	Yes	No
2005-2006	Update	No	Yes	Yes
2006-2007	Update	No		

Next Renewal: September 2008 (if no Improvement cycle)

SCHOOL/YEAR ROGERS	PLAN STATUS	IMPROVEMENT STATUS	AYP MET?	
2001-2002	Update	No	Yes	
2002-2003	Update	No	Yes (on appeal)	
			Math	Reading
2003-2004	Renewal	No	Yes	Yes
2004-2005	Update	No	Yes	Yes
2005-2006	Update	No	Yes	No
2006-2007	Update	No		

Next Renewal: September 2007 (if no Improvement cycle)

SCHOOL/YEAR ROOSEVELT	PLAN STATUS	IMPROVEMENT STATUS	AYP MET?	
2001-2002	Renewal	Yes	No	
2002-2003	Update	Yes	Yes (on appeal)	
			Math	Reading
2003-2004	Update	Yes-2 nd Year	Yes	No
2004-2005	Renewal	Yes-2 nd Year	Yes	Yes
2005-2006	Update	Yes-2 nd Year (hold harmless pattern)	Yes	Yes
2006-2007	Update	No		

Next Renewal: September 2009 (if no Improvement cycle)

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SCHOOL/YEAR TWAIN	PLAN STATUS	IMPROVEMENT STATUS	AYP MET?	
2001-2002	Update	No	No	
2002-2003	Update	No	Yes	
			Math	Reading
2003-2004	Update	No	Yes	Yes (on appeal)
2004-2005	Renewal	No	No	No
2005-2006	Update	No	Yes	Yes
206-2007	Update	No		

Next Renewal: September 2008 (if no Improvement cycle); if AYP not met in reading 2005, next Renewal: September 2005

SCHOOL/YEAR WASHINGTON	PLAN STATUS	IMPROVEMENT STATUS	AYP MET?	
2001-2002	Update	No	No	
2002-2003	Renewal	No	Yes (on appeal)	
			Math	Reading
2003-2004	Renewal	No	Yes	Yes
2004-2005	Update	No	Yes	Yes
2005-2006	Update	No	Yes	Yes
2006-2007	Update	No		

Next Renewal: September 2007 (if no Improvement cycle)

SCHOOL/YEAR WHITTIER	PLAN STATUS	IMPROVEMENT STATUS	AYP MET?	
2001-2002	Renewal	No	Yes	
2002-2003	Update	Yes (removed 12-03)	Yes	
			Math	Reading
2003-2004	Update	No	Yes	Yes
2004-2005	Renewal	No	Yes	Yes
2005-2006	Update	No	Yes	Yes
2006-2007	Update	No		

Next Renewal: September 2008 (if no Improvement cycle)

SCHOOL/YEAR WILSON	PLAN STATUS	IMPROVEMENT STATUS	AYP MET?	
2001-2002	Renewal	Yes	No	
2002-2003	Update	No	Yes	
			Math	Reading
2003-2004	Update	No	Yes	No
2004-2005	Renewal	No	Yes	No
2005-2006	Update	Yes-1 st Year	Yes	Yes
2006-2007	Update	Yes-1 st Year (hold harmless)		

Next Renewal: September 2008 (if no Improvement cycle); if AYP not met in reading 2005, next Renewal: September 2005

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SCHOOL/YEAR EAST	PLAN STATUS	IMPROVEMENT STATUS	AYP MET?	
2001-2002	N/A	N/A	No	
2002-2003	Renewal	No	No	
			Math	Reading
2003-2004	Update	No	No	No
2004-2005	Renewal	Yes-1 st Year	No	No
2005-2006	Update	Yes-2 nd Year	No	No
2006-2007	Renewal	Yes-Corrective Action		

Next Renewal: September 2008 (if make AYP in 2005 and 2006); September 2006 (if no AYP 2005 and 2006)

SCHOOL/YEAR EMERSON	PLAN STATUS	IMPROVEMENT STATUS	AYP MET?	
2001-2002	N/A	N/A	No	
2002-2003	Renewal	No	No	
			Math	Reading
2003-2004	Update	No	No	No
2004-2005	Update	Yes-1 st Year	Yes	No
2005-2006	Renewal	Yes-2 nd Year	No	Yes
2006-2007	Update	Yes-2 nd Year (hold harmless)		

Next Renewal: September 2009 (if make AYP 2005 and 2006); September 2006 (if no AYP 2005 and 2006)

Colorado Springs School District 11 Title I School Improvement Plan Report

Appendix II

Title I 2005 School Accountability Report (SAR) Ratings

SCHOOL NAME	2005 RATING	2004 RATING ¹	2003 RATING
Adams Elementary	Low	Low	Low
Bristol Elementary	Low ²	Average	Average
Buena Vista	High ³	Average	Average
East Middle School	Low	Low	Low
Edison	Low	Average ⁴	Low
Emerson-Edison	Low	Low	Low
Hunt Elementary	Average	Low	Low
Ivywild Elem. and MS	Low	Low	Low
Jefferson	Average	Average	Average
Lincoln	Average	Average	Average
Longfellow	Average	Average	Average
Twain	Low	Low	Low
Midland	Average	Average	Average
Monroe	Average	Average	Low
Pike	Average	Average	Average
Queen Palmer	Low	Low ⁵	Average
Rogers	Low	Average	Average
Roosevelt-Edison	Average	Low	Low
Washington	Average	Average	Average
Whittier	Average	Average	Average
Wilson	Low	Low	Low
21 st Century Charter	Baseline Year	N/A	N/A

¹ Data from the Colorado Department of Education Website-www.cde.state.co.us

² Blue indicates an decrease from 2004

³ Violet indicates an increase from 2004

⁴ Green indicates an increase from 2003

⁵ Red indicates a decrease from 2003

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Appendix III

Adequate Yearly Progress Rules by Year 2002-2005

	2002 Administration	2003 Administration	2004 Administration	2005 Administration
Participation	95%	95%	95%	95%
Proficiency El. Math	76.92%	76.92%	76.92%	83.64%
Proficiency El. Reading	75.86%	75.86%	75.86%	82.69%
Proficiency MS Math	59.51%	59.51%	59.51%	69.63%
Proficiency MS Reading	73.61%	73.61%	73.61%	80.21%
Other Indicator	N/A	1.0% Advanced	1.0% Advanced	1.1% Advanced
Safe Harbor	10% Reduction in Unsatisfactory	10% Reduction in Unsatisfactory	10% Reduction in Unsatisfactory	10% Reduction in Unsatisfactory
N for school total (12+ month)	30	1	1	1
N for disaggregated groups (12+month)	30	30	30	30
N for other indicator	30	100	100	100
Appeal other indicator?	N/A	Yes	No	No
Statistical error for other indicator?	N/A	Yes	No	No
Economically Disadvantaged	Was not a counted group	Was not a counted group	Was a counted group	Was a counted group
ELL	Was not a counted group	Counted for participation (excepting NEP)	Counted for participation (excepting NEP)	Counted for participation (excepting NEP)

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Glossary

Adams 50	Adams 50 Running Record Assessment; an informal reading assessment based upon authentic children’s literature
Appeal	A process utilized in 2004 if a school failed to met the requirements for AYP in the “other indicator” area only, and had fewer that 100 students in the disaggregated group in question
AYP	Adequate Yearly Progress; currently, a designation by the State based upon assessment rates, proficiency levels, “other indicators”, and Safe Harbor
Balanced Literacy	Balanced Literacy Instructional model; an instructional model that focuses on Reading and Writing TO, WITH and BY students
Corrective Reading	A Direct Instruction tutorial reading program emphasizing decoding and comprehension
CSAP	Colorado Student Assessment Program; the State assessment given to students to determine if they are meeting Standards
DIBELS	A literacy assessment based on the five essential components of reading outlined by the National Reading Panel
Disaggregated Groups	Groups of students within a building that are separated by ethnicity, socio-economic status, Disabilities, and ELL status; in order for data to “count” for AYP, a group must have 30 or more students in it
ELL	English Language Learner (formerly English as a Second Language); students whose primary language is that other than English
First Year Improvement Status	A designation for the sanctions imposed on a Title I school that has not met the requirements for AYP for two consecutive year; these schools are required to offer Title I Choice
Free and Reduced	Students whose families meet certain financial conditions are eligible to receive their school lunch either free or at a reduced level
Hold Harmless	A designation given to the year in which a school meets the requirements for AYP after a year of not meeting the requirements for AYP; as school in Hold Harmless must offer all opportunities from the previous year, but does not have to advance and offer new opportunities
ILP	Individual Literacy Plan; a plan to support a student who is not meeting Standards or is at risk of not meeting Standards in the area of reading
Multi-sensory	Multi-sensory instructional model; an instructional model based upon a research base that indicates that phonemic awareness is essential to early literacy skills
“N’s”	Literally, numbers of participants, in this case, students

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“Other Indicator”	One of the criteria for AYP; the “Other indicator” for elementary and middle school is the percent of students scoring at the Advanced level on the CSAP; for High School, the “Other Indicator” is graduation rate
PP, P, A	Partially Proficient, Proficient, and Advanced; designations from the State that refer to the level of mastery students demonstrate on the State required assessment, CSAP; if a student receives any of these scores, s/he is considered to be “Proficient”
Poverty Level	The total percentage of students who are either “free” or “reduced” as far as lunch status
Renewal	A new SIP plan; this must be done every four years in schools not on Improvement status, and every two years for schools on Improvement; when a school goes on Improvement, a new SIP must be developed
Safe Harbor	A 10% reduction of students scoring Unsatisfactory on the CSAP in one year’s time
Second Year Improvement Status	A designation for the sanctions imposed on a Title I school that has not met the requirements for AYP for three consecutive years; these schools are required to offer Title I Choice and Supplemental Educational Services
SIP	School/Schoolwide Improvement Plan; a plan written by principals, teaching staff, and parent volunteers that addresses the needs of the specific building, as identified by assessment data
Six-Trait	An evaluation system for writing utilizing holistic rubrics for the six identified traits found in quality writing
Statistical Error	The assumption that, in groups of fewer than 100 students, the reliability of pinpointing one student within that group is difficult and subject to a good deal of error; also, the only acceptable basis for appealing AYP for the 2002-2003 school year
Step Up to Writing	A collection of instructional strategies for writing that teach students systematic, structured approaches to various writing tasks
Supplemental Educational Services	A Second Year Improvement status sanction; schools must offer additional tutorial services outside of the school day from a State-approved list of providers; the District is required to pay for these services from set-aside funds
Title I Choice	A First Year Improvement status sanction; schools must offer to transport eligible students
U	Unsatisfactory; a designation from the State that refers to a student’s level of mastery in a area being none to minimal
Update	An addendum to the current SIP; the annual evaluation of goals, elements 3, 4, 5, and Safe Civil Learning Environment are currently required in an update
95% Confidence Interval	A statistical term used to describe a range of numbers surrounding a specific number; this term means that one can be 95% confident that the actual score falls within the range of numbers; this is applied to proficiency levels in AYP calculations