

EXECUTIVE SUMMARY AND PROJECT GOALS

The concept for Two Roads High School (TRHS) sprang from a thriving Jefferson County School District home school support program. Founded in 2000, the Home Option Program (H.O.P.E.) serves the distinctive needs and diverse perspectives of home schooling students and their families. It offers small, academically rigorous, k-12 classes in a community characterized by tolerance, mutual respect and a clear understanding of the possibilities and limitations of the relationship between a publicly-funded support program and a home based education. From a beginning of only a hundred or so students, H.O.P.E. has grown and flourished, and today this vibrant program offers a wide range of courses and support to over four hundred students in two locations.

Over the past five years, however, several district charter schools have forged and then severed their relationship to H.O.P.E. Generally this was done in response to liability concerns and the potential impact of home school student test scores on each school's annual accountability reports. By establishing its high school as an independent charter, H.O.P.E. seeks to mitigate this instability and thus ensure that the home school support program -- and its community -- have a permanent means to access funding and support.

But the mission of Two Roads far exceeds its obligation to H.O.P.E. As stated in its charter:

***Mission and Vision:** Two Roads High School will serve traditionally and non-traditionally educated 9th through 12th grade students who seek high academic and character achievement. Two Roads' students appreciate a critical thinking and collaborative learning instructional format, the flexibility to enroll full or part-time, small class sizes and an environment that is responsive to their unique abilities, gifts and challenges. Two Roads will provide its students with a seamless transition between high school and college as well as with opportunities for early access to college courses and/or career exploration.*

The TRHS founders envision a social and academic environment in which students are challenged to go beyond fact acquisition, and to discover how concepts learned in the classroom are meaningful to their lives outside of it. Classes at Two Roads will feature a distinct, critical thinking and collaborative-learning instructional format. This strategy encourages students to take responsibility for their education by discovering what they do and do not understand; it insists that students frequently self-evaluate, ask questions, recognize meaningful answers, communicate clearly and work productively with peers. It is a method that lends itself to creative problem solving, critical thinking and the development of versatile, higher order thinking skills. In short, TRHS embraces the concept of collaborative learning as an effective means to prepare students to take their place in the diverse, interconnected, 21st century world.

Unique among public schools, much of what is described in Two Roads' educational program is intended to appeal to home educating families: Class sizes will be small; students may enroll as traditional/full-time or non-traditional/part-time, in any combination of high school classes, college courses and/or career exploration technical programs/internships; faculty advisors will provide individualized guidance through the high school years; parent involvement will be welcomed and encouraged. Not surprisingly, TRHS expects families from more traditional educational backgrounds to also find these characteristics particularly desirable and anticipates

first-year enrollment to be approximately 170 (reflecting some combination of part-time and full-time enrollment), eventually reaching 300 by its third year.

Each member of the school's founding team has direct, long-term experience with home education, coupled with an informed determination to expand and enhance educational choices for everyone:

- Retired from 28 years as a principal, including 14 years as a consultant to charter schools, Dr. Lloyd Carlton provides TRHS with his invaluable expertise and insight into district and school operations and policies.
- Amy Horton, she has taught Chemistry, Marine Biology, Middle School Science and Study Skills at H.O.P.E. for the past eight years. Prior to that, she taught and coached in the Oklahoma City public school system. She feels that high school students would be more prepared for college and the working world by mastering basic learning and study skills not just memorizing material. She is passionate about helping adolescents realize their potential.
- Kathy Ichiyasu earned a Master's Degree in Counseling and has home schooled for the past 18 years. During this time she has coached high school speech competitors and debate teams, taking them to Nationals for five consecutive years. She sees the need for high schoolers to be encouraged and inspired in the areas of academic rigor, personal growth and responsible maturation. She enjoys working with adolescents and recently taught college classes at the undergraduate level.
- Terry Johns is the founder of H.O.P.E. and its current Director. She was instrumental in forming and leading a private home schooling cooperative from 1995 – 2000. As a part of this effort, she developed and taught multi-grade level curriculums and counseled families in their efforts to home educate their children. Mrs. Johns holds a B.S. in Business Administration with a minor in Management of Human Resources. She plans to seek a graduate degree in education and leadership. On July 1, Mrs. Johns will assume administrative responsibilities for Two Roads and her role on its board will become ex officio.
- Rhonda Norman served as President of the board for a Denver charter school and recently assisted H.O.P.E. with the creation and development of its accountability committee. Ms. Norman holds a degree in International Affairs and teaches high school history at H.O.P.E. Her experience as a project manager, Residential Wireman and independent commercial construction contractor inform her understanding of management systems, construction and facility issues and the relationship between academic learning to real-life work.
- Darlene Rolfes is a full-time undergraduate student devoted to raising and educating her three children. She has worked with children in a variety of different positions, including as a preschool teacher, a paraprofessional educator for children with special needs and a parks and recreation programs facilitator.
- Wendy Sullivan is a home schooling parent who became involved with H.O.P.E. in 2002 and currently serves as its Associate Director. Over the years she has researched and developed curriculum, recruited parents to start a non-profit home school cooperative and taught multi-age classes across all subject areas. As Associate Director of Two Roads, Mrs. Sullivan will continue to provide its board with her valuable expertise on various aspects of school management and student discipline.

- Jana Sweeney holds a Masters Degree in Genetic Counseling, has home schooled both her children and now teaches English and Science at H.O.P.E. Through working with both gifted and talented youth and youth with developmental disabilities, she has first-hand experience with the growth and success produced by collaborative learning and decision-making.
- For more than a decade, Vanessa Yochim and her husband provided curriculum and support to home schooling families through their bookstore, Homestead Books. Vanessa is now the Administrative Assistant to the Director of H.O.P.E. as well as the Financial Secretary. It is anticipated that Mrs. Yochim's unique connections to the business community will continue to prove invaluable to the board and the school.

Funds from the grant will assist TRHS in helping its teaching staff to begin acquiring the distinctive range of skills necessary to facilitate a collaborative learning environment that is at once productive and academically rigorous. Grant funds will also assist the school in purchasing curricula and learning materials designed to support the school's goal of preparing students to succeed in the 21st century. In addition, student progress and achievement will benefit from the individualized guidance provided by academic advisors, whose stipends will also be initially derived from the grant.

Project Goals:

Project 1: Student Academic Achievement After establishing a baseline in the 2010-11 school year, 80% of TRHS students will demonstrate proficiency/advancement in all content areas of the state ACT or aggregate state-mandated assessments, starting with the 2011-12 school year and continuing every year thereafter. By 2014, and for every year thereafter, 100% of TRHS students will score proficient in reading and math, thereby satisfying the state's AYP mandate. Students with special needs will also demonstrate advancement each year in accordance with individualized goals and objectives identified on their respective *Response to Intervention* plans.

Project 2: Students will leave TRHS prepared to thrive in the 21st century *The Partnership for 21st Century Skills* has identified six elements critical to a 21st century education.¹ TRHS plans to have fully adopted all of these by its third year of operation. **First**, students will master content and skills in the NCLB-identified core subjects of English, mathematics, foreign language, civics, government, economics, arts, history, geography and science. Content mastery is described in *Project 1: Student Academic Achievement* section above. Skill mastery is demonstrated when a student can provide samples of projects in which the student has successfully applied his/her conceptual knowledge to a critical thinking/problem solving exercise. **Second**, all students will complete courses that include content in global awareness; financial, economic, business and entrepreneurial literacy; civic literacy and health and wellness. **Third**, TRHS classes will be designed and conducted in a manner that emphasizes student skill development in critical thinking, collaboration, communication, creativity and innovation. This will be accomplished through a professional development plan that incorporates best practices for successfully creating this particular learning environment and confirmed by regular classroom observation and responses from parent/student surveys. **Fourth**, all students will be able to use the tools of technology to learn content and demonstrate the skills listed above.

¹ "Route 21 White Paper: 21st Century Skills Curriculum and Instruction." Partnership for 21st Century Skills. 2004

Students will know how to critically evaluate the validity and usefulness of media and information. **Fifth**, the concepts of leadership, ethics, adaptability and personal and social responsibility will be identifiably applied in classroom. **Sixth**, each year the school will use a balance of assessments – including high quality standardized testing, classroom assessments and collections of student work – to determine each student’s preparedness to move successfully towards post-secondary goals as identified by the student his/her family and faculty advisor.

Project 3: Technology TRHS will promote and integrate technology for students, teachers and staff, thus improving education and student abilities. The TRHS Technology Plan will identify new uses of technology in the classroom, identify online courses for student remediation and define technology readiness requirements for graduation. All teachers will attend annual technology professional development and incorporate technology into planning and instruction. Within two years, 100% of students will meet the graduating requirements for technology readiness.

Project 4: Minimum Graduation Rate of 90% for Traditional/Full-Time Students By the 2012-13 school year, all students will have a Six-Year Plan to complete high school and meet graduation requirements. For the 2010-11 year, each junior and senior will be assigned a faculty advisor. By the following year, a faculty advisor will be assigned to each student in grades ten through twelve. Starting with the 2012-13 school year, and continuing every year thereafter, all high school students will have a faculty advisor. Each student will meet at least twice a year with his/her faculty advisor to create and/or monitor academic goals and progress. Faculty advisors will guide and support students in defining a strategy for completing high school and moving successfully towards post-secondary goals. Faculty advisors will also assist with developing and implementing remedial strategies should the student’s progress warrant it. In addition, all graduates will have completed a Life Skills Readiness course to prepare them for life after high school. *Note: Students identified as non-traditional/part-time are exempt from this goal, as home schooled students are graduated by their parents according to applicable state home school law.*

PROJECT BUDGET NARRATIVE

Two Roads High School, in applying for this grant, will utilize grant funds to provide much needed start-up financing for the four projects described above.

Project 1: Student Academic Achievement Learning gains, defined as successfully completing at least a year’s growth (AYP) and meeting the state-mandated proficiency/advanced benchmarks, are an integral part of the overall accountability model for TRHS. To reach this goal, TRHS will require significant start-up funding in four main areas: First, the purchase of sufficient quantities of grade-level sets of up-to-date, content-rich, technology-linked curriculum and instructional materials for the core subjects of English, mathematics, foreign language, civics, government, economics, art, history, geography and science.

Second, the grant will provide financial support for three years of staff training to initiate a professional development plan capable of providing school faculty and staff with the understanding and practical expertise needed for them to successfully create a well-managed, productive, learning environment. TRHS expects that this accomplishment will be the product of implementing the proven *Love and Logic*© classroom management model, which supports

student learning and behavior by emphasizing responsibility and self-regulation, consistency and compassion. While all TRHS teachers and staff will take part in on-site training, five teachers will be selected each year to attend the annual *Love and Logic Conference*, where they will acquire new information to bring back and share with the rest of the teaching staff, so that the school's use of this model may be further evaluated and refined. This effort is reflected in the TRHS Professional Development plan.

Third, TRHS will require funding to purchase supplemental materials and establish systems ready to ensure the academic advancement of students who have need of services beyond regular instruction, including gifted/talented, 504, IEP, ESL, ELL, and other at-risk students who qualify.

Finally, TRHS intends for the grant to help defray the start-up and on-going costs of conducting the assessments, including materials and proctor-stipends.

TRHS expects that once these efforts are fully implemented, continuing them will be well within the means of the school's general operating budget, as the need to take part in outside training opportunities will diminish and on-going training can be handled by staff.

Project 1: Student Academic Achievement	Year One	Year Two	Year Three
- Curricula and learning materials	\$45,074	\$48,175	\$8,175
- Professional Development			
o classroom management	\$1,625	\$1,625	\$1,625
o stipend	\$1,000	\$1,000	\$1,000
- Equipment	\$36,876	\$40,507	\$15,303
- Special Education/Intervention			
o materials	\$1,501	0	0
o training/prof. devel.	0	0	0
o stipend	\$10,000	\$10,000	\$10,000
Total	\$96,076	\$101,307	\$36,103

Project 2: Students will leave TRHS prepared to thrive in the 21st century TRHS expects grant funds to support development of the six areas identified in the Project Goal 2. The purchase of appropriate curricula has been addressed in this narrative under Project 1. However, the school will require the purchase of additional curricula and materials unique to offering courses in global awareness; financial, economic, business and entrepreneurial literacy; civic literacy and health and wellness.

In order to make best use of these materials, TRHS intends to implement a curriculum-alignment project. This project-within-a-project will evaluate instructional strategies, lesson planning and best use of assessment and remediation tools to ensure that course content at TRHS is consistent and aligns clearly with the Colorado Department of Education's *K-12 Academic Standards*, the Colorado Department of Higher Education's *Postsecondary and Workforce Readiness Definition (CAP4K)* and Jefferson County School District's *Curriculum Alignment Project (CAP)*.

TRHS recognizes that good curriculum, and its alignment with state and district standards, is insufficient to designing and conducting classes that support student skill development in critical thinking, collaboration, communication, creativity and innovation. As a result, TRHS' includes in its professional development plan goals and opportunities for teachers to develop and refine instructional strategies characterized by real-world relevance, problem-solving/project-oriented and collaboration/cooperation. The initial costs associated with having TRHS teachers and staff attend conferences and participate in workshops offered by the *Partnership for 21st Century Skills (P21)* and the *Association for Supervision and Curriculum Development (ASCD)* are expected to be covered by grant funds. As with Love and Logic, attendees will be expected to return to Two Roads prepared to disseminate information gleaned from these activities.

Technology costs, as related to this project goal, will be addressed in the Technology section below. Likewise, evidence of the presence of leadership, ethics, adaptability and personal and social responsibility in the classroom will be derived from adhering to the *Love and Logic* classroom management model (see: *Budget Narrative: Project 1* section above). Finally, assessment costs to determine student preparedness to move successfully towards post-secondary goals are also provided for in *Budget Narrative: Project 1* section above.

Project 2: 21st Century Learning	Year One	Year Two	Year Three
- Curriculum alignment project – Training, conferences, and materials	\$3,317	\$2,901	\$1,491
- Stipend for participation at conferences and workshops	\$3,100	\$2,500	\$2,500
- Equipment	\$6,162	0	0
Total	\$12,579	\$5,401	\$3,991

Project 3: Technology In a 21st century world, the ability to use the tools of technology to learn, manage data, communicate and demonstrate understanding cannot be overstated. Two Roads intends to be a leader in promoting and integrating technology for its students, teachers and staff. To do so, however, will require significant start-up expenditures for equipment, training and network infrastructure.

As described under *Project Goals: Project 2*, TRHS expects its students to be able to use the tools of technology to locate, learn and evaluate information; then use critical thinking and collaborative skills to apply this knowledge to tackling real-world relevant problems and demonstrating creativity and innovation. The Two Roads Technology Plan reflects this goal by identifying hardware and software needs that will most efficiently enable its students to access the world of news and information found outside the classroom walls.

As part of its goal to promote and integrate technology in the classroom, the TRHS Technology Plan identifies relevant new technology – such as Smartboards and 3D projectors – which enhance and expand student experience with content. Should the Technology Plan be fully funded, TRHS students will also have the resources to design, develop, publish and present their understanding of concepts and original ideas to multiple audiences by using a variety of media formats – such as spreadsheets, newsletters, websites, blogs, wikis, etc. The regular use of

technology resources will also help students progressively hone their writing, reading and math skills. Online courses for student remediation will also be available.

Teachers will benefit tremendously from the availability of grant-funded technology at Two Roads. From the management of student data – i.e. tracking scores and calculating grades – to the ability to present information in a manner that engages and challenges students, teaching at TRHS will be a dynamic, satisfying and successful endeavor. TRHS’ Technology, Professional Development and Data Management plans all include details on how technology will be incorporated into delivery of instruction and use of effective assessments.

TRHS will make an on-going effort to find and procure technologies that are specifically adaptive to the 21st century learning environment. This will be accomplished through software purchases and implementation, and staff training. Support and research will also be given to the SPED and Response to Intervention (RtI) process for lab software to assist in remediation of student progress. Finally, TRHS will seek to purchase the best products available for technological advancement and technological support for service, ensuring all equipment is efficient and operable. This includes District-required interfaces with ENCORE, Campus, PeopleSoft, and School Center.

Project 3– Technology	Year One	Year Two	Year Three
Professional Development – Conference & Materials	\$4,229	\$10,003	\$8,833
Stipend	\$4,000	\$4,000	\$4,000
Equipment	\$33,441	\$20,907	\$17,749
Testing-Longitudinal Data Assessment	0	\$8,000	\$9,600
Total	\$41,670	\$42,910	\$40,182

Project 4: Minimum Graduation Rate of 90% for Traditional/Full-Time Students Grant funds will be used to expand high school counseling at TRHS to include assigning each student a faculty advisor. Faculty advisors know, guide and support students in defining a strategy for completing high school – an effort that will be a key factor in motivating each student to graduate with the skills necessary to successfully navigate post-secondary life. TRHS will use grant monies to initiate training and provide stipends to operate this vital component of its educational program. Each teacher who assumes the role of faculty advisor will be responsible for up to 25 students and will receive training, support and oversight. Prior to the expiration of grant funding, TRHS will seek alternative funding sources should an evaluation of the effectiveness of this effort indicate its usefulness in achieving the goal.

Project 4 – Graduation Rate	Year One	Year Two	Year Three
- Professional development to train teachers to be effective faculty advisors	\$4,575	\$3,815	\$3,815
- Stipend for teachers to act as faculty advisors	\$10,000	\$10,000	\$10,000
- Equipment		\$1,500	\$1,500
Total	\$14,575	\$15,315	\$15,315

RESEARCH-BASED EDUCATIONAL PROGRAM/COMPREHENSIVE DESIGN ALIGNED TO STANDARDS

Educational Program TRHS intends to fully and strategically implement a 21st century learning model as described by the Partnership for 21st Century Skills. We believe that this will position TRHS at the forefront of achieving what is described in the Colorado Department of Education and Department of Higher Education Postsecondary and Workforce Readiness Definition. The school is already aligning its courses to the Jefferson County School District Curriculum Alignment Project (CAP) guidelines.

Perhaps the most remarkable and effectual aspect of Two Roads' educational program will be the application of distinct pedagogical strategies, including:

- **Problem-Based Learning (PBL)** – In this interdisciplinary process of investigating real world issues and topics, students actively engage with content in order to generate and articulate ideas, construct explanations and reflect on outcomes. In their meta-analysis comparing the outcomes of PBL to conventional classrooms, Strobel and van Barneveld conclude: “*Standardized tests that measured knowledge of basic science focusing on short-term acquisition and retention (primarily the medical board exams in their different versions) favored the traditional approach across all studies. However, when the method used to assess basic science knowledge required a level of elaboration beyond multiple-choice or true/false questions, results significantly favored the PBL approach. Standardized tests and other assessment methods that evaluated skill-oriented application of knowledge, mixed knowledge and long-term retention of knowledge, skills, and clinical performance significantly favored PBL.*”²
- **Collaborative/Cooperative Learning** – Working in well-structured groups to master academic content, students learn to organize themselves, take responsibility, practice leadership and build teamwork by respecting the perspectives and contributions of others. The research on this type of instruction is nearly as extensive as its prevalence in education. In just the past nine decades, over 875 formal studies have been conducted and the results indicate that cooperative learning, “... *resulted in more higher level reasoning, more frequent generation of new ideas and solutions (i.e., process gain), and greater transfer of what is learned within one situation to another (i.e., group-to-individual transfer) than did competitive or individualistic learning.*”³ Furthermore, Johnson, et. al.'s meta-analysis of 194 comparisons of cooperative learning determined that regardless of which of eight identified cooperative learning methods was used, “... *all of the methods have been found to produce significantly higher achievement than did competitive or individualistic learning.*”⁴

² Strobel, Johannes and van Barneveld, Angela (2009) "When is PBL More Effective? A Meta-synthesis of Meta-analyses Comparing PBL to Conventional Classrooms," *Interdisciplinary Journal of Problem-based Learning*: Vol. 3: Iss. 1, Article 4.

Available at: <http://docs.lib.purdue.edu/ijpbl/vol3/iss1/4>

³ David W. Johnson, Roger T. Johnson. "An Overview of Cooperative Learning," *Creativity and Collaborative Learning*; Brookes Press, Baltimore, 1994

Available at: <http://www.co-operation.org/pages/overviewpaper.html>

⁴ David W. Johnson, Roger T. Johnson, and Mary Beth Stanne. (2000) "Cooperative Learning Methods: A Meta-Analysis."

Available at: <http://www.co-operation.org/pages/cl-methods.html>

- **Applying Technology to Instruction** – This strategy goes well beyond using technology to gather, arrange or display content. Teachers will use digital tools to greatly expand the walls of the classroom, incorporating timely political, economic and business developments; providing students with access to primary documents and scientific research; and giving students a practical means to interact with resources from across the globe. Communication technologies also enhance learning by providing an efficient means of giving and receiving feedback and progressively revising student work. Finally, instruction in the use of technology will produce students not only capable of finding relevant information, but also of discerning its validity and relevance.

TRHS believes that curriculum for a 21st century education is distinguished by its integration of valid, core academic content extended by links to electronic resources. But TRHS is also keenly aware of the need for its curricula to serve as a foundation for inquiry, such that students may generalize their knowledge, recognize patterns and apply their understandings to exploring complex, real-world problems. Although review and selection for curricula that meet these criteria is still underway, texts for some core courses have been determined:

- Electives: Artistic Pursuits (Artistic Pursuits Inc., 1999); Public Speaking Today (National Textbook Co., 1998);
- English: Elements of Literature (Holt, 1997); Vocabulary Workshop (Sadlier-Oxford, 1996); Writers INC (Houghton Mifflin, 2001)
- Foreign Languages: *French: C'est A Toi*, (EMC Paradigm, 2007); *Latin: Lingva Latina* (Focus Publishing, 2005); *Russian: Russian Face to Face* (McGraw-Hill, 2000); *Sign Language: Master ASL* (Sign Media Inc., 2006); *Spanish: Somos Asi* (EMC Paradigm, 2000)
- Mathematics: Algebra ½, Algebra I & II, Advanced Math (Saxon, 2010); Geometry (Prentice Hall, 2002); Calculus (Thomson Books, 2003)
- Science: Essentials of Human Anatomy & Physiology (McGraw Hill, 2000); Modern Biology (Holt, 2002); Modern Chemistry (Holt, 2004); Earth Science (Prentice Hall, 2000); Physical Science (Holt, 2001); Conceptual Physics (Hewitt, 2011)
- Social Studies: American Government (Prentice Hall, 2004); American Nation (Prentice Hall 2003); Economics (Holt, 2000); World Geography Today (Holt, 2003); World History: Patterns of Civilization (Prentice Hall, 1993)

Supplemental Curriculum

- *Succeed: in Math!* (Interactive Technologies, 2007) This software was developed to help students in grades 7 – 12 improve math skills and prepare for high stakes exams. The program assesses the student's specific needs then creates a personal instruction plan from a library of math modules. Interactive math practice and quizzes at the end of each module help to improve math skills and ensure that the student fully understands the materials presented before going to the next module. Students who have spent an average of five hours using the program have increased their test scores by as much as two letter grades.⁵

Literacy At TRHS, literacy skill instruction is incorporated into English class. Students study grammar, mechanics, spelling and vocabulary in conjunction with literature, poetry and writing.

⁵ <http://www.succeedinmath.org/research/index.htm>

Students identified as needing remedial help in these areas attend the Reading Lab, where they have access to individualized, online guidance:

- *Reading Plus*® (Taylor and Associates, 2009) - This web-enabled reading intervention system uses innovative technology to provide individualized, scaffolded, silent reading practice for students in third grade and higher. Reading Plus® picks up where phonics and oral reading instruction leave off, providing rapid and sustainable comprehension and silent reading fluency gains. Reading Plus® develops sustained attention, word recognition automaticity, grade-appropriate reading rates, enhanced vocabulary, and improved reading comprehension. The Reading Plus® system, designed in alignment with current reading research, develops and improves reading proficiency in students who are not responding to core interventions, and provides effective practice for students who are established readers. The seven component programs of Reading Plus® provide extensive engagement in high-success, differentiated reading activities.⁶
- *Wilson Reading System*® is a supplemental reading curriculum designed to promote reading accuracy (decoding) and spelling (encoding) skills for students with word-level deficits. The program is designed to teach phonemic awareness, alphabetic principles (sound-symbol relationship), word study, spelling, sight word instruction, fluency, vocabulary, oral expressive language development, and comprehension. Students engage in a variety of activities in the classroom, including hearing sounds, practicing with syllable and word cards, listening to others read, and reading aloud and repeating what they have read in their own words. The program is designed to help students master new skills, with reviews reinforcing previous lessons.⁷ Heather Ward, H.O.P.E. RtI/504 Facilitator/Teacher reports:
“The Wilson Reading system was selected...following district recommendations and research. This is our forth year using the program and we have seen remarkable connections to English that some of our kids have never experienced before. We have seen a 98% success of our dyslexic students. We have seen dramatic results in not only in their reading fluency and comprehension, but also in their confidence and ability to see themselves as readers. The systematic approach begins to help our learners make sense out of reading and spelling English.”
- *Bridge/Transition Writing* is a remedial writing course developed in-house by H.O.P.E.’s administration and Special Education staff to help high school students transition from below-grade level to grade level writing proficiency. Instruction is guided by The Good Writer’s Kit, a curricula developed by *National Geographic School Publishing/Hampton-Brown* and designed for students in grades 6-12 to excel and pass high-stakes writing tests.⁸ This curriculum was chosen due to its interdisciplinary nature and its complete suite of assessment tools that enable data-driven instruction.

Support for Standards and Use of Data

- Most of the curricula are from recognized and well-respected publishers of secondary education material and all include content that aligns with state standards. Through syllabi and lesson plan development, TRHS faculty will align the academic content of each

⁶ <http://www.readingplus.com/main/research.html>

⁷ http://www.wilsonlanguage.com/w_wrs.htm

⁸ Download available: “The Good Writer’s Kit Research Base” National Geographic School Publishing/Hampton Brown <http://www.ngsp.com/tabid/1160/Default.aspx>

curriculum to the district’s CAP plan to ensure that instruction meets or exceeds district and state standards.

- TRHS Graduation Requirements: Students must earn 24 credits in grades 9-12 to receive a Two Roads High School Jefferson County Public Schools diploma.

<u>Required Courses</u>	Class of 2011-2012 Two Roads High School (aligns with Jeffco School Dist. ⁹) <u>Requirements</u>	Class of 2013 & Beyond Two Roads High School <u>Requirements</u>	Colorado Higher Education Admissions Requirements ¹⁰ (4-yr. CO public colleges) <u>Requirements (2010 & beyond)</u>
English	4 credits	4 credits	4 credits
Math (Algebra 1 or higher)	2 credits	3 credits	4 credits
Science (must include Biology)	2 credits	4 credits **	3 credits (2 lab-based)
Social Studies	3 credits	3.5 credits	3 credits
World Language	0 credits	2 credits (same language)	1 credit
Electives:			
P.E./Health	0.5 credits	0.5 credits	0 credits
Fine/Practical Arts	0.5 credits	1 credit **	0 credits
Technology	0 credits	1 credit **	0 credits
College Seminar	0 credits	0.5 credits**	0 credits
Other	10 credits	4.5 credits	2 credits “academic” electives
Total	22 credits	24 credits	17 credits

** Credits for Two Roads High School exceed district requirements in these content areas.

Data Management

TRHS will use *Student Online Assessment and Reporting System (SOARS)* as well as a Microsoft Excel database developed in-house to track student achievement data. Both systems have been used successfully and extensively by H.O.P.E. for the past several years.

The Director, the Instructional Coach and Special Education staff will meet regularly throughout the year to disaggregate and analyze the data and implement changes to the curriculum or delivery of instruction.

ACCOUNTABILITY/ACCREDITATION

TRHS recognizes that effective school accountability involves a coordinated and regular collaboration of teachers, staff, parents, administration, community members and industry professionals.

School Accountability Council (SAC) – This standing committee of parents, staff and community members acts in an advisory capacity to the board, playing a vital role in evaluating the school’s instructional program and quality improvement process. The SAC will take part in the annual program assessment process described in the *Student Performance Report* section below. It is also responsible for encouraging and overseeing parent involvement in school affairs. The SAC adheres to state and district guidelines for School Accountability Committees.

⁹ Jeffco graduation requirements:

<http://www.boarddocs.com/co/jeffco/Board.nsf/0/149DEC791986894F872574780047076C?OpenDocument>

¹⁰ For further details, consult DOHE’s website at:

<http://higher.ed.colorado.gov/Academics/Admissions/coursecompletion.html>

Parent Satisfaction Survey – Each spring the SAC and the administration develop, conduct and interpret a formal evaluation by parents of the school’s academic program, administrative and board leadership, and faculty. The survey provides a yearly and year-to-year measurement of board performance and the administration’s effectiveness at communicating and implementing the school’s academic program. The board takes this survey data into account when making policy decisions and long term plans.

Student Performance Report & Improvement Plan – This annual compilation of student performance data is derived from attendance, discipline and behavior records; measurable effects of Special Education, RtI and ESS efforts; formal and informal classroom assessments; and the scores from required district and state assessments. Additional analysis will be conducted on disaggregated data to identify any gaps in programming and appropriate measures will be implemented to ensure the school meets its Annual Yearly Progress (AYP) goals for all students. Educational strategies to address insufficient academic growth and the efficacy of Special Education services are detailed in the *Longitudinal Assessment* section below. Finally, the report will feature prominently in the board and administration’s ongoing efforts to evaluate progress towards school goals and to make program adjustments aimed at improving individual student achievement.

School Performance Report & Improvement Plan – At the end of each school year, the school’s administration, board and SAC will collaborate to produce and disseminate an account of school performance across all aspects of school operation, including its financial management and standing; overall student progress towards academic objectives (derived from the *Student Performance Report & Improvement Plan*); marketing and communication results; faculty and staff evaluations, and the effectiveness of administrative and board leadership. Information for the report will be drawn from survey results, board/administration cross-evaluation, as well as appropriate financial, business and student records. The report will provide a means for school leaders to determine how closely the school’s function correlates to its mission and goals. It will enable school leadership to identify and implement program changes in a manner that is timely, efficient and meaningful.

Accreditation: TRHS will use the *Colorado Department of Education and District Model Content Standards, Jefferson County School District Instructional Goals and Learning Objectives*, and *State Accreditation Standards* to assess school performance and achieve accreditation. The following goals, objectives and measurements will be utilized as accreditation indicators:

- TRHS achieves a “High” or “Excellent” on the state ACT, and aggregate state-mandated assessment scores demonstrate 80% proficiency and advancement in all content areas starting in the second year and continuing every year thereafter. This meets the district’s accreditation indicators and provides proof that AYP for all students has been met.
- Students and instructional personnel use curricula, assessments and tools of technology fully aligned with Jefferson County School District content standards as the basis for the teaching and learning process.
- The TRHS Staff Development Plan uses *SOARS* and assessment data to identify specific topics, strengths and weaknesses for staff training. Starting with the 2012-13 academic year, improved professional development will directly correlate to increased student achievement –

as indicated by standardized test scores and surveys – and increased efficiency and effectiveness in instruction as measured by teacher evaluations and surveys.

- By the end of the 2011-12 school year, all staff will meet the requirements of “Highly Qualified” as defined by Federal No Child Left Behind (NCLB).
- As described in the *Business Capacity* section below, TRHS will establish and maintain a sound financial position and practices by annually producing and adhering to a balanced budget.
- Students and staff will have a safe, respectful and orderly school environment that supports student achievement and staff effectiveness. By the end of the 2010-11 year, 100% of teachers and staff will participate in and fully understand procedures for responding to emergencies and threats to student safety. At least 95% of parents will indicate that they have received specific information related to expected behavior and reporting procedures as described in the Student Conduct Code, as well as school safety and crisis plans. Results from the annual parent/student survey will indicate that reporting concerns about threats and student safety are encouraged and supported.

Longitudinal Assessment: TRHS data management plan will enable the school to track individual students longitudinally as each progresses through TRHS. This process will begin with a baseline assessment of all students at the beginning of the new school year or upon enrollment at the end of the summer. Academic gaps will be identified by analyzing the disaggregated data.

Standardized Assessments In order to make direct, year-to-year comparisons of student progress, TRHS will administer a series of national, norm-referenced assessments: Each fall, all 9th grade students will take the EXPLORE exam and all 10th grade students will take the PLAN exam. All 11th grade students will be encouraged to take the PSAT in the fall, but will be required to take the ACT in the early spring. TRHS teachers and administration will analyze the results of these assessments, as well as the informal testing of new and returning students (described in *Students with Special Needs* below), to determine each student’s baseline for AYP.

Baseline Assessments Starting with the second year of operation, and after an internal evaluation to determine its applicability, TRHS may choose to utilize *Acuity*© to determine its students baseline math proficiency. This research-based program is designed to evaluate students’ readiness to enter high school-level Algebra courses.¹¹

Informal Assessments In addition, teachers will use a variety of other assessment methods to more precisely determine students’ progress towards meeting class objectives and benchmarks. These may include, but are not limited to: written objective examinations, essay examinations, essays, oral examinations, research projects and contributions to small group projects and presentations.

Procedures for Corrective Action By tracking and comparing the student’s year-to-year and peer-to-peer assessment results, the student, his/her family and faculty advisor will be well equipped to regularly evaluate and modify the student’s academic goals, progress and needs. In the event a student fails to make sufficient academic growth, the student, her/his parents and faculty advisor will create a plan for short-term and long-term remedies, which may include, but are not limited to: peer tutoring, parent tutoring, homework plans, additional study time and additional or alternative assessments.

¹¹ Acuity for Learning. CTB/McGraw-Hill LLC. <http://www.acuityforschool.com/our-research/index.php>

Students with Special Needs TRHS will follow federal, state, and district policies associated with intervention/special education services for students with academic or behavior difficulties, when evident in learning environments. This includes following scientifically-based instructional practices in the classroom, providing strategies for outside the classroom and home intervention (when needed). Utilizing the federal *Three-Tiered Pyramid Response to Intervention Model* (RtI), TRHS will provide support to ALL students who are having difficulty learning. TRHS will not only consider the RtI, but will incorporate the following assessment process to identify initial and on-going learning difficulties in their student population:

- Informal Testing for all new/returning students. This process includes assessment in math (*Saxon* placement test and *Math-U-See* concepts-specific tests), reading (*Read Naturally*) and writing/spelling (*Test of Written Language* (TOWL4)).
- Additional informal testing when assessments indicate the student is below grade level in math, reading, and writing/spelling
 - Math: *Math-U-See* concept specific tests and Success in Math Online Remediation Program
 - Reading/Spelling: *Wilson Program Testing* and *Reading Plus* (see *Educational Program: Literacy*, above)
 - Writing: Because there are no programs to assess/address remedial writing beyond the eighth grade, the Special Education staff of H.O.P.E. has constructed a course called *Bridge Writing*. In this course, students receive direct instruction on the basics of writing, from constructing sentences to writing effective essays.
 - Intensive Intervention/Special Education Services: Intensive screening for IEP, 504, ESL, ELL, or Behavioral/Social/Emotional issues.

Using this information, students will be identified and plans established for each individual student, according to the RtI and initiating RtI services. In accordance with changes to the Individuals with Disabilities Education Act of 2004, The National Association of State Directors of Special Education, Inc. (NASDE) and the Council of Administrators of Special Education (CASE)¹², TRHS will incorporate strategies linking special education to successful practices in the general education classroom. Students will be identified in specific tiers to create an individual plan and tracked thereafter for AYP. Those categories will include, but are not limited to:

- Tier 3: Intensive, Individualized Interventions - This will include Individual Education Plans (IEP), 504 Plans, ESL/ELL students, and RtI students on behavior plans/social emotional identification. (5% of population as predicted by federal studies)
- Tier 2: RtI - Students two or more years below grade level in any content/behavior area, but not currently on IEP, 504, ESL/ELL designation. Tier 2 students are identified as at-risk, but have the ability to respond in a rapid, high-efficiency manner. (15% of population)
- Tier 1: RtI - Students who assess at one-to-two years below grade level. (All students are successful with Tier 1 services and with preventative and pro-active strategies as predicted by federal studies.)

Two Roads will provide the following services at all Tier levels:

- Access Tutoring Period: Designed for students with a grade below "C". Students receive content-specific teacher support for classroom assignments, until improvement is achieved.

¹² <http://www.nasdse.org/Projects/ResponsetoInterventionRtIProject/tabid/411/Default.aspx>

- Transition Support: This is a small group support class for reading/writing that reviews information from specific classes while student remains in grade level content area.
- Wilson Reading Strategies Class: A two year program
- Bridge/Transition Writing Course: Designed to instruct/remediate basic writing skills.
- Reading and Math Lab Support Classes: Designed to improve reading fluency and comprehension, and math fluency, concepts, and computation skills.
- Life and Social Skills Classes: Designed for students who have behavior, social skills, and life skills needs.

PARENT/COMMUNITY INVOLVEMENT AND BOARD GOVERNANCE

Parent participation and leadership are inherent to Two Roads High School. True to its home schooling origins, everything about the school – from concept, to the nature and purpose of the educational program, to determining the criteria for curricula selection – is a product of direct parental involvement. It is expected that at least ninety percent of TRHS families will volunteer their time on behalf of the school. For its part, the school will strive to identify opportunities that are meaningful, interesting and directly related to supporting and promoting the school and its mission. In addition to serving on the TRHS Governing Board and School Accountability Committee (SAC), parents will lead and manage subcommittees such as: Public Relations, Technology, Curricula Review, New Family Mentoring, Parent & Student Handbook, Staff & Teacher Selection, School Budget and Fundraising. Parents will also be expected to provide assistance creating, coordinating and supervising school-wide extra-curricular activities such as dances, student leadership, athletic events, field trips and expositions of student art, science and music.

Members of the school community will be welcomed and encouraged to join the school’s online social networking sites where they can find committee meeting times and minutes, important school documents such as the charter, bylaws and policy handbooks; and stay abreast of day-to-day communication between the community, its leadership and the school administration.

Charter School Governing Board: The school’s bylaws clearly mandate that parents be elected by and from the school community to fill the majority of the seats on its governing board and SAC. In the interest of maintaining the school’s autonomy, employees of Jefferson County School District are considered ineligible to serve on the TRHS board. Election to the Board is by vote of the school’s eligible voters. Eligible voters include the parents and guardians of all students currently enrolled at TRHS and who are not employees of the school. Each March, the Board notifies the community of the number of seats coming available and accepts letters of introduction and interest from individuals wishing to serve. To be eligible for a board position, a parent must be able to prove at least one year of active service on any of the school subcommittees identified in the paragraph above. The Board then appoints two members to review the letters, meet with each candidate to confirm that he/she fully understands the commitment and verify his/her eligibility. A group of parent volunteers appointed by the Board conduct an election during the first week of May, either electronically or via secret ballots. Board members are elected by a majority vote of the votes cast. Votes are tallied and publicized by the group of volunteers prior to the end of May. In the event of a tie, the existing Board members cast the deciding vote. New board members are then expected to complete the *Online*

*Charter School Governing Board Training Modules*¹³ by August 1, and attend the summer board retreat at which additional board training will be provided.

However, with the intention of cultivating meaningful relationships with local business leaders and community organizers, the school has reserved one board seat for a non-parent community member. This candidate will not be expected to demonstrate a history of volunteering at the school, but instead must present a convincing case as to the benefit the school will receive by including him/her on the board.

As with most charter schools, the board and the SAC will be ultimately responsible for providing support to and oversight of school function and administration; creating and setting policies that ensure the viability and continued mission of the school; and serving as the liaison between the school and the larger community. Policies, actions and decisions by the school's board and SAC will be disseminated regularly to the school community via weekly electronic newsletters and bulletin board postings. Parents can find the Board Policy Manual on the school website, or check out a hard copy from the school office.

The Board has confidence in its school administration and in the school's professional staff. Individuals who have a disagreement with a teacher, a staff member or a member of the administration are expected to make every attempt to address the concern directly with that person before proceeding to the next level of authority. In the event the administration is unable to resolve an issue, the board will review the grievance and attempt arbitration.

LOW INCOME AND AT-RISK STUDENTS

Although Two Roads has no plans or capacity to offer a hot lunch program, forms to determine student eligibility for free and reduced lunch are included in registration materials.

Outreach Over the past nine months, Two Roads has conducted two electronic surveys, soliciting responses from both home schools and area public schools in order to learn more about which characteristics these often disparate communities value in common when seeking a high school. Public informational meetings were, and continue to be, advertised and are conducted at the H.O.P.E. site. The founders continue their efforts to encourage enrollment by:

- visiting area schools that have an 8th grade, speaking with their principals and PTOs and leaving fliers for distribution to their families. This includes Arvada Middle, O'Connell Middle, and Wheat Ridge Middle, all Title I schools.
- distributing flyers in the surrounding neighborhood, which is a Title I area
- sharing press releases with Channel 9 News and the Arvada Sentinel.
- broadening our online network.

At-Risk Students TRHS is located in the heart of one of Jefferson County School District's identified low-income areas. In addition, H.O.P.E. has developed a long-standing relationship with Arvada Middle School, a Title I school. Currently, 22% of the population enrolled to attend TRHS next year qualifies for free/reduced funding eligibility according to the Family Economic Data Survey issued by the State of Colorado. However, TRHS does not anticipate that it will qualify for Title I services.

¹³ Available at: <http://www.boardtrainingmodules.org/>

BUSINESS CAPACITY

Over the past several years, members of the board and future administration of Two Roads High School have been directly responsible for managing the various financial, legal and operational functions of a school. As a result, these individuals are prepared to implement proven administrative systems and accounting methods to ensure the school's long-term viability.

Financial Accounting and Reporting: TRHS will purchase and use the district recommended software, PeopleSoft. This data-management system includes payroll, human resources, benefits, accounts payable, accounts receivable, general ledger, inventory, purchasing, billing order management and pupil enrollment and attendance recordkeeping. To ensure that school business operations are consistent, all administrative staff will receive training on PeopleSoft. Perhaps most importantly, PeopleSoft will enhance the school's capacity to make data driven financial decisions and interact more efficiently with district financial systems.

The school will maintain appropriate financial records in accordance with all applicable federal, state and local laws, rules and regulations, and make such records available to the District as required. Although the TRHS board retains oversight authority, the Director shall be responsible for properly accounting for all funds received and all expenses incurred. Expenditures that exceed \$5,000 and are not included in the budget will require board notification, review and approval. The Director shall also provide a financial report to the board for its review at least four times each fiscal year, or more frequently upon the board's request.

Financial Audits: At the close of each fiscal year (June 30) and in accordance with state law, all TRHS funds and accounts shall undergo an independent audit conducted by a licensed CPA appointed by the board. The auditor's report to the board will include audited financial statements and any information and documentation required by the District. Should the District or law mandate a specific auditor or audit, that mandated audit will satisfy this policy's requirement for an independent audit.

Two weeks following the end of each calendar quarter, the Director or his/her designee shall conduct an internal analysis of that quarter. The board's Financial Officer shall then review the analysis and financial statements, prepare a summary of "budget to actual" and present it at the next regular board meeting for the board's review. This will enable the board to remain apprised of the school's ongoing financial situation and therefore well-positioned to take immediate action on the school's behalf should such become necessary.

Annual Operating Budget: The preparation and administration of the annual operating budget is the responsibility of the Director. Based on a July 1 through June 30 fiscal year, this financial plan shall contain the following sections: Revenues; Revenues over Expenses; Transfers to Capital Reserves; Operating Expenses, which should detail staff salaries, employee benefits, purchased services, supplies and materials, capital outlays, facility costs and grant information. The budget will reflect and promote the vision, mission and educational goals of school. It will anticipate expenditures and revenues based on information drawn from federal, state and district funding sources. It will be balanced from year-to-year and allocate funds for a Capital Reserve.

Long Range Planning: Drawing on her experience managing H.O.P.E.'s financial activities

under the authority and oversight of Jefferson County R-1 School District, Governing Board member Terry Johns has developed TRHS' five-year budget and cash flow projections. In addition, the TRHS Governing Board will create two standing committees – Finance and Facilities – to handle the long-range planning of both its financial viability and future facility needs. Each committee serves at the pleasure of the TRHS Board and its constituents and reports monthly to the board. The cost of TRHS facility has been included in TRHS' initial and five-year budgets. As is noted in the *FACILITY* section below, TRHS anticipates the need for additional space and will plan accordingly. TRHS has applied for waivers to allow autonomy on budgetary issues from the District.

As the included five-year TRHS School Budget (Appendix C) demonstrates, TRHS is fiscally viable into the future, even considering the expected cuts to school financing starting with the 2010/11 school year. A cash flow projection is included in the appendix.

FACILITY

For the 2010-11 and possibly the 2011-12 school years, Two Roads High School will assume the lease of an existing 15,500 sq. ft. facility located at 9255 Ralston Road in Arvada. The lease has one year remaining, with an option to renew for a negotiated term. Although this location is already code and ADA compliant, there is need to acquire and renovate an additional 5,000 square feet of space to accommodate the projected number of students. Existing classrooms, office and storage spaces require expansion. Eight to ten new classrooms need to be added. Staying at this facility for an additional five years is entirely feasible with sufficient renovation, but is not considered optimal due to its location in a commercial retail center. The school's governing board anticipates an ongoing effort over the next three years to find, purchase or lease, prepare and move to a more satisfactory location. The board will seek capital construction grants and possibly loans towards achieving this objective.

NETWORKING AND EXTERNAL SUPPORT

Two Roads will tap into a wide network of resources available to charter schools. Administration and staff will regularly attend a myriad of District-and-JCAA¹⁴ -provided support and networking opportunities including, but not limited to:

- Principal's Meeting
- Scheduler's Meeting – for staff involved in course descriptions and scheduling.
- Secretary and Financial Secretary Meetings
- Technology Seminars
- Special Education Training, Best Practices Seminars, Professional Development Courses

As a member of the Colorado League of Charter Schools (CLCS), TRHS will be kept apprised of relevant legislation and news; industry best practices in school governance, data-driven decision-making and research developments. The school has and will continue to receive experienced guidance in setting goals, handling staff relations, measuring results and implementing data management strategies; and enjoy the benefits of CLCS-facilitated training and networking opportunities. CLCS also advocates on behalf of charter schools state-wide and nationally through its affiliation with the *National Alliance for Public Charter Schools*.

¹⁴ Jefferson County Administrators Association: <http://www.jcaajeffco.org/>

Administrators and board members of TRHS also plan to take advantage of various trainings and support offered by our authorizing school district, Jefferson County R-1, the Charter School Support Initiative and the Colorado Department of Education Schools of Choice Unit. As the school transitions from concept to reality, TRHS leadership expects to receive formal guidance from these entities in the areas of board training and school governance, curriculum alignment to district and state standards, data-driven decision-making, student and financial recordkeeping, standards-based assessment, facilities management, financial opportunities such as grants, personnel relations and proven methods for increasing student achievement.

For help with structuring, implementing and evaluating its vision of a rigorous and successful 21st century collaborative learning program, TRHS will join *The Partnership for 21st Century Skills (P21)*, a national advocacy organization dedicated to working with businesses, education leaders and policymakers to define and promote 21st century skills and education. Affiliates with the Partnership include Apple Professional Development, Dell, Teacher Education and Development Group of Pearson, Educational Testing Service, the National Education Association and the American Association of School Librarians and the governments of 14 states, including Ohio, Arizona, Wisconsin and Massachusetts. TRHS expects membership in the Partnership to provide ongoing opportunities for the leadership and staff of Two Roads to network with individuals and businesses who share TRHS' vision. At least two delegates from Two Roads will participate in the Partnership's *Professional Development Affiliate Event* taking place this July in Denver. According to the Partnership:

“The objective of the Professional Development Affiliate Program is to ensure 21st century readiness for every student by establishing a network of professional development experts.

By attending the Program, participants will leave with a firm understanding of the Framework for 21st Century Learning and how they can fuse the 3Rs (reading, writing, mathematics, history, and others) and the 4Cs (critical thinking and problem solving, communication, collaboration and creativity) in their own professional development work.

In addition to the resources and knowledge obtained during the program, PD Affiliates gain the opportunity to network with like-minded individuals working toward improving education for students by ensuring they are ready for today's and tomorrow's world.”¹⁵

While TRHS understands that funds from the grant cannot be used towards CLCS or P21 dues or memberships, it is expected that the grant will help defray expenses related to tapping professional development and program support opportunities offered by these organizations.

PROFESSIONAL DEVELOPMENT

The plan for professional development at Two Roads High School is a product of direct guidance by one of its founders, Dr. Lloyd Carlton. As described in the *EXECUTIVE SUMMARY* section, Dr. Carlton has extensive experience managing schools and personnel in accordance with federal, state and district mandates. His guidance offered a proven framework upon which to construct a professional system of evaluation and training for teachers, administrators and staff.

¹⁵ http://www.21stcenturyskills.org/index.php?option=com_content&task=view&id=502&Itemid=187

TRHS will begin by recruiting the best possible faculty, and once hired, work diligently to ensure each meets the requirements of “Highly Qualified” as defined by Federal No Child Left Behind (NCLB). This satisfies one criterion for accreditation as described in the *Accreditation* section above. Although TRHS is seeking waivers from licensure, teachers must demonstrate competency in their subject areas and pass a thorough background check.

TRHS will then provide school faculty and staff with regularly scheduled, ongoing opportunities to expand their understanding and practical expertise towards successfully creating well-managed learning environments which are at once academically rigorous and characterized by measurable growth of student skills in critical thinking, collaboration, communication, problem-solving and innovation. TRHS anticipates that funds from the grant will offset costs incurred by teachers, staff and administration attending classes, conferences and seminars offered by the Love and Logic© Institute, Partnership for 21st Century Skills, the Association for Supervision and Curricula Development and other providers of high quality professional development.

Professional development for administrators and board members will include formal trainings, participation in charter school conferences, CDE seminars, and other opportunities as listed in the *NETWORKING AND EXTERNAL SUPPORT* section above.

Individual professional development for teachers is a vital component of comprehensive professional development for the school. Therefore, throughout the year, the administration will:

- Regularly observe each teacher during instruction, then provide individualized, constructive feedback on student behavior management, use of instructional materials and class time and the quality and effectiveness of the lesson and lesson plan. This will enable teachers to make immediate use of the information to increase student achievement and improve classroom management.
- Review lesson plans and syllabi to ensure that instruction is well planned, includes use of problem-solving and collaborative strategies and course content aligns with the Jefferson County School District Curriculum Alignment Project (CAP) guidelines.
- Work with the teacher to identify areas of strength/weaknesses and create a plan that includes measurable goals and outcomes for the year.

A plan for **comprehensive/school-wide professional development** will be constructed each spring by the administration. In doing so, the administration will take into account:

- Needs assessments, as derived from a number of sources including *Student Online Assessment and Reporting System (SOARS)*, in-class observations, teacher evaluations and surveys and relevant parent/student survey responses.
- Student performance and discipline issues as indicated by assessments and student records.
- Availability of resources that can be used to convey how best to incorporate 21st century and collaborative learning practices into instruction.
- The need to provide guidance for the best, most effective and efficient use of curricula, assessments and the tools of technology that are fully aligned with district and state content standards.
- New uses of technology in the classroom, planning and instruction that lead to improved student achievement and understanding.

- Dissemination of information acquired by individuals who attended classes, conferences or seminars.

CONTINUED OPERATION

Two Roads considers it a priority to practice fiscal responsibility by stabilizing enrollment and continually seeking funding sources beyond its projected PPR. In terms of enrollment, historical data for H.O.P.E. clearly indicates the steady growth of its high school:

Grade	'04/'05	'05/'06	'06/'07	'07/'08	'08/'09	'09/'10
9	28	31	29	31	26	33
10	33	23	28	33	32	25
11	25	25/*11	29/*1	27/*8	29/*13	40/**
12	17/*7	21/*11	32/*7	27/*17	29/*14	38/**
Total High School	103	100	118	118	116	136

* = Full time students

** = Full time student count TBD

Retrieved from H.O.P.E. One-Day Count records.

It is reasonable to conclude, therefore, that enrollment at Two Roads will continue this trend, especially as the school expands to serve non-home schooling students.

Student Demand: To date, 120 Letters of Intent to Enroll for the 2010-11 school year have been received. This amounts to a projected enrollment of 112 FTE, after taking into account the 90 part-time students. Targeted enrollment for year one is 170 FTE. The school has actively recruited home schooling families, families currently enrolled in the Home Option Program as well as those who've recently left the program in search of a full-time high school. TRHS is contacting and distributing flyers to area charter, public and parochial schools and plan to continue to aggressively market TRHS with the intent of increasing and stabilizing its enrollment.

Although the percentage of home educated students is relatively small, data from the Colorado Department of Education indicates that as of 2007 the number of registered home schooling students within travel distance of TRHS is significant and on the rise:*

School District	Number of Students in Home Based Education	Percent change 2006-2007
Jefferson County	367	32.01%
Adams County	309	3.69%
Boulder Valley	59	23.14%
Aurora	N/A	N/A
Denver	266	15.65%
Douglas	590	-12.07%

**Data retrieved from the Colorado Department of Education website on August 7, 2009
Home Based Education (Fall 2003 to Fall 2007)
<http://www.cde.state.co.us/cdereval/download/PDF/2007PM/Homeschool.pdf>*

A recent survey of 143 families indicated that of the 53 home schooling families who do choose to participate in publicly-funded home school support programs, many seek an increase in the level of support as their students reach high school, particularly at the 11th and 12th grades. Furthermore, 75% of home schooling respondents plan to continue some degree of home education through high school, with enrolling in a District charter school as their strongest alternative. This is reliable evidence upon which to conclude strong support among the home schooling community for Two Roads High School, which is uniquely positioned to provide those services, including the opportunity to earn a high school diploma and enroll in college courses.

The balance of survey respondents from more traditional educational backgrounds (99 charter school/17 public school) overwhelmingly favored small but academically rigorous classes characterized by the type of learning and instruction found in college and conducted in a safe and orderly small-school setting. These are the defining characteristics of Two Roads.

Funding: The five-year, TRHS budget (Appendix C) illustrates the school’s intention to operate entirely on its Per Pupil Revenue (PPR) once the grant expires. Funds from this grant will offset start-up costs and enhance the school’s educational program by funding one-time expenditures for curriculum, supplies, technology and training identified as over and above the school’s basic needs. Replacement of these items will be accomplished through future planned, staggered purchases on general operating funds. Additional funding to support new or revised programming will be sought through fundraising opportunities and grant-writing efforts.

Additional Funds:

TRHS does not anticipate receiving any federal Title funds through its authorizer. However, the school will generate income by serving as the sponsoring school for the k-8 Home Option Program. A full description of the contractual relationship between the two entities is given in the *TRHS MOU Addenda* included with this application.

CONTRACTUAL AUTONOMY

Founding Team: Although families choose to educate their children at home for philosophically diverse reasons, many members of this community share an abiding commitment to education, a

sharp awareness of the social dynamics found in most schools and an independent-mindset. Two Roads is a natural articulation of these home school values. See the *Executive Summary* section above for a complete biography of the school’s founding members.

Autonomy & Flexibility: TRHS’ mission, vision, governance and curriculum were the product of collaboration by its founding members. As stated in its charter, the school shall be the responsibility of its Governing Board of Directors, which will provide support to – and oversight of – school function, finances and administration. The Governing Board and school administration share responsibility for the school’s operations within the limitations of any funding provided by its authorizer and other revenues derived by the school consistent with law, and shall have authority to independently exercise without limitation but consistent with Federal and State law the following powers: contract for goods and services – including District-provided administrative, special education, English as a second language and student health services, and technical school participation; prepare a budget; select personnel, determine their compensation and evaluate their performance; procure insurance; lease and/or purchase facilities for school purpose; and purchase, lease or rent furniture, equipment and supplies.

Two Roads is in the process of establishing independent legal status by filing Articles of Incorporation with the Colorado Secretary of State; filing an SS-4 and form 1023 with the Internal Revenue Service, applying for a sales tax exempt certificate and non-profit, 501(c)(3) status; registering as a business with the Colorado Department of Revenue; and purchasing Directors and Officers insurance.

Waivers: At the time of this writing, request for waivers has not been negotiated with the authorizer. However, TRHS does not anticipate any conflicts. Waivers were developed by comparing the waiver requests of several district charter schools, including Jefferson Academy, Lincoln Academy and Woodrow Wilson Academy, and determining which requests were suitable for TRHS.

Disclosure: Two Roads High School has not entered into any agreements or contracts with any service providers, but reserves the right to do so. TRHS will establish a contractual agreement with the Home Option Program to provide the latter access to purchased District services and administrative and financial oversight and support. Please see *TRHS MOU Addenda* for details.

TECHNICAL ASSISTANCE NEEDS

TRHS will choose the appropriate staff, administration and/or board members to take part in the following CSSI-provided support:

- Standards-Based Instruction and Assessment Training
- Curriculum Alignment Training
- Data-Driven Decision-Making Training
- Governing Board Training Basics and Online Resource
- Administrative Development & Partnership
- Charter School Business Manager Network and Finance Seminar
- CDE/SOC Record Keeping (as needed)

Administration and Board

Name	Title	Contact Information
Terry Johns	Director (as of 7/1/2010)	tjohns@jeffco.k12.co.us 303.423.3377 x304 720.234.8588 cell
Wendy Sullivan	Associate Director (as of 7/1/2010)	wsulliva@jeffco.k12.co.us 303.423.3377 x303 303.909.7957 cell
Rhonda Norman	Board Chairperson	mommanytasks@yahoo.com 303.332.7451
Amy Horton	Board Assoc. Chairperson	ahorton@jeffco.k12.co.us
Darlene Rolfes	Board Secretary	darlene.rolfes@gmail.com 720.448.8581
Jana Sweeney	Board Member At-Large	jsweeney@jeffco.k12.co.us 303.987.3556
Kathy Ichiyasu	Board Member At-Large	Runrun5@gmail.com 303.494.3828
Lloyd Carlton	Consultant to the Board	lcarlton@jeffco.k12.co.us

TRHS will also be requesting a CSSI site visit during our 17-19th week of the second year of operation.