

Colorado's Unified Improvement Plan for Schools for 2015-16

Organization Code: **0880** District Name: **DENVER COUNTY 1** School Code: **5342** School Name: **LOWRY ELEMENTARY SCHOOL** Official 2014 SPF: **1 Year**

Section I: Summary Information about the School

Directions: This section provides an overview of the school's improvement plan. To complete this section, copy and paste the school's Priority Performance Challenges, Root Causes and Major Improvement Strategies from Section III and IV of the 2015-16 UIP once it has been completed. In the UIP online system, this section will populate automatically as the UIP is written.

Executive Summary

How are students performing? Where will school staff be focusing attention?

Priority Performance Challenges: *Specific statements about the school's performance challenges (not budgeting, staffing, curriculum, instruction, etc.), with at least one priority identified for each performance indicator (achievement, growth, growth gaps, PWR) where the school did not meet federal, state and/or local expectations.*

The difference in performance on CMAS ELA between Students of Color and White students was 43.1%.
 The difference in performance on CMAS ELA between ELL and Non-ELL students was 37.8%.
 The percentage of FRL students that Met or Exceeded Expectations on CMAS ELA (18.5%) was below the district average of 21.8%.
 The percentage of students in grades Kindergarten through 3rd grade reading At or Above Grade Level decreased from 74% in 2014 to 73% in 2015 and is below the district expectation of 80%.

Why is the school continuing to have these problems?

Root Causes: *Statements describing the deepest underlying cause, or causes, of the performance challenges, that, if dissolved, would result in elimination, or substantial reduction of the performance challenges.*

Teachers have not yet mastered a data analysis process that focuses on meeting the instructional needs and culturally responsive teaching practices for individual students who are not meeting grade level expectations.
 Teachers are not consistently implementing teaching strategies related to meeting the needs of second language learners.
 Teachers are not using consistent and universal, research-based practices for guided reading.

What action is the school taking to eliminate these challenges?

Major Improvement Strategies: *An overall approach that describes a series of related actions intended to result in improvements in performance.*

We will close the achievement gaps in literacy by focusing on culturally responsive teaching strategies, effective data analysis, and universal guided reading practices. Provide equitable and inclusive environments where we ensure students are healthy, supported, engaged, challenged, safe and socially and emotionally intelligent.

Access School Performance Frameworks here: <http://www.cde.state.co.us/schoolview/performance>

Pre-Populated Report for the School

Directions: This section summarizes program accountability requirements unique to the school based upon federal and state accountability measures. Historically, this report has included information from the School Performance Framework; because of the state assessment transition and passage of HB15-1323, 2015 SPFs will not be created. 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 program expectations.

Accountability Status and Requirements for Improvement Plan

Summary of School Plan Timeline	October 15, 2015	The school has the option to submit the updated plan through Tracker for public posting on SchoolView.org.
	January 15, 2016	The school has the option to submit the updated plan through Tracker for public posting on SchoolView.org.
	April 15, 2016	The UIP is due to CDE for public posting on April 15, 2016 through Tracker or the UIP online system. Some program level reviews will occur at the same time. For required elements in the improvement plan, go to the Quality Criteria at: http://www.cde.state.co.us/uiip/UIP_TrainingAndSupport_Resources.asp .

Program	Identification Process	Identification for School	Directions for Completing Improvement Plan
State Accountability			
READ Act	All schools that serve students in grades Kindergarten through 3 rd Grade.	Currently serving grades K-3	Schools serving grades K-3 must include targets and strategies that address the needs of K-3 students identified as having significant reading deficiencies (e.g., instructional strategies, parent involvement strategies). Schools and districts looking for the CDE approved scientifically or evidence based instructional programs and professional development to support identified strategies may access the advisory lists at http://www.cde.state.co.us/coloradoliteracy/readact/programming
Plan Type Assignment	Plan type is assigned based on the school's overall 2014 official School Performance Framework rating (determined by performance on achievement, growth, growth gaps, postsecondary and workforce readiness).	Performance Plan	The school meets or exceeds state expectations for attainment on the 2014 SPF performance indicators and is required to adopt and implement a Performance Plan. The plan must be submitted to CDE by April 15, 2016 to be posted on SchoolView.org. Note that some programs may still require a review of the UIP in April. Through HB 14-1204, small, rural districts (less than 1200 students) may opt to submit their plans biennially (every other year).
ESEA and Grant Accountability			
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 is not identified as a Focus School and does not need to meet those additional requirements.

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<p>Tiered Intervention Grant (TIG)</p>	<p>Competitive grant (1003g) for schools identified as 5% of lowest performing Title I or Title I eligible schools, eligible to implement one of four reform models as defined by the USDE.</p>	<p>Not awarded a TIG Grant</p>	<p>This school does not receive a current TIG award and does not need to meet those additional requirements.</p>
<p>Diagnostic Review and Planning Grant</p>	<p>Title I competitive grant that includes a diagnostic review and/or improvement planning support.</p>	<p>Not awarded a current Diagnostic Review and Planning Grant</p>	<p>This school has not received a current Diagnostic Review and Planning grant and does not need to meet those additional requirements.</p>
<p>School Improvement Support (SIS) Grant</p>	<p>Title I competitive grant that supports implementation of major improvement strategies and action steps identified in the school's action plan.</p>	<p>Not a current SIS Grantee</p>	<p>This school has not received a current SIS grant and does not need to meet those additional requirements.</p>
<p>Colorado Graduation Pathways Program (CGP)</p>	<p>The program supports the development of sustainable, replicable models for dropout prevention and recovery that improve interim indicators (attendance, behavior and course completion), reduce the dropout rate and increase the graduation rate for all students participating in the program.</p>	<p>Not a CGP Funded School</p>	<p>This school does not receive funding from the CGP Program and does not need to meet these additional program requirements.</p>

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Section II: Improvement Plan Information

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?	
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 Accreditation
 Title I Focus School
 Tiered Intervention Grant (TIG)
 Diagnostic Review and Planning Grant
 School Improvement Support Grant
 READ Act Requirements
 Other: _____

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

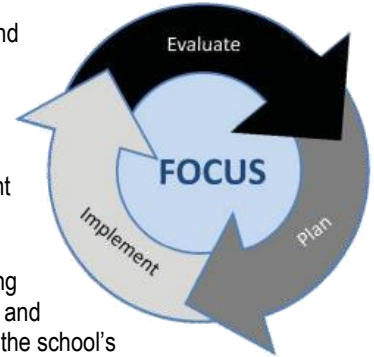
1	Name and Title	Ben Cooper
	Email	benjamin_cooper@dpsk12.org
	Phone	720-424-5912
	Mailing Address	8001 E. Cedar Avenue, Denver, CO 80230
2	Name and Title	Adrienne Nault
	Email	adrienne_nault@dpsk12.org
	Phone	720-424-5945
	Mailing Address	8001 E. Cedar Avenue, Denver, CO 80230

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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.



Implications of Colorado Measures of Academic Success (CMAS) on Data Analysis: During the 2014-15 school year, Colorado transitioned from reading, writing and math TCAP assessments to CMAS PARCC English language arts and math assessments. These assessments measure related, but different content standards and are expected to have different proficiency levels. As a result, updating the data analysis this year (particularly the trend statements) may be more challenging. While the school’s data analysis is still expected to be updated, some modifications in typical practice may be needed. Refer to the UIP state assessment transition guidance document on the UIP website for options and considerations.

Data Narrative for School

Directions: In the narrative, describe the process and results of the data analysis for the school, including (1) a description of the school and the process for data analysis, (2) a review of current performance, (3) trend analysis, (4) priority performance challenges and (5) root cause analysis. A description of the expected narrative sections are included below. The narrative should not take more than five pages. Two worksheets (#1 *Progress Monitoring of Prior Year’s Performance Targets* and #2 *Data Analysis*) have been provided to organize the data referenced in the narrative.

<p>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., School Accountability Committee).</p>	<p>Review Current Performance: Review recent state and local data. Document any areas where the school did not at least 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.</p>	<p>Trend Analysis: Provide a description of the trend analysis that includes at least three years of data (state and local data), if available. Trend statements should be provided in the four performance indicator areas and by disaggregated groups. Trend statements should include the direction of the trend and a comparison (e.g., state expectations, state average) to indicate why the trend is notable.</p>	<p>Priority Performance Challenges: Identify notable trends (or a combination of trends) that are the highest priority to address (priority performance challenges). No more than 3-5 are recommended. Provide a rationale for why these challenges have been selected and address the magnitude of the school’s overall performance challenges.</p>	<p>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. A description of the selection process for the corresponding major improvement strategy(s) is encouraged.</p>
<p>Lowry Elementary is located on the former Lowry Air Force Base in a newer housing community composed of apartments, homeless coalition housing, townhouses, and single family dwellings. Currently 498 students attend Lowry ECE through 5th grade with anticipated growth of 150 students in the next 3 years. Eight additional classrooms will be added to the building during 2016-2017 school year. Currently, 20% of our students are Hispanic, 20% Black and 50% White 4% Asian, 6% Multiple Race. Lowry also has 10% ELL, 5% students with identified disabilities and 4% students identified as gifted and talented Approximately 100 of our students live in transitional housing supported by the</p>				

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Colorado Coalition for the Homeless. Lowry Elementary is currently rated “green” on the Denver Public School’s Performance Framework (SPF) which equates to meets expectations.

Current Performance/Trend Analysis:

Literacy:

The percentage of students who Met or Exceeded Expectations on CMAS ELA was 60.5% in 3rd grade, 42.7% in 4th grade, and 42.3% in 5th grade. Overall, 48.5% of students in grades 3 through 5 Met or Exceeded Expectations. All grade levels were above the district averages.

The percentage of students Meeting or Exceeding Expectations on CMAS ELA was 20.0% for Hispanic students, 26.5% for Black students and 29.9% for Students of Color. The district averages were 22.6% for Hispanic students, 22.1% for Black students, and 24.8% for Students of Color. The percentage of White students Meeting or Exceeding Expectations was 67.9%.

16.2% of students identified as English Language Learners Met or Exceeded Expectations on CMAS ELA which was above the district average of 6.9%. 54.0% of students who were not identified as English Language Learners Met or Exceeded Expectations on CMAS ELA.

18.5% of students identified as receiving Free/Reduced Lunch Met or Exceeded Expectations on CMAS ELA which was slightly below the district average of 21.8%. 68.6% of students who identified as Paid Lunch Met or Exceeded Expectations on CMAS ELA.

Math:

The percentage of students who Met or Exceeded Expectations on CMAS Math was 63.2% in 3rd grade, 41.0% in 4th grade, and 26.8% in 5th grade. Overall, 43.9% of students in grades 3 through 5 Met or Exceeded Expectations. All grade levels were above the district averages.

The percentage of students Meeting or Exceeding Expectations on CMAS Math was 15.6% for Hispanic students, 10.0% for Black students and 19.5% for Students of Color. The district averages were 15.2% for Hispanic students, 12.7% for Black students, and 16.8% for Students of Color. The percentage of White students Meeting or Exceeding Expectations was 69.6%.

20.0% of students identified as English Language Learners Met or Exceeded Expectations on CMAS Math which was above the district average of 7.5%. 49.5% of students who were not identified as English Language Learners Met or Exceeded Expectations on CMAS Math.

12.9% of students identified as receiving Free/Reduced Lunch Met or Exceeded Expectations on CMAS Math which was slightly below the district average of 14.8%. 65.0% of students who identified as Paid Lunch Met or Exceeded Expectations on CMAS Math.

Science:

The percentage of students performing at Strong and Distinguished on CMAS Science decreased from 37% in 2014 to 34% in 2015. Both years were above the district averages of 21% in 2014 and 19% in 2015.

READ Act:

The percentage of students in grades Kindergarten through 3rd grade reading At or Above Grade Level decreased from 74% in 2014 to 73% in 2015. Both years were above the district averages of 62% in 2014 and 64% in 2015.

8% of students identified as being Significantly Below Grade Level based on Fall 2014 data moved to At/Above Grade Level in Spring 2015. This was slightly below the district average of 10%.

50% of students identified as being Significantly Below Grade Level based on Fall 2014 data moved to Below Grade Level or Above in Spring 2015. This was above the district average of 35%.

ACCESS:

The MGP for ACCESS increased from 54 in 2013 to 68.5 in 2014 followed by another increase to 73 in 2015.

Priority Performance Challenges:

The difference in performance on CMAS ELA between Students of Color and White students was 43.1%.

The difference in performance on CMAS ELA between ELL and Non-ELL students was 37.8%.

The percentage of FRL students that Met or Exceeded Expectations on CMAS ELA (18.5%) was below the district average of 21.8%.

The percentage of students in grades Kindergarten through 3rd grade reading At or Above Grade Level decreased from 74% in 2014 to 73% in 2015 and is below the district expectation of 80%.

Root Cause Analysis:

Teachers have not yet mastered a data analysis process that focuses on meeting the instructional needs and culturally responsive teaching practices for individual students who are not meeting grade level expectations.

Teachers are not consistently implementing teaching strategies related to meeting the needs of second language learners.

Teachers are not using consistent and universal, research-based practices for guided reading.

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

Directions: This chart supports analysis of progress made towards performance targets set for the 2014-15 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.*

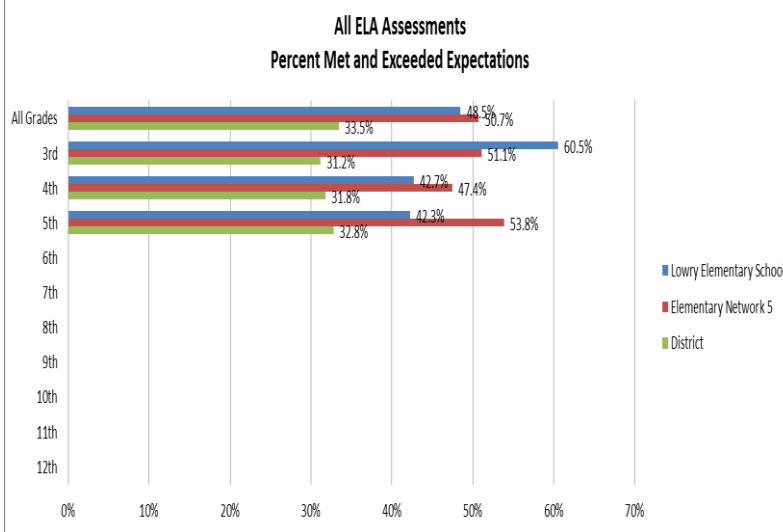
Performance Indicators	Targets for 2014-15 school year (Targets set in last year's plan)	Performance in 2014-15? Was the target met? How close was the school to meeting the target?	Brief reflection on why previous targets were met or not met.
Academic Achievement (Status)			The literacy targets for ELL students were met as a result of more effective differentiated instruction in literacy and focus on classroom supports for ELL students.
Academic Growth			
Academic Growth Gaps	Literacy: <ul style="list-style-type: none"> The percentage of ELL students scoring proficient/advanced on the end of year literacy interim will be 50% The percentage of minority students scoring proficient/advanced on the end of year literacy interim will be 50% 	ELL students scored 53% on the end of year literacy interim Minority students scored 59% proficient/advanced on the end of year literacy interim	The literacy targets for Minority students were met as a result of increased focus on data driven instructional practices to target the achievement gap at Lowry Both ELL students and Minority student did not meet the target as a result of a lack of focus on targeted small group instruction in math and a lack of focus on data related to math growth.
	Math: <ul style="list-style-type: none"> The percentage of ELL students scoring proficient/advanced on the end of year math interim will be 60% The percentage of minority students scoring proficient/advanced on the end of year math interim will be 60% 	ELL students scored 32% proficient/advanced on the end of year math interim Minority students scored 38% proficient/advanced on the end of year math interim	
Postsecondary & Workforce Readiness			

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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, when available, 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. In most cases, this should just be an update to the plan from 2014 since the SPF has not changed for 2015. 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 style="text-align: center;">All ELA Assessments Percent Met and Exceeded Expectations</p>  <table border="1" style="margin-top: 10px;"> <caption>ELA Assessment Data</caption> <thead> <tr> <th>Grade Level</th> <th>Lowry Elementary School</th> <th>Elementary Network 5</th> <th>District</th> </tr> </thead> <tbody> <tr> <td>All Grades</td> <td>48.5%</td> <td>50.7%</td> <td>33.5%</td> </tr> <tr> <td>3rd</td> <td>60.5%</td> <td>51.1%</td> <td>31.2%</td> </tr> <tr> <td>4th</td> <td>47.4%</td> <td>42.7%</td> <td>31.8%</td> </tr> <tr> <td>5th</td> <td>42.3%</td> <td>53.8%</td> <td>32.8%</td> </tr> </tbody> </table> <p>The percentage of students who Met or Exceeded Expectations on CMAS ELA was 60.5% in 3rd grade, 42.7% in 4th grade, and 42.3% in 5th grade. Overall, 48.5% of students in grades 3 through 5 Met or Exceeded Expectations. All grade levels were above the district averages.</p>	Grade Level	Lowry Elementary School	Elementary Network 5	District	All Grades	48.5%	50.7%	33.5%	3rd	60.5%	51.1%	31.2%	4th	47.4%	42.7%	31.8%	5th	42.3%	53.8%	32.8%		
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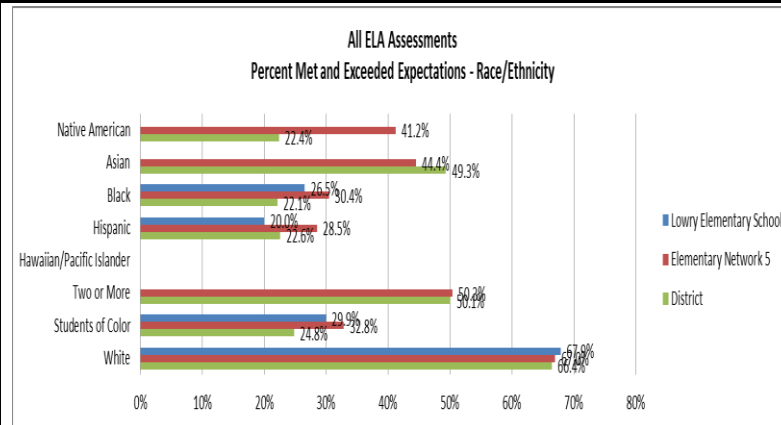
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Performance Indicators

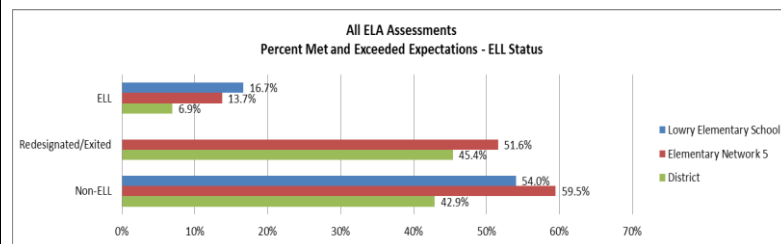
Description of Notable Trends
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Priority Performance
Challenges

Root Causes



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	<p style="text-align: center;">All ELA Assessments Percent Met and Exceeded Expectations - FRL Status</p> <table border="1"> <caption>Percent Met and Exceeded Expectations - FRL Status</caption> <thead> <tr> <th>FRL Status</th> <th>Lowry Elementary School</th> <th>Elementary Network 5</th> <th>District</th> </tr> </thead> <tbody> <tr> <td>Free/Reduced</td> <td>18.5%</td> <td>28.6%</td> <td>21.8%</td> </tr> <tr> <td>Paid</td> <td>68.6%</td> <td>70.8%</td> <td>63.8%</td> </tr> </tbody> </table> <p>18.5% of students identified as receiving Free/Reduced Lunch Met or Exceeded Expectations on CMAS ELA which was slightly below the district average of 21.8%. 68.6% of students who identified as Paid Lunch Met or Exceeded Expectations on CMAS ELA.</p>	FRL Status	Lowry Elementary School	Elementary Network 5	District	Free/Reduced	18.5%	28.6%	21.8%	Paid	68.6%	70.8%	63.8%	<p>The percentage of FRL students that Met or Exceeded Expectations on CMAS ELA (18.5%) was below the district average of 21.8%.</p>	<p>Teachers have not yet mastered a data analysis process that focuses on meeting the instructional needs and culturally responsive teaching practices for individual students who are not meeting grade level expectations.</p>
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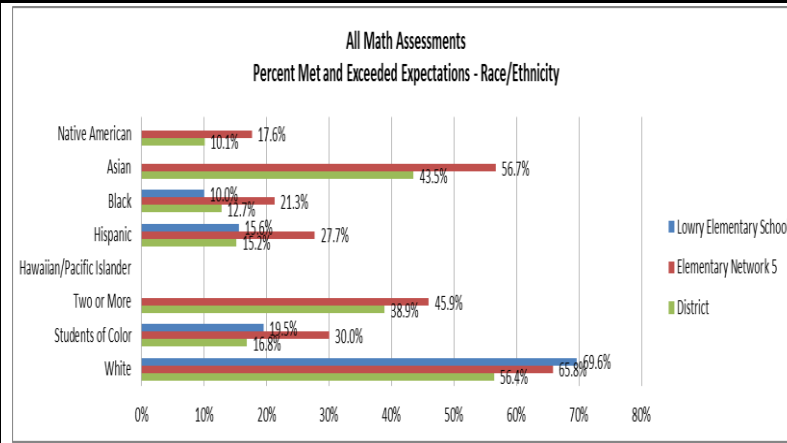
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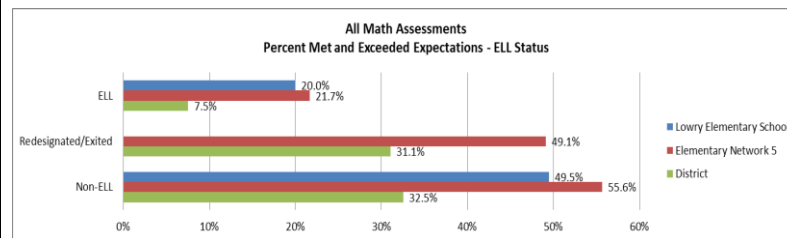
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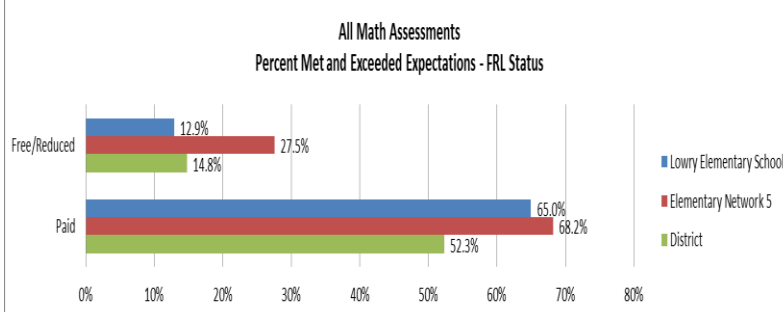
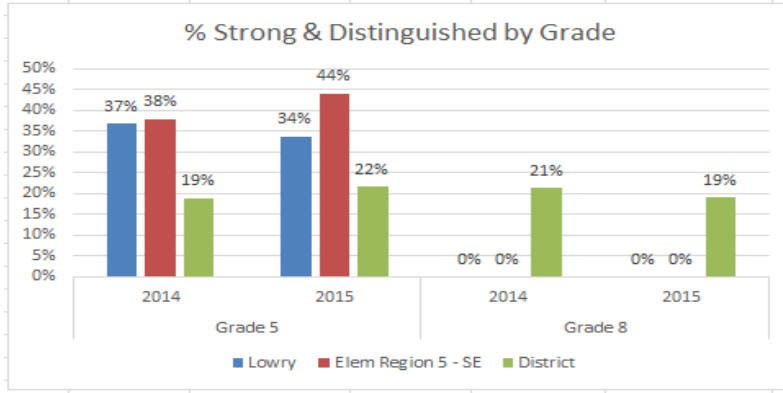
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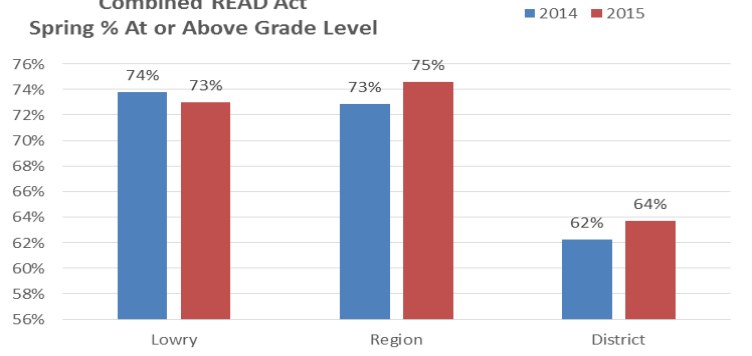
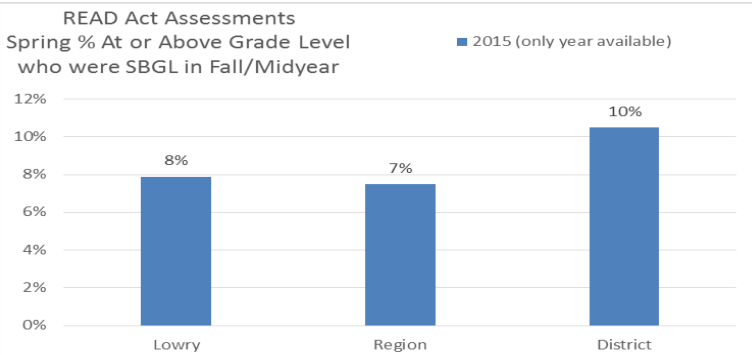


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School Name: LOWRY ELEMENTARY SCHOOL

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes																							
	<p style="text-align: center;">All Math Assessments Percent Met and Exceeded Expectations - FRL Status</p>  <table border="1"> <caption>All Math Assessments - Percent Met and Exceeded Expectations - FRL Status</caption> <thead> <tr> <th>FRL Status</th> <th>Lowry Elementary School</th> <th>Elementary Network 5</th> <th>District</th> </tr> </thead> <tbody> <tr> <td>Free/Reduced</td> <td>12.9%</td> <td>27.5%</td> <td>14.8%</td> </tr> <tr> <td>Paid</td> <td>65.0%</td> <td>68.2%</td> <td>52.3%</td> </tr> </tbody> </table> <p>12.9% of students identified as receiving Free/Reduced Lunch Met or Exceeded Expectations on CMAS Math which was slightly below the district average of 14.8%. 65.0% of students who identified as Paid Lunch Met or Exceeded Expectations on CMAS Math.</p>	FRL Status	Lowry Elementary School	Elementary Network 5	District	Free/Reduced	12.9%	27.5%	14.8%	Paid	65.0%	68.2%	52.3%													
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	<p style="text-align: center;">% Strong & Distinguished by Grade</p>  <table border="1"> <caption>% Strong & Distinguished by Grade</caption> <thead> <tr> <th>Grade</th> <th>Year</th> <th>Lowry</th> <th>Elem Region 5 - SE</th> <th>District</th> </tr> </thead> <tbody> <tr> <td rowspan="2">Grade 5</td> <td>2014</td> <td>37%</td> <td>38%</td> <td>19%</td> </tr> <tr> <td>2015</td> <td>34%</td> <td>44%</td> <td>22%</td> </tr> <tr> <td rowspan="2">Grade 8</td> <td>2014</td> <td>0%</td> <td>0%</td> <td>21%</td> </tr> <tr> <td>2015</td> <td>0%</td> <td>0%</td> <td>19%</td> </tr> </tbody> </table> <p>The percentage of students performing at Strong and Distinguished on CMAS Science decreased from 37% in 2014 to 34% in 2015. Both years were above the district averages of 21% in 2014 and 19% in 2015.</p>	Grade	Year	Lowry	Elem Region 5 - SE	District	Grade 5	2014	37%	38%	19%	2015	34%	44%	22%	Grade 8	2014	0%	0%	21%	2015	0%	0%	19%		
Grade	Year	Lowry	Elem Region 5 - SE	District																						
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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	<p style="text-align: center;">Combined READ Act Spring % At or Above Grade Level</p>  <p>The percentage of students in grades Kindergarten through 3rd grade reading At or Above Grade Level decreased from 74% in 2014 to 73% in 2015. Both years were above the district averages of 62% in 2014 and 64% in 2015.</p> <p style="text-align: center;">READ Act Assessments Spring % At or Above Grade Level who were SBGL in Fall/Midyear</p>  <p>8% of students identified as being Significantly Below Grade Level based on Fall 2014 data moved to At/Above Grade Level in Spring 2015. This was slightly below the district average of 10%.</p>	<p>The percentage of students in grades Kindergarten through 3rd grade reading At or Above Grade Level decreased from 74% in 2014 to 73% in 2015 and is below the district expectation of 80%.</p>	<p>Teachers are not using consistent and universal, research-based practices for guided reading.</p>

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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes																																																								
	<p>READ Act Assessments Spring % At Below Grade Level or Above who were SBGL in Fall/Midyear</p> <p>50% of students identified as being Significantly Below Grade Level based on Fall 2014 data moved to Below Grade Level or Above in Spring 2015. This was above the district average of 35%.</p>																																																										
Academic Growth	<p>2013-2015 ACCESS MGP - All Grades and By Grade</p> <table border="1"> <thead> <tr> <th></th> <th>All Grades</th> <th>01</th> <th>02</th> <th>03</th> <th>04</th> <th>05</th> <th>06</th> <th>07</th> <th>08</th> <th>09</th> <th>10</th> <th>11</th> <th>12</th> </tr> </thead> <tbody> <tr> <td>2013</td> <td>54</td> <td>53.5</td> <td>25</td> <td>64</td> <td>45</td> <td>61</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>2014</td> <td>68.5</td> <td>61</td> <td>56</td> <td>74</td> <td>67</td> <td>55</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>2015</td> <td>73</td> <td>73</td> <td>45</td> <td>78.5</td> <td>79.5</td> <td>49</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>The MGP for ACCESS increased from 54 in 2013 to 68.5 in 2014 followed by another increase to 73 in 2015.</p>		All Grades	01	02	03	04	05	06	07	08	09	10	11	12	2013	54	53.5	25	64	45	61	0	0	0	0	0	0	0	2014	68.5	61	56	74	67	55	0	0	0	0	0	0	0	2015	73	73	45	78.5	79.5	49	0	0	0	0	0	0	0		
	All Grades	01	02	03	04	05	06	07	08	09	10	11	12																																														
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Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
Academic Growth Gaps			
Postsecondary & Workforce Readiness			

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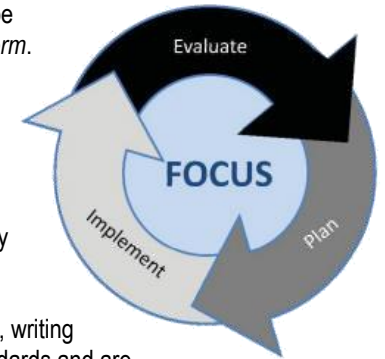
Section IV: Action Plan(s)

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

School Target Setting Form

Directions: Complete the worksheet below. Schools are expected to set their own annual targets for the performance indicators (i.e. 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 were not met; targets should also be connected to prioritized performance challenges identified in the data narrative (section III). 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.

Implications of Colorado Measures of Academic Success (CMAS) on Target Setting: During the 2014-15 school year, Colorado transitioned from reading, writing and math TCAP assessments to CMAS PARCC English language arts and math assessments. These assessments measure related, but different content standards and are expected to have different proficiency levels. As a result, setting targets based on the percent of students scoring proficient and advanced on TCAP is not appropriate. Furthermore, CDE does not yet know if student growth percentiles and median student growth percentiles will be available for accountability, planning or reporting use. It is known that adequate growth percentiles will not be available this school year for 2014-15 results. Target setting is still expected to occur in the UIP process during this transition period. However, some modifications in typical practice may be needed. Refer to the UIP state assessment transition guidance document on the UIP website for options and considerations.



School Target Setting Form

Performance Indicators	Measures/ Metrics	Priority Performance Challenges	Annual Performance Targets		Interim Measures for 2015-16	Major Improvement Strategy	
			2015-16	2016-17			
Academic Achievement (Status)	CMAS/PARCC, CoAlt, K-3 literacy measure (READ Act), local measures	ELA	<p>The difference in performance on CMAS ELA between Students of Color and White students was 43.1%.</p> <p>The difference in performance on CMAS ELA between ELL and Non-ELL students was 37.8%.</p> <p>The percentage of FRL students that Met or Exceeded Expectations on CMAS ELA (18.5%) was below the district average of 21.8%.</p>	<p>The performance for Students of Color on CMAS ELA will increase from 24.8% to 34.8%.</p> <p>The performance for ELL students on CMAS ELA will increase from 16.2% to 26.2%.</p> <p>The performance for FRL students on CMAS ELA will increase from 18.5% to 28.5%.</p>	<p>The performance for Students of Color on CMAS ELA will increase from 34.8% to 44.8%.</p> <p>The performance for ELL students on CMAS ELA will increase from 26.2% to 36.2%.</p> <p>The performance for FRL students on CMAS ELA will increase from 28.5% to 38.5%.</p>	ANet Interim Assessments	We will close the achievement gaps in literacy by focusing on culturally responsive teaching strategies, effective data analysis, and universal guided reading practices.
		READ	<p>The percentage of students in grades Kindergarten through 3rd grade reading At or Above Grade Level decreased from 74% in 2014 to 73% in 2015.</p>	<p>The percentage of students in grades K-3 reading At/Above Grade Level will increase from 73% to 80% or above.</p>	<p>The percentage of students in grades K-3 reading At/Above Grade Level will remain at 80% or above.</p>	DRA2, Running Records, Monthly Progress Monitoring Data, Istation	We will close the achievement gaps in literacy by focusing on culturally responsive teaching strategies, effective data analysis, and universal guided reading practices.
		M					
		S					

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Academic Growth	Median Growth Percentile, TCAP, CMAS/PARCC, ACCESS, local measures	ELA					
		M					
		ELP					
Academic Growth Gaps	Median Growth Percentile, local measures	ELA					
		M					
Postsecondary & Workforce Readiness	Graduation Rate						
	Disag. Grad Rate						
	Dropout Rate						
	Mean CO ACT						
	Other PWR Measures						

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Action Planning Form for 2015-16 and 2016-17

Directions: Identify the major improvement strategy(s) for 2015-16 and 2016-17 that will address the root cause(s) determined in Section III. For each major improvement strategy, identify the root cause(s) that the major improvement strategy 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. Additional rows for action steps may be added. While the template provides space for three major improvement strategies, additional major improvement strategies may also be added. To keep the work manageable, however, it is recommended that schools focus on no more than 3 to 5 major improvement strategies.

Major Improvement Strategy #1: We will close the achievement gaps and increase overall student growth in literacy by focusing on effective data analysis, and universal literacy practices embedded in culturally responsive teaching..

Root Cause(s) Addressed: Teachers have not yet mastered a data analysis process that focuses on meeting the instructional needs and culturally responsive teaching practices for individual students who are not meeting grade level expectations.

Teachers are not consistently implementing teaching strategies related to meeting the needs of second language learners.

Teachers are not using consistent and universal, research-based practices for guided reading.

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

- State Accreditation
 Title I Focus School
 Tiered Intervention Grant (TIG)
 Diagnostic Review Grant
 School Improvement Support Grant
 READ Act Requirements
 Other: _____

Description of Action Steps to Implement the Major Improvement Strategy	Timeline		Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
	2015-16	2016-17				
Data Analysis Team Meetings 1. Effective implementation of DDI protocol 2. Analysis of individual student needs in reading 3. Use of common formative assessments in reading 4. Implementation of effective teaching strategies to meet individual students needs and gaps in reading performance		August 2016- June 2017	Teachers Principal Asst. Principal Team Lead	School Budget as needed	Teacher team completion of protocol worksheet on Google drive for each meeting starting August 2016 (Teachers) Monthly completion of DDI rubric starting August 2016 (Administrators and Teachers) Observation notes indicating consistent implementation of identified teaching to address student performance gaps (Administration)	In Progress

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<p>Universal guided reading instruction</p> <ol style="list-style-type: none"> 1. Teachers K-5 will implement universal best practice in guided reading based on Guided Reading Plus and evidenced based best practices in guided reading 2. Administration will provide feedback on guided reading practices at least one time per month in observation/feedback cycles <ol style="list-style-type: none"> 1. Teachers will have monthly guided reading data meetings to address the needs of individual students. 2. Professional development in guided reading practice 		<p>August 2016- June 2017</p>	<p>Teachers Principal Assistant Principal Principal Team Lead Team Specialists</p>	<p>School budget as needed</p>	<p>Record of monthly guided reading practice feedback and action steps</p> <p>Monthly guided reading meeting notes and action steps</p>	<p>Not yet begun</p>
<p>Implementation of new Benchmark and EL curriculum specifically aligned to the elements of literacy best practice as outlined in the DPS early literacy plan and common core state standards</p> <ol style="list-style-type: none"> 1. Schedule will provide time for implementation of all of the elements of best practices in literacy 2. Observation/Feedback cycles will focus on elements of best practices in literacy 3. Teachers will receive professional development in Benchmark Curriculum 		<p>August 2016- August 2017</p>	<p>Teachers Principal Assistant Principal Principal Team Lead Team Specialists District Personnel</p>	<p>School Budget as needed</p>	<p>Record of observation, feedback and action steps related to literacy instruction</p> <p>Attendance sheets for professional development</p> <p>Record of actions steps developed in professional development sessions</p>	<p>Not yet begun</p>

4. Professional Development in reading instruction					

* Note: These two columns are not required to meet state or federal accountability requirements, though completion is encouraged. "Status of Action Step" may be required for certain grants

Major Improvement Strategy #2: Provide equitable and inclusive environments where we ensure students are healthy, supported, engaged, challenged, safe and socially and emotionally intelligent.

Root Cause(s) Addressed:

Current school systems are not fully in place to support the full development of equitable practices, social/emotional needs, effective discipline practices, bullying, and family engagement

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

- State Accreditation
 Title I Focus School
 Tiered Intervention Grant (TIG)
 Diagnostic Review Grant
 School Improvement Support Grant
 READ Act Requirements
 Other: _____

Description of Action Steps to Implement the Major Improvement Strategy	Timeline		Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
	2015-16	2016-17				
Implementation of a universal pedagogy for school culture 1. School will develop universal practices based on Conscious discipline 2. Teachers will implement practices aligned with Conscious Discipline		August 2016- August 2017	Teachers Principal Assistant Principal School Counselor School Psychologist	School Budget as Needed	Use of Conscious Discipline rubrics to monitor progress toward the components of the program.	Not yet begun
Development of a detailed and universal process for the management of student conduct		August 2016-	Teachers Principal	School Budget as Needed	Use of SWISS program to track data on discipline	Not yet begun

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1. Teacher and staff will follow specific guidelines as laid out in the Lowry discipline manual when addressing issues related to student conduct		August 2017	Assistant Principal		practices and use of Conscious Discipline Monitoring data related to student referrals	
Professional Development in Culturally Responsive Teaching Practices 2. Teachers will engage in PD with from the Lowry Equity Team and the office of Equity and inclusion 3. Teachers will show changes in practice that reveal an understanding of culturally responsive teaching practices 4. Administration will address culturally responsive teaching practices in every observation		August 2016- August 2017	Teachers Principal Assistant Principal Equity Team Members	School Budget as Needed	Teacher sign in for PD on Cultural Responsive Instructional Strategies and learning environment. Record of Classroom observational data specifically connected to culturally responsive practices	In progress
Implementation of effective systems of PBIS 1. Development of a matrix with implementation timeline for systems related to PBIS		August 2016- August 2017	Principal Assistant Principal PBIS Committee	School Budget as Needed	BOQ documentation bi-monthly	In progress
Development of family engagement plan based on the framework of Joyce Epstein		August 2016- August 2017	Principal Assistant Principal CSC Parent Action Committee	School Budget as Needed PTO budget support	Action steps completed as developed by the Parent Action Committee	In progress

* Note: These two columns are not required to meet state or federal accountability requirements, though completion is encouraged. "Status of Action Step" may be required for certain grants.

Major Improvement Strategy #3: _____ Root Cause(s) Addressed: _____

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

- State Accreditation
 Title I Focus School
 Tiered Intervention Grant (TIG)
 Diagnostic Review Grant
 School Improvement Support Grant
 READ Act Requirements
 Other: _____

Description of Action Steps to Implement the Major Improvement Strategy	Timeline		Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
	2015-16	2016-17				

* Note: These two columns are not required to meet state or federal accountability requirements, though completion is encouraged. "Status of Action Step" may be required for certain grants.

Section V: Appendices

Some schools will need to provide additional forms to document accountability or grant requirements:

- Additional Requirements for Turnaround Status Under State Accountability (Required)
- Tiered Intervention Grantee (TIG) (Required)
- Title I Schoolwide Program. *Important Notice: The schoolwide addendum is one of several ways to document how a school is meeting the Title I schoolwide requirements. While schools operating a Title I schoolwide program must have a plan, use of the UIP addendum is optional. The Federal Programs Unit and the Improvement Planning Unit will be offering training in fall 2015 on schoolwide requirements and the possible pathways to meet those requirements.*

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