

Colorado's Unified Improvement Plan for Schools for 2012-13

Organization Code: 0880 District Name: DENVER COUNTY 1 School Code: 5342 School Name: LOWRY ELEMENTARY SCHOOL SPF Year: 2012 Accountable by: 1 Year

Section I: Summary Information about the School

Directions: This section summarizes your school's performance on the federal and state accountability measures in 2011-12. In the table below, CDE has pre-populated the school's data in blue text. This data shows the school's performance in meeting minimum federal and state accountability expectations as shared through the School Performance Framework (SPF) data. This summary should accompany your improvement plan.

Student Performance Measures for State and Federal Accountability

Performance Indicators	Measures/ Metrics	2011-12 Federal and State Expectations				2011-12 School Results			Meets Expectations?
Academic Achievement (Status)	TCAP/CSAP, CoAlt/CSAPA, Lectura, Escritura Description: % P+A in reading, writing, math and science Expectation: %P+A is at or above the 50 th percentile by using 1-year or 3-years of data	R	Elem	MS	HS	Elem	MS	HS	Overall Rating for Academic Achievement: Meets * Consult your School Performance Framework for the ratings for each content area at each level.
			71.65%	-	-	73.81%	-	-	
		M	70.89%	-	-	68.57%	-	-	
		W	53.52%	-	-	56.13%	-	-	
		S	47.53%	-	-	40.28%	-	-	
Academic Growth	Median Student Growth Percentile Description: Growth in TCAP/CSAP for reading, writing and math and growth in CELApro for English language proficiency Expectation: If district met adequate growth: then median SGP is at or above 45. If district did not meet adequate growth: then median SGP is at or above 55.	R	Median Adequate SGP			Median SGP			Overall Rating for Academic Growth: Meets * Consult your School Performance Framework for the ratings for each content area at each level.
			Elem	MS	HS	Elem	MS	HS	
			25	-	-	52	-	-	
			44	-	-	52	-	-	
			36	-	-	41	-	-	
		ELP	32	-	-	60	-	-	

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

Performance Indicators	Measures/ Metrics	2011-12 Federal and State Expectations	2011-12 School Results	Meets Expectations?	
Academic Growth Gaps	<p>Median Student Growth Percentile</p> <p>Description: Growth for reading, writing and math by disaggregated groups.</p> <p>Expectation: If disaggregated groups met adequate growth, median SGP is at or above 45. If disaggregated groups did not meet adequate growth, median SGP is at or above 55.</p>	See your school's performance frameworks for listing of median adequate growth expectations for your district's disaggregated groups, including free/reduced lunch eligible, minority students, students with disabilities, English Language Learners and students below proficient.	See your school's performance frameworks for listing of median growth by each disaggregated group.	<p>Overall Rating for Growth Gaps:</p> <p>Approaching</p> <p>* Consult your School Performance Framework for the ratings for each student disaggregated group at each content area at each level.</p>	
Post Secondary/ Workforce Readiness	<p>Graduation Rate</p> <p>Expectation: at 80% or above on the most recent 4-year, 5-year, 6-year or 7-year graduation rate.</p>	At 80% or above	<p>Best of 4-year through 7- year Grad Rate</p> <p>- using a - year grad rate</p>	-	<p>Overall Rating for Post Secondary Readiness:</p> <p>-</p>
	<p>Disaggregated Graduation Rate</p> <p>Expectation: at 80% or above on the disaggregated group's most recent 4-year, 5-year, 6-year or 7-year graduation rate.</p>	At 80% or above for each disaggregated group	See your school's performance frameworks for listing of 4-year, 5-year, 6-year and 7-year graduation rates for disaggregated groups, including free/reduced lunch eligible, minority students, students with disabilities, and English Language Learners.	-	
	<p>Dropout Rate</p> <p>Expectation: At or below State average overall.</p>	-	-	-	
	<p>Mean ACT Composite Score</p> <p>Expectation: At or above State average</p>	-	-	-	

Accountability Status and Requirements for Improvement Plan

Program	Identification Process	Identification for School	Directions for Completing Improvement Plan
State Accountability			
Preliminary Recommended Plan Type	Plan assigned based on school's overall school performance framework score (achievement, growth, growth gaps, postsecondary and workforce readiness)		Based on preliminary results, the school meets or exceeds state expectations for attainment on the performance indicators and is required to adopt and implement a Performance Plan. The plan must be submitted to CDE by April 15, 2013 to be uploaded on SchoolView.org, unless other programs require an earlier submission. Refer to the UIP website for more detailed directions on plan submission, as well as the UIP Handbook to ensure that all required elements are captured in the school's plan at: http://www.cde.state.co.us/uiip/UIP_TrainingAndSupport_Resources.asp . Once the plan type for the school has been finalized, this report will be re-populated in December 2012.
ESEA and Grant Accountability			
Title I Formula Grant	Program's resources are allocated based upon the poverty rates of students enrolled in schools and districts and are designed to help ensure that all children meet challenging state academic standards.	Does not receive Title I funds	The school does not receive Title I funds and does not need to meet the additional Title I requirements.
Title I Focus School	Title I school with a (1) low graduation rate (regardless of plan type), and/or (2) Turnaround or Priority Improvement plan type with either (or both) (a) low-achieving disaggregated student groups (i.e., minority, ELL, IEP and FRL) or (b) low disaggregated graduation rate. This is a three-year designation.	Not identified as a Title I Focus School	This school has not been identified as a Title I Focus school and does not need to meet the additional requirements.
Tiered Intervention Grant (TIG)	Competitive grant (1003g) for schools identified as 5% of lowest performing Title I or Title I eligible schools to implement one of four reform models as defined by the USDE.	Not a TIG Awardee	This school does not receive a TIG grant and does not need to meet those additional requirements.
Improvement Support Partnership (ISP) or Title I School Improvement Grant	Competitive Title I grant to support school improvement through a diagnostic review (i.e., facilitated data analysis, SST) or an implementation focus (i.e., Best First Instruction, Leadership, Climate and Culture).	Not a Title I School Improvement Grant Awardee	This school does not receive a School Improvement grant and does not need to meet those additional requirements.

Section II: Improvement Plan Information

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

Additional Information about the School

Comprehensive Review and Selected Grant History

Related Grant Awards	Has the school received a grant that supports the school's improvement efforts? When was the grant awarded?	
School Support Team or Expedited Review	Has (or will) the school participated in an SST review or Expedited Review? When?	
External Evaluator	Has the school partnered with an external evaluator to provide comprehensive evaluation? Indicate the year and the name of the provider/tool used.	

Improvement Plan Information

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

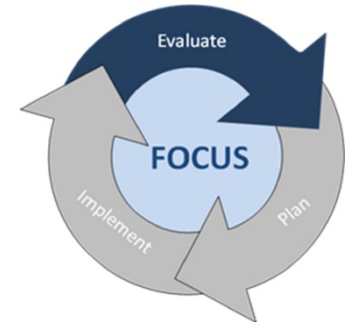
- ☐ State Accountability
 ☐ Title IA (Targeted Assistance or Schoolwide)
 ☐ Title I Focus School
 ☐ Tiered Intervention Grant (TIG)
- ☐ Implementation Support Partnership Grant (ISP) or Title I School Improvement Grant
 ☐ Other: _____

School Contact Information (Additional contacts may be added, if needed)

1	Name and Title	Becky Bicha, Principal
	Email	Becky_bicha@dpsk12.org
	Phone	720-424-5912
	Mailing Address	8001 East Cedar Avenue Denver, CO 80230
2	Name and Title	Renee Vanhorn, Principal Resident
	Email	Renee_vanhorn@dpsk12.org
	Phone	720-424-5914
	Mailing Address	8001 East Cedar Avenue Denver, CO 80230

Section III: Narrative on Data Analysis and Root Cause Identification

This section corresponds with the “evaluate” portion of the continuous improvement cycle. The main outcome is to construct a narrative that describes the process and results of the analysis of the data for your school. The analysis should justify the performance targets and actions proposed in section IV. Two worksheets have been provided to help organize your data analysis for your narrative. This analysis section includes: identifying where the school did not at least meet minimum state and federal accountability expectations, describing progress toward targets for the prior school year, describing what performance data were used in the analysis of trends, identifying trends and priority performance challenges (negative trends), describing how performance challenges were prioritized, identifying the root causes of performance challenges, describing how the root causes were identified and verified and what data were used, and describing stakeholder involvement in the analysis. Additional guidance on how to engage in the data analysis process is provided in Unified Improvement Planning Handbook.



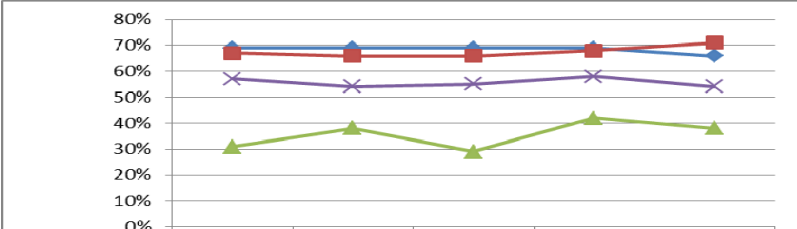
Worksheet #1: Progress Monitoring of Prior Year's Performance Targets

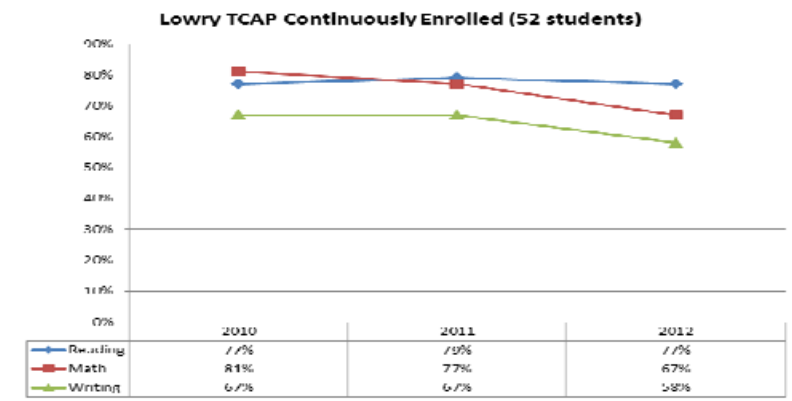
Directions: This chart supports analysis of progress made towards performance targets set for the 2011-12 school year (last year's plan). While this worksheet should be included in your UIP, *the main intent is to record your school's reflections to help build your data narrative.*

Performance Indicators	Targets for 2011-12 school year (Targets set in last year's plan)	Performance in 2011-12? Was the target met? How close was school in meeting the target?	Brief reflection on why previous targets were met or not met.
Academic Achievement (Status)	Students overall will increase P/A on TCAP writing from 58% to 62%.	The percentage of students scoring Proficient/Advanced in 2012 decreased from 58% to 54%. The target was not met.	While we worked on writing last year, we realize in looking at what did and did not work last year that we do not yet have a consistent school-wide writing program that is aligned vertically.
Academic Growth			
Academic Growth Gaps	By the end of the 2011-2012 school year, the MGP for minority students will increase to 50 in Writing.	The MGP for the Minority subgroup in Writing was 44.5. The target was not met.	
Post Secondary Readiness			

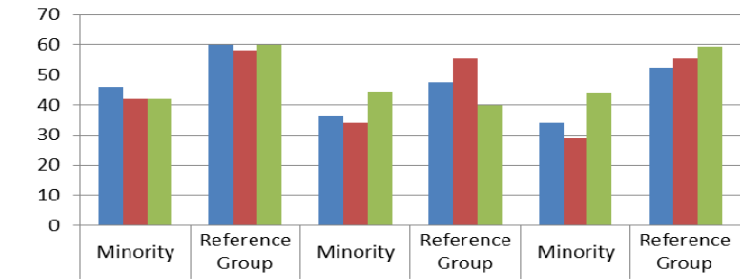
Worksheet #2: Data Analysis

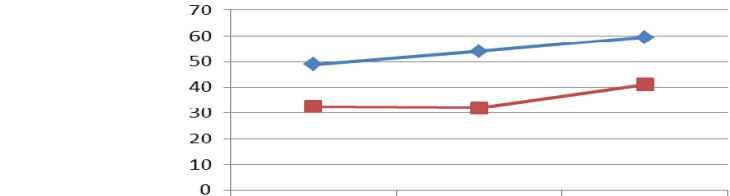
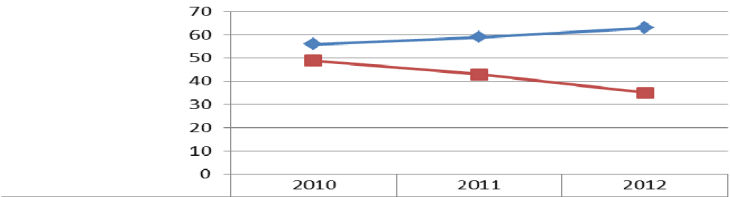
Directions: This chart supports planning teams in recording and organizing observations about school-level data in preparation for writing the required data narrative. Planning teams should describe positive and negative trends for all of the four performance indicators using at least three years of data and then prioritize the performance challenges (based on notable trends) that the school will focus its efforts on improving. The root cause analysis and improvement planning efforts in the remainder of the plan should be aimed at addressing the identified priority performance challenge(s). A limited number of priority performance challenges is recommended (no more than 3-5); a performance challenge may apply to multiple performance indicators. At a minimum, priority performance challenges must be identified in any of the four performance indicator areas where minimum state and federal expectations were not met for accountability purposes. Furthermore, schools are encouraged to consider observations recorded in the "last year's targets" worksheet. Finally, provide a brief description of the root cause analysis for any priority performance challenges. Root causes may apply to multiple priority performance challenges. You may add rows, as needed.

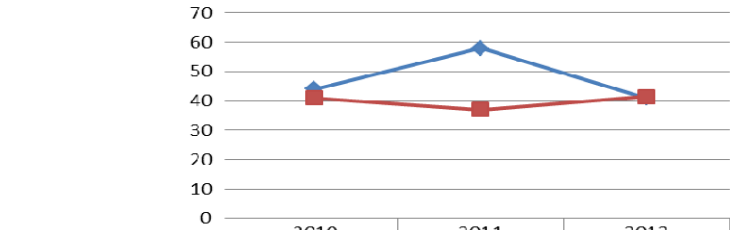
Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes																														
Academic Achievement (Status)	<p>Lowry meets State and District SPF expectations for Status. This reflects an improvement from last year's CDE rating of "Approaching".</p> <div><table><thead><tr><th></th><th>2008</th><th>2009</th><th>2010</th><th>2011</th><th>2012</th></tr></thead><tbody><tr><td>Math</td><td>69%</td><td>69%</td><td>69%</td><td>69%</td><td>66%</td></tr><tr><td>Reading</td><td>67%</td><td>66%</td><td>66%</td><td>68%</td><td>71%</td></tr><tr><td>Science</td><td>31%</td><td>38%</td><td>29%</td><td>42%</td><td>38%</td></tr><tr><td>Writing</td><td>57%</td><td>54%</td><td>55%</td><td>58%</td><td>54%</td></tr></tbody></table></div> <p>The percentage of students scoring Proficient and Advanced on TCAP Math remained flat at 69% from 2008 to 2011 followed by a decrease to 66% which is below the state expectation of 71%.</p> <p>The percentage of students scoring Proficient and Advanced on TCAP Reading increased from 66% (2009 and 2010) to 71% in 2012 meeting the state expectation.</p> <p>Writing TCAP performance increased from 54% in 2009 to 58% in 2011 followed by a decrease to 54% in 2012. State expectations were met.</p> <p>Student performance on Science TCAP increased from 29% in 2010 to 42% in 2011 and then decreased to 38% falling below the state expectation.</p>		2008	2009	2010	2011	2012	Math	69%	69%	69%	69%	66%	Reading	67%	66%	66%	68%	71%	Science	31%	38%	29%	42%	38%	Writing	57%	54%	55%	58%	54%		
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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes																
	<p>Lowry TCAP Continuously Enrolled (52 students)</p>  <table border="1"> <thead> <tr> <th></th> <th>2010</th> <th>2011</th> <th>2012</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>77%</td> <td>79%</td> <td>77%</td> </tr> <tr> <td>Math</td> <td>81%</td> <td>77%</td> <td>67%</td> </tr> <tr> <td>Writing</td> <td>67%</td> <td>67%</td> <td>58%</td> </tr> </tbody> </table> <p>The percentage of continuously enrolled students scoring Proficient and Advanced on Reading TCAP increased from 77% in 2010 to 79% in 2011 followed by a decrease to 77% in 2012.</p> <p>The percentage of continuously enrolled students scoring Proficient and Advanced on Math TCAP decreased from 81% in 2010 to 77% in 2011 to 67% in 2012.</p> <p>The percentage of continuously enrolled students scoring Proficient and Advanced on Writing TCAP remained flat at 67% in 2010 and 2011 followed by a decline to 58% in 2012.</p>		2010	2011	2012	Reading	77%	79%	77%	Math	81%	77%	67%	Writing	67%	67%	58%		
	2010	2011	2012																
Reading	77%	79%	77%																
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Academic Growth	Lowry meets State expectations for Adequate Growth. According to the DPS SPF, Lowry is Approaching.																		

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	<div><p>Lowry MGP</p><table><tr><th></th><th>2008</th><th>2009</th><th>2010</th><th>2011</th><th>2012</th></tr><tr><td>Math</td><td>60</td><td>43</td><td>44</td><td>46.5</td><td>52</td></tr><tr><td>Reading</td><td>46</td><td>50</td><td>53</td><td>48</td><td>52</td></tr><tr><td>Writing</td><td>59</td><td>53</td><td>43</td><td>46.5</td><td>41</td></tr></table></div> <p>The MGP for Math TCAP has increased from 43 in 2009 to 52 in 2012 meeting the district expectation of 50.</p> <p>The MGP for Reading TCAP decreased from 53 in 2010 to 48 in 2011 followed by an increase to 52 in 2012 meeting the district expectation of 50.</p> <p>The MGP for Writing TCAP increased from 43 in 2010 to 46.5, but decreased to 41 in 2012 continuing to be below the district expectation of 50.</p>		2008	2009	2010	2011	2012	Math	60	43	44	46.5	52	Reading	46	50	53	48	52	Writing	59	53	43	46.5	41		
	2008	2009	2010	2011	2012																						
Math	60	43	44	46.5	52																						
Reading	46	50	53	48	52																						
Writing	59	53	43	46.5	41																						
Academic Growth Gaps	<p>Lowry received a CDE rating of Approaching for Academic Growth Gaps. While this is an increase from last year's rating of Does Not Meet, this area continues to be a concern as Lowry is not meeting state expectations.</p>	<p>Lowry is not meeting DPS expectation of 50 for the Median Growth Percentile for the Minority Subgroup in Reading (MGP 42), Writing (MGP 44.5), and Math (44).</p>	<p>We lack the skills necessary to meet the range of instructional needs in our classrooms and to increase student engagement in all content areas.</p>																								

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	<div><table><thead><tr><th></th><th colspan="2">Reading</th><th colspan="2">Writing</th><th colspan="2">Math</th></tr><tr><th></th><th>Minority</th><th>Reference Group</th><th>Minority</th><th>Reference Group</th><th>Minority</th><th>Reference Group</th></tr></thead><tbody><tr><td>2010</td><td>46</td><td>60</td><td>36.5</td><td>47.5</td><td>34</td><td>52.5</td></tr><tr><td>2011</td><td>42</td><td>58</td><td>34</td><td>55.5</td><td>29</td><td>55.5</td></tr><tr><td>2012</td><td>42</td><td>60</td><td>44.5</td><td>40</td><td>44</td><td>59.5</td></tr></tbody></table></div> <p>The MGP for the Minority subgroup in Reading decreased from 46 in 2010 to 42 in 2011 and 2012 which is below the district expectation of 50.</p> <p>The MGP for the Minority subgroup in Writing decreased from 36.5 in 2010 to 34 in 2011 and then increased to 44.5 in 2012 but remained below the district expectation of 50.</p> <p>The MGP for the Minority subgroup in Math decreased from 34 in 2010 to 29 in 2011 and then increased to 44 in 2012, but remained below the district expectation of 50.</p> <p>The Median Growth Percentiles for the Minority Subgroup in Reading (MGP 42) and Math (MGP 44) are lower than the Non-Minority Reference Groups for Reading (MGP 60) and Math (MGP 59.5).</p>		Reading		Writing		Math			Minority	Reference Group	Minority	Reference Group	Minority	Reference Group	2010	46	60	36.5	47.5	34	52.5	2011	42	58	34	55.5	29	55.5	2012	42	60	44.5	40	44	59.5		
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Non-FRL Reference Group	44	58	41												
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Post Secondary & Workforce Readiness															

Data Narrative for School

Directions: Building on the data organized in Worksheet #1 and Worksheet #2, describe the process and results of the data analysis for the school, including review of prior years' targets, trends, priority performance challenges and root cause analysis. The narrative should address each aspect of the descriptions below. The narrative should not take more than five pages.

Data Narrative for School

Description of School Setting and Process for Data Analysis: Provide a very brief description of the school to set the context for readers (e.g., demographics). Include the general process for developing the UIP and participants (e.g., SAC).	Review Current Performance: Review the SPF and document any areas where the school did not meet state/ federal expectations. Consider the previous year's progress toward the school's targets. Identify the overall magnitude of the school's performance challenges.	Trend Analysis: Provide a description of the trend analysis that includes at least three years of data (state and local data). Trend statements should be provided in the four indicator areas and by disaggregated groups. Trend statements should include the direction of the trend and a comparison to state expectations or trends to indicate why the trend is notable.	Priority Performance Challenges: Identify notable trends (or a combination of trends) that are the highest priority to address (priority performance challenges). No more than 3-4 are recommended. Provide a rationale for why these challenges have been selected and takes into consideration the magnitude of the school's over-all performance challenges.	Root Cause Analysis Identify at least one root cause for every priority performance challenge. Root causes should address adult actions, be under the control of the school, and address the priority performance challenge(s). Provide evidence that the root cause was verified through the use of additional data.
<p>Description of School and Process for Data Analysis</p> <p>Lowry Elementary is a beautiful building located in the Southeast part of Denver in the old Lowry Air Force Base. This year, we are celebrating our 10th year helping kids SOAR!! Lowry is housed in a beautiful neighborhood and is blessed with a large green space and state of the art playground. Lowry is known for having a very warm family culture, talented teaching staff, and a very involved parent community. Thanks to our involved parent community, we are able to provide many wonderful opportunities for our Lowry Eagles ranging from after school enrichment opportunities, a full time GT teacher, AVID 4 Adventure outdoor fitness opportunities, and extended involvement in our city wide Shakespeare Festival. Our students also enjoy music, art, and PE and are able to create technology projects with a technology teacher on a weekly basis.</p> <p>This past September, Lowry was honored with a visit from Washington, DC by Secretary of Education, Arne Duncan and Secretary of Human Services, Kathleen Sibelius. Lowry is known for its Seed to Table Harvest Program and its wonderful Scratch Cooking Cafeteria. The Secretaries of Education and Human Services, along with a large contingency of other state and city officials, came to see these programs, dine in our cafeteria, and learn about our backpack and physical fitness programs. They learned about how ALL of our students are involved in the planting, transplanting, weeding, harvesting, and selling of produce at our weekly farmer's market, as well as eating the produce in the Lowry cafeteria.</p> <p>Lowry Elementary has 475 students ranging from ECE to 5th grade. We have 2 half-day sections of Early Childhood, and 3 sections of all of the other grades, with the exception of 2nd grade where we have 4 sections. Our class sizes average 22-27 and we make a special effort to keep the primary classes small. We are an ELA-E school which means that our teachers have been trained to provide language supports to our English Language Learners. We have approximately 70 English language learners representing 18 different languages. We also have special education services including speech and mild-moderate programming. We are a wonderfully diverse building. Our racial diversity includes 57% white, 18% black, 12% Hispanic, 6% Asian, and 7% other. Our school does not receive school wide title funding as we do not meet the threshold for free and reduced lunch. We do, however, have a significant homeless population. We work closely with the Colorado Coalition for the Homeless (CCH) and we have a full time guidance counselor. For families in need of childcare, we also have before and after school care provided through Kaleidoscope Corner right in our cafeteria.</p>				

Review Current Performance

On Aug. 23, 2012 our staff convened to review last year's targets. Our results are as follows:

- **Students overall will increase P/A on TCAP writing from 58% to 62%.** The percentage of students scoring Proficient/Advanced in 2012 decreased from 58% to 54%. The target was not met.
- **By the end of the 2011-2012 school year, the MGP for minority students will increase to 50 in Writing.** The MGP for the Minority subgroup in Writing was 44.5. The target was not met.

Trend Analysis

On Aug. 23, 2012 the whole staff convened to examine TCAP status and growth reports across content areas. We noted the following trends:

Lowry meets State and District SPF expectations for Status. This reflects an improvement from last year's CDE rating of "Approaching".

- The percentage of students scoring Proficient and Advanced on TCAP Math remained flat at 69% from 2008 to 2011 followed by a decrease to 66% which is below the state expectation of 71%.
- The percentage of students scoring Proficient and Advanced on TCAP Reading increased from 66% (2009 and 2010) to 71% in 2012 meeting the state expectation.
- Writing TCAP performance increased from 54% in 2009 to 58% in 2011 followed by a decrease to 54% in 2012. State expectations were met.
- Student performance on Science TCAP increased from 29% in 2010 to 42% in 2011 and then decreased to 38% falling below the state expectation.
- The percentage of continuously enrolled students scoring Proficient and Advanced on Reading TCAP increased from 77% in 2010 to 79% in 2011, followed by a decrease to 77% in 2012.
- The percentage of continuously enrolled students scoring Proficient and Advanced on Math TCAP decreased from 81% in 2010 to 77% in 2011 to 67% in 2012.
- The percentage of continuously enrolled students scoring Proficient and Advanced on Writing TCAP remained flat at 67% in 2010 and 2011 followed by a decline to 58% in 2012.

Lowry meets State expectations for Adequate Growth. According to the DPS SPF, Lowry is "Approaching".

- The MGP for Math TCAP has increased from 43 in 2009 to 52 in 2012 meeting the district expectation of 50.
- The MGP for Reading TCAP decreased from 53 in 2010 to 48 in 2011 followed by an increase to 52 in 2012 meeting the district expectation of 50.
- The MGP for Writing TCAP increased from 43 in 2010 to 46.5, but decreased to 41 in 2012 continuing to be below the district expectation of 50.

Lowry received a CDE rating of "Approaching" for Academic Growth Gaps. While this is an increase from last year's rating of "Does Not Meet", this area continues to be a concern as Lowry is not meeting state expectations.

- The MGP for the Minority subgroup in Reading decreased from 46 in 2010 to 42 in 2011 and 2010 which is below the district expectation of 50.
- The MGP for the Minority subgroup in Writing decreased from 36.5 in 2010 to 34 in 2011 and then increased to 44.5 in 2012 but remained below the district expectation of 50.
- The MGP for the Minority subgroup in Math decreased from 34 in 2010 to 29 in 2011 and then increased to 44 in 2012, but remained below the district expectation of 50.
- The Median Growth Percentiles for the Minority Subgroup in Reading (MGP 42) and Math (MGP 44) are lower than the Non-Minority Reference Groups for Reading (MGP 60) and Math (MGP 59.5).
- The MGP for the FRL focus group in Math remained flat (32.5 in 2010 and 32 in 2011) but increased to 41 still below the district expectation of 50. The difference between the FRL focus

group and the Non-FRL reference group decreased from 22 percentiles to 18.5 percentiles from 2011 to 2012.

- The MGP for the FRL focus group in Reading remained flat (32.5 in 2010 and 32 in 2011) but increased to 41 still remaining below the district expectation of 50. The difference between the FRL focus group and the Non-FRL reference group increased from 16 percentiles in 2011 to 28 percentiles in 2012.
- The MGP for the FRL focus group in Writing increased from 44 in 2010 to 58 in 2011, but decreased to 41 in 2012 falling below the district expectation of 50. The 21 percentile difference between the FRL focus group and the Non-FRL reference group in 2011 was eliminated in 2012.

Priority Performance Challenge

On Sept. 24, 2012 the School Leadership Team (SLT) examined a visual representation of our trends data across content areas and subgroups. We captured our observations, applied the criteria of "endurance," "leverage," and "necessity." We determined our Priority Improvement Challenge to be in the area of minority subgroup growth gaps. We agreed upon the following priority performance challenge:

Priority Performance Challenge for Growth Gaps: Lowry is not meeting DPS expectation of 50 for the Median Growth Percentile for the Minority Subgroup in Reading (MGP 42), Writing (MGP 44.5), and Math (44).

Root Cause Analysis

Root cause analysis was conducted as a two-part conversation. Part I involved the entire school staff on Sept. 26, 2012. We presented the priority performance challenges and generated all possible explanations for status, growth, and growth gaps. Some of the possible root causes we generated were as follows:

- Lack of student engagement and ownership
- Unclear lesson objectives and language objectives
- Lack of instructional alignment
- Lack of cultural competence
- Inconsistency in following building schedule

The School Leadership Team then convened on Sept. 26, 2012 to begin prioritize the remaining items We removed explanations that we could not control or were not supported by data. The following root cause was identified:

Root Cause: We lack the skills necessary to meet the range of instructional needs in our classrooms and to increase student engagement in all content areas.

We then verified the root causes by having the staff take a survey on Professional Development opportunities they would like to have available to them,. There was interest and help requested in the culturally responsive and student engagement area. There was also a need for more training in guided reading, differentiated literacy, and writing formative assessment. This was consistent with our identified Priority Performance Challenge and Root Cause.

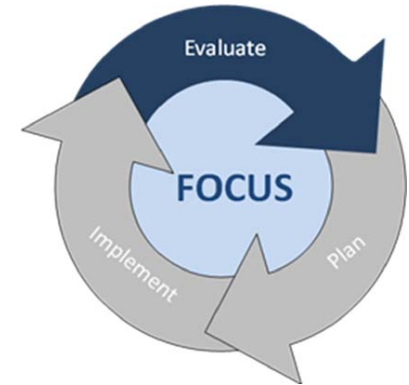
Section IV: Action Plan(s)

This section addresses the “plan” portion of the continuous improvement cycle. First, you will identify your annual performance targets and the interim measures. This will be documented in the required School Target Setting Form below. Then you will move into action planning, which should be captured in the Action Planning Form.

School Target Setting Form

Directions: Complete the worksheet below. While schools may set targets for all performance indicators, at a minimum, they must set targets for those priority performance challenges identified in Section III (e.g., by disaggregated student groups, grade levels, subject areas).

Schools are expected to set their own annual targets for academic achievement, academic growth, academic growth gaps and postsecondary and workforce readiness. At a minimum, schools should set targets for each of the performance indicators where state expectations are not met – in each area where a priority performance challenge was identified; targets should also be connected to prioritized performance challenges. Consider last year’s targets (see Worksheet #1) and whether adjustments need to be made. For each annual performance target, identify interim measures that will be used to monitor progress toward the annual targets at least quarterly during the school year.



School Target Setting Form

Performance Indicators	Measures/ Metrics		Priority Performance Challenges	Annual Performance Targets		Interim Measures for 2012-13	Major Improvement Strategy
				2012-13	2013-14		
Academic Achievement (Status)	TCAP/CSAP, CoAlt/CSAPA, Lectura, Escritura	R		71% to 78%	78% to 83%		
		M		66% to 78%	78% to 82%		
		W		54% to 64%	64% to 67%		
		S					
Academic Growth	Median Student Growth Percentile (TCAP/CSAP & CELApro)	R					
		M					
		W					
		ELP					
Academic Growth Gaps	Median Student Growth Percentile	R	Lowry is not meeting DPS expectation of 50 for the Median Growth Percentile for the Minority Subgroup in Reading (MGP 42), Writing (MGP 44.5), and Math (44).	The Median Growth Percentile for the Minority Subgroup in Reading will increase from 42 to 50.	The Median Growth Percentile for the Minority Subgroup in Reading will be 50 or higher.	As measured by STAR, the percentage of Black students At/Above Benchmark will increase from: Star Early Literacy K 78% to 85% 1 st 38% to 75% 2 nd 27% to 75% Star Reading 3 rd 88% to 90% 4 th 50% to 78% 5 th 50% to 78% by the End of the Year assessment.	1. Improve differentiated classroom instruction to meet the needs of all children in the classroom. 2. Increase student engagement in all content areas.

					As measured by STAR, the percentage of Hispanic students At/Above Benchmark will increase from: STAR Early Literacy K 78% to 85% 1 st 75% to 85% 2 nd 75% to 85% STAR Reading 3 rd 67% to 78% 4 th 56% to 78% 5 th 78% to 85% by the End of the Year assessment.	
		M	The Median Growth Percentile for the Minority Subgroup in Math will increase from 44.5 to 50.	The Median Growth Percentile for the Minority Subgroup in Math will be 50 or higher.	<p>The percentage of Black students scoring Proficient/Advanced on the Math Interim will increase by the following: K 64% to 78% 1st 70% to 78% 2nd 50% to 78% 3rd 38% to 78% 4th 42% to 78% 5th 47% to 78%</p> <p>The percentage of Hispanic students scoring Proficient/Advanced on the Math Interim will increase by the following: K 91% to 91% 1st 73% to 78% 2nd 67% to 78% 3rd 20% to 78%</p>	

						4 th 40% to 78%	
						5 th 73% to 78%	
		W		The Median Growth Percentile for the Minority Subgroup in Writing will increase from 44 to 50.	The Median Growth Percentile for the Minority Subgroup in Writing will be 50 or higher.	<p>The percentage of Black students scoring Proficient/Advanced on the Writing Interim will increase by the following:</p> <p>2nd 6% to 64%</p> <p>3rd 15% to 64%</p> <p>4th 17% to 64%</p> <p>5th 28% to 64%</p> <p>The percentage of Hispanic students scoring Proficient/Advanced on the Writing Interim will increase by the following:</p> <p>2nd 15% to 64%</p> <p>3rd 20% to 64%</p> <p>4th 27% to 64%</p> <p>5th 45% to 64%</p>	
Post Secondary & Workforce Readiness	Graduation Rate						
	Disaggregated Grad Rate						
	Dropout Rate						
	Mean ACT						

Action Planning Form for 2012-13 and 2013-14

Directions: Identify the major improvement strategy(s) for 2012-13 and 2013-14 that will address the root causes determined in Section III. For each major improvement strategy, identify the root cause(s) that the action steps will help to dissolve. Then, indicate which accountability provision or grant opportunity it will address. In the chart below, provide details about key action steps necessary to implement the major improvement strategy. Details should include the action steps that will be taken to implement the major improvement strategy, a general timeline, resources that will be used to implement the actions, and implementation benchmarks. Add rows in the chart, as needed. While space has been provided for three major improvement strategies, the school may add other major strategies, as needed.

Priority Performance Challenge: Lowry is not meeting DPS expectation of 50 for the Median Growth Percentile for the Minority Subgroup in Reading (MGP 42), Writing (MGP 44.5), and Math (44).

Root Cause(s) Addressed: We lack the skills necessary to meet the range of instructional needs in our classrooms and to increase student engagement in all content areas


Major Improvement Strategy #1: Improve differentiated classroom instruction to meet the needs of all children in the classroom.

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

- ☐ School Plan under State Accountability
 ☐ Title I Schoolwide or Targeted Assistance plan requirements
 ☐ Title I Focus School Plan requirements
☐ Application for a Tiered Intervention Grant (TIG)
 ☐ Improvement Support Partnership (ISP) or School Improvement Grant

Description of Action Steps to Implement the Major Improvement Strategy	Timeline (2012-13 and 2013-2014)	Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
Professional Development focused on Content and Language Objectives: <ul style="list-style-type: none"> Display of current CLOs in classrooms and the parts: content, form, function Discussed rating for CLO on LEAP documents Collaboration time for writing CLOs for upcoming lessons 	November, 2012– May, 2013 Training on the writing of Language Objectives: Staff Led, Aug. 24 Training on writing of Language Objectives: Peer	Teachers, School Leadership Team, Administrators, District Curriculum Support Staff	Peer Observers SLT Turnkey Session from DPS.	Sign-in attendance sheets from PDs. Increase differentiation scores on LEAP framework Lesson Plans include CLOs.	In Progress

	Observers: Sept. 29, 2012 Collaboration PD on Dec. 5, 2012				
<p>Instructional Observations at other schools with similar populations:</p> <ul style="list-style-type: none"> Looking for Content Language Objectives, Positive student engagement and rigor. Teacher teams will discuss the look for topics ahead of time, observe select teachers from a high performing school with similar demographics, then will come back to debrief the observation, plan for changes to their own instruction, and commit to changes. 	<p>Winter of 2012 Dec. 3, 2012 Kindergarten and 1st grade</p> <p>Dec. 5, 2012 2nd and 3rd grade</p> <p>Dec. 6, 2012 4th and 5th grade</p> <p>Additional dates and schools for 2013-2014 will be discussed in May.</p>	Teachers, School Leadership Team, Administrators. DAP, and SIP	Subs for releasing teachers through cadre.	<p>Increased differentiation, rigor, CLOs and student engagement scores on LEAP framework.</p> <p>Teacher commitments for new instructional practices around CLO, student engagement and rigor.</p> <p>Debrief templates per grade level.</p>	In Process
<p>Instructional Rounds at our building:</p> <ul style="list-style-type: none"> Leadership team discussed the “look for” topics ahead of time at the recommendation of our data facilitator, observed 15 different teachers representing every grade level, then debriefed the observations and looked for trends, sorted the trends that were related, and planned for the performance problems for our UIP. 	Sept. 24, 2012	Teachers, School Leadership Team, Administrators, Data and School Improvement Partners	Subs Facilitator DAP	<p>Notes from instructional rounds</p> <p>Root cause analysis</p>	In Progress

Teachers will visit other classrooms at Lowry and will participate in Learning Labs.	Spring 2013 - Spring 2014	Teachers, School Leadership Team, Administrators, Data and School Improvement Partners	Cadre subs	Schedule Template for "look-for" items. Debrief Information	Not Begun
<p>Strategic building scheduling (common planning, RtI Block, Core content blocks)</p> <p>Created school-wide Response to Intervention program where students are supported on the high and low ends of the continuum.</p>  <p>All students are in the classroom for CORE. Teacher teams create a formative assessment (based upon the standards) and then create "proficiency groups" based upon a standard. The students then participate in targeted lessons based upon the skills they need during the RtI block. The RtI cycles last for 6 weeks and the teachers meet to adjust instruction after the first 3 weeks. Students in the lower proficiency areas have their progress monitored weekly. At the end of the 6 week cycle, post assessments are given and plans are made for how to support the students who are not yet proficient.</p>	<p>Aug. 2012 -- May 2013</p> <p>Modifications for the 2013-2014 School Year will be recommended by the SLT by May of 2013.</p>	Teachers, School Leadership Team, Administrators	Intervention materials (especially for writing), school budget for flooding staff in to help with RtI block, shared planning time in the schedule	<p>Revised schedule</p> <p>Grade Level RtI blocks every day</p> <p>Grade Level RtI meetings schedule</p> <p>RtI Team Meeting Notes</p> <p>Pre and Post Test data comparing from RtI groups.</p>	In Progress
Teachers will analyze interim data and STAR data by ethnicity. Teachers will use information to plan strategies for increased student achievement in the classroom.	<p>Jan. 7 and 9, 2013</p> <p>In this timeline following the</p>	Administrators, DAP	Data sheets pulled from Principal Portal, class lists, highlighter of a variety of colors	Highlighted sheets identifying prof. levels of all students.	Not begun.

	administration of each assessment window.				
<p>Rtl Team Meetings</p> <ul style="list-style-type: none"> Grade level teams meet on a 3 week rotation to plan formative assessments, to sort students based on skill proficiency, and to determine the amount of content to be taught. Midway through the 6 week data cycle, teams meet to ensure correct student placement and to problem solve individual student concerns. At the end of the 6 week cycle, teachers give post assessment to capture growth and to set next steps to take place in the classroom. Teachers communicate with parents of students in their 6 week intervention group regarding what the skill is, what activities they are doing, and what the parents can do at home to support the instruction. 	Fall 2012 - May 2013	Administration, Teachers, Facilitator, and Intervention Teacher	Intervention materials (especially for writing), para-professional support, school budget for flooding staff in to help with Rtl block, intervention block built into the master schedule, and special area teachers available at the end of the day to ensure the shared planning time.	<p>Rtl Schedule</p> <p>Copy of Master Schedule</p> <p>Rtl 6 Week Cycle Planning Sheet per grade level</p> <p>Copies of formative assessments</p> <p>Copies of parent letters</p>	In Progress
<p>ELA Data Meetings with Grade Levels</p> <p>ELA Domain Forms are used to identify student performance in Reading, Writing, Listening and Speaking.</p> <p>Teachers then identify specific strategies to support ELA children at their different levels.</p> <p>Data on each ELA student by domain and by teacher is retained for next meeting to measure progress.</p>	Ongoing beginning in Feb. 2013	Administration, Teachers	ELA Domain Forms	<p>Data Domain Form with highlights</p> <p>Teacher charts with students listed at each level per domain.</p> <p>Specific actions identified as well as how progress will be monitored.</p>	In Progress
Year to date data presented and brainstorming sessions held at individual grade levels identifying	Jan. 2013 and Feb. 2013	Administration, Grade level teams, Data	BOY data and Mid-Year to date data showing gaps.	Student data sheets with identified next steps for	In progress

ways to better support Hispanic and black students to close achievement gaps. Discussions at Grade Level Meetings and during individual mid-year meetings of specific students not making adequate progress to close achievement gaps. Specific actions to accelerate student growth are identified as well as how progress will be monitored.	End of Year meetings will be held in May 2013	Assessment Partner	Gaps graphed for each grade level.	individual students.	
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* Note: These two columns are not required to meet state or federal accountability requirements, although completion is recommended. "Status of Action Step" may be required for certain grants (e.g., Tiered Intervention Grant).

Priority Performance Challenge: Lowry is not meeting DPS expectation of 50 for the Median Growth Percentile for the Minority Subgroup in Reading (MGP 42), Writing (MGP 44.5), and Math (44).

Root Cause(s) Addressed: We lack the skills necessary to meet the range of instructional needs in our classrooms and to increase student engagement in all content areas.

Major Improvement Strategy #2: Increase student engagement in all content areas.

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

- ☐ School Plan under State Accountability
 ☐ Title I Schoolwide or Targeted Assistance Plan requirements
 ☐ Title I Focus School Plan requirements
 ☐ Application for a Tiered Intervention Grant (TIG)
 ☐ Improvement Support Partnership (ISP) or School Improvement Grant

Description of Action Steps to Implement the Major Improvement Strategy	Timeline (2012-13 and 2013-2014)	Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
<p>Teacher survey to identify needed areas of Professional Development (PD):</p> <p>All teachers were given a survey regarding their areas of interest and needs are for a variety of topic areas:</p> <ul style="list-style-type: none"> • Student Engagement, • Teaching students with: ADHD, Autism • Behavioral Supports: Contracts, Check-in check out • Guided Reading • Differentiating • Integration • Lesson Design • Writing Instruction: conferencing • Assessments • Data Driven Instruction 	Oct. 2012	Administrators School Secretary	PD Survey	<p>Graph of interest</p> <p>Table with each teacher's name and how the teacher ranked his/her needs and interests</p>	Completed

<p>Differentiated Professional Development based on identification of teacher needs in the area of student engagement and ownership:</p> <ul style="list-style-type: none"> Cooperative learning structures: Kagan Guided Reading Structure Guided Reading...the struggling reader Interdisciplinary instruction, Culturally responsive teaching. Project based learning. Teaching children with ADHD and Autism 	<p>Dec. 12, 2012: Differentiated PD</p> <p>Dec. 19, 2012 Differentiated PD</p> <p>Additional sessions will be planned by the SLT.</p>	<p>Teachers, School Leadership Team, Administrators, District Curriculum Support Staff. Teachers</p>	<p>Kagan Cooperative Learning Book</p> <p>Information from Autism training.</p>	<p>Cooperative Learning structures being used daily in classrooms.</p> <p>Increased student engagement scores I-8 on LEAP framework.</p>	<p>In Progress</p>
<p>Teachers will use cooperative structures in their classroom which will increase student's active participation in the lesson as evidenced by the number of students participating and the amount of "student talk" as compared to "teacher talk".</p>	<p>Jan.2013</p>	<p>Leadership Team, Administrators, Teachers</p>	<p>Kagan Cooperative Learning Structures Book for each grade level</p>	<p>Cooperative Learning structures being used daily in classrooms.</p>	<p>In Process</p>
<p>School-Wide PDU on Kagan Cooperative Learning Structures</p>	<p>Feb. 2013-May 2013</p>	<p>Administration, Teachers, Facilitator and Intervention Teacher</p>	<p>Books purchased for grade level teams</p>	<p>Attendance Logs</p> <p>5 page papers at the end of the PDU.</p> <p>Teacher written reflections upon using the strategies.</p>	<p>In Progress</p>

Section V: Appendices

Some districts/consortia will need to provide additional forms to document accountability or grant requirements:

- Title I Schoolwide Program (Required)
- Title I Targeted Assistance Program (Required)
- Additional Requirements for Turnaround Status Under State Accountability (Required)