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**MCGRAW  
ELEMENTARY  
SCHOOL UIP  
2017-18**

District: **POUDRE R-1** | Org ID: **1550** | School ID: **5688** | Framework:  
**Performance Plan: Meets 95% Participation | Draft UIP**

## Colorado's Unified Improvement Plan for School

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### Executive Summary

#### How are students performing? Where will the school focus 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, PWR), where the School did not meet federal, state and/or local expectations.

**Name:** Academic Growth

**Description:** Increase the median growth percentile for all students in ELA.

**Name:** Academic Achievement

**Description:** Maintain or increase the percentage of students who meet expectations on required state and district ELA and Math assessments.

#### Why is the education system continuing to have these challenges?

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

**Name:** Alignment of curriculum and instruction

**Description:** We need to continue to strengthen the alignment of curriculum and instruction within and across grade levels and in collaboration with interventionists.

**Name:** MTSS Processes

**Description:** We need to continue to strengthen our MTSS process to ensure that all students have access to consistent universal instruction. This will also build capacity in all teachers to: 1. differentiate instruction at the universal level 2. provide targeted, explicit instruction to address growth gaps 3. utilize formative assessment data to drive instructional decisions.

## Major Improvement Strategies

Major Improvement Strategies: Identify the major improvement strategy(s) that will address the root causes determined in the data narrative.

**Name:** Alignment of Curriculum and Instruction

**Description:** Further aligned curriculum and instruction within and across grade levels and in collaboration with interventionists that ensures that learning goals and strategies for individual students are implemented with consistency and fidelity across settings (whole class, small-group, push-in to general classroom, pull-out instruction, 1-1 instruction).

**Name:** MTSS Processes

**Description:** Enhanced MTSS process that: 1. ensures that all students have access to consistent, high-quality universal instruction designed to address their individual needs 2. builds capacity in all teachers to differentiate instruction at the universal level 3. builds capacity in all teachers to provide targeted, explicit instruction that addresses growth gaps 4. builds capacity in all teachers to strategically utilize formative assessment data to drive instructional decisions.

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

## Improvement Plan Information

Additional Information about the school

### Comprehensive Review and Selected Grant History

### Improvement Plan Information

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

State Accreditation

### School Contact Information

Amy Smith  
Principal  
4800 Hinsdale Drive  
Fort Collins CO 80526  
Phone: (970) 488-8335

## Narrative on Data Analysis and Root Cause Identification

### Description of school Setting and Process for Data Analysis

Provide a brief description of the school to set the context for readers. Include the general process for developing the UIP and participants (e.g., SAC involvement). The description may include demographics and local context, such as location, performance status, notable recent events or changes, stakeholders involved in writing the UIP, and an overview of the general process.

*McGraw Elementary is an International Baccalaureate (IB) World School serving 420 students in grades K-5. McGraw has been authorized to offer the IB Primary Years Program since 2000. During the 2016-2017 school year, 18.6% of McGraw students qualified for free/reduced lunch and 5.3% were identified as English Language Learners. 7% of current students have IEPs and 4.9% are identified as Gifted and Talented.*

#### **Race/Ethnicity Breakdown**

<i>Alaska Native</i>	<i>0.42%</i>
<i>Asian</i>	<i>2.5%</i>
<i>Hispanic</i>	<i>10.2%</i>
<i>Black/African American</i>	<i>0.63%</i>
<i>Native Hawaiian or other Pacific Islander</i>	<i>NA</i>
<i>Two or More</i>	<i>4.0%</i>
<i>White</i>	<i>82.08%</i>

*The McGraw School Accountability Committee meets at least four times each year. The SAC reviews the school performance framework provided by CDE to identify and explore trends. The building MTSS team, grade level teams, interventionists, and building administrators meet regularly to analyze student data and adjust instructional practices/interventions to address the needs of groups and individual students. A school leadership/IB coordination team made up of staff members representing each grade level meets at least monthly to help plan next steps for school-wide improvement. In addition, parents are provided ongoing opportunities to give feedback about various aspects of their child's learning. This data is shared and discussed with the SAC, school leadership team and entire staff. Input from all of the above groups is used to identify and prioritize improvement strategies for the school UIP.*

### Prior Year Targets

Consider the previous year's progress toward the school targets. Identify the overall magnitude of the school performance challenges.

#### **Performance Indicator: Disaggregated Growth**

*Prior Year Target: Academic Growth Gaps: Median growth percentile of at least 55 for all subgroups in Writing.*

**Performance:** As we transitioned from TCAP to CMAS, our focus shifted from improving Writing in isolation to English Language Arts growth as a whole. Our most recent ELA academic growth for all subgroups met or exceeded the median growth percentile.

## Disaggregated Growth Reflection

We believe that our staff's horizontal and vertical alignment of Writing expectations, collaboration around Writing instructional practices, providing specific actionable feedback to students, and targeted Writing interventions contributed to students' strong overall academic growth across all subgroups, as reflected in CMAS ELA results.

### Current Performance

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 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.

According to the new School Performance Framework, McGraw Elementary earned 89.2 out of 100 points on the 1-Year SPF report and 86.1 out of 100 points on the Multi-Year SPF report, receiving a Performance Plan assignment. According to both reports, McGraw exceeded state expectations in Academic Achievement in ELA, Math and Science and exceeded or met expectations in Academic Growth in ELA and Math. We are especially proud of our 100% CMAS participation rates in all subject areas.

### McGraw Students Who Met or Exceeded State Expectations – Academic Achievement

	2014-2015	2015-2016	2016-2017
<b>Reading/Writing (ELA) (3rd-5th)</b>	69%	64%	68%
<b>Math (3rd-5th)</b>	58%	59%	64%
<b>Science (5th)</b>	60%	69%	67%

### One-Year and Multi-Year SPF School State Percentile Rank – Academic Achievement

	2016-2017	Multi-Year
<b>ELA (3rd - 5th)</b>	93 (rating = "Exceeds")	92 (rating = "Exceeds")
<b>Math (3rd - 5th)</b>	92 (rating = "Exceeds")	91 (rating = "Exceeds")
<b>Science (5th)</b>	91 (rating = "Exceeds")	92 (rating = "Exceeds")

### SPF Median Growth Percentiles – Academic Growth

	2015-2016	2016-2017	Multi-Year
<b>ELA (4th-5th)</b>	55 (rating = "Meets")	63.5 (rating = "Meets")	60 (rating = "Meets")
<b>Math</b>	60 (rating =	75 (rating =	70 (rating =

(4th-5th)	"Meets"	"Exceeds"	"Exceeds"
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We would like to achieve an overall SPF Median Growth Percentile rating of "Exceeds" in ELA.

### Trend Analysis

Review the DPF and local data. Document any areas where the school did not at least meet state/federal expectations.

Over the past three years, McGraw students have achieved an overall SPF Median Growth Percentile rating of "Exceeds" in Math and an overall SPF Median Growth Percentile rating of "Meets" in ELA.

*Trend Direction: Stable - Notable Trend: Yes - Performance Indicator Target: Academic Growth*

Over the past three years, McGraw students in the following sub-groups have achieved an overall SPF Median Growth Percentile rating of "Exceeds" in Math and an overall SPF Median Growth Percentile rating of "Meets" in ELA: English Learners, Free/Reduced-Price lunch Eligible. Minority students have achieved a Median Growth Percentile rating of "Exceeds" in both ELA and Math.

*Trend Direction: Stable - Notable Trend: Yes - Performance Indicator Target: Disaggregated Growth*

### Priority Performance Challenges and Root Cause Analysis

Review the DPF and local data. Document any areas where the school did not at least meet state/federal expectations. Priority Performance Challenges and Root Cause Analysis 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. Root Cause: 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 strategies is recommended.

## Relationship of UIP Elements

### Priority Performance Challenges

### Root Cause

Academic Growth

Alignment of curriculum and instruction  
MTSS Processes

## Root Causes

*Priority Performance Challenge:* Academic Growth

### **Alignment of curriculum and instruction**

We need to continue to strengthen the alignment of curriculum and instruction within and across grade levels and in collaboration with interventionists.

### **MTSS Processes**

We need to continue to strengthen our MTSS process to ensure that all students have access to consistent universal instruction. This will also build capacity in all teachers to: 1. differentiate instruction at the universal level 2. provide targeted, explicit instruction to address growth gaps 3. utilize formative assessment data to drive instructional decisions.

*Priority Performance Challenge:* Academic Achievement

### **Alignment of curriculum and instruction**

We need to continue to strengthen the alignment of curriculum and instruction within and across grade levels and in collaboration with interventionists.

### **MTSS Processes**

We need to continue to strengthen our MTSS process to ensure that all students have access to consistent universal instruction. This will also build capacity in all teachers to: 1. differentiate instruction at the universal level 2. provide targeted, explicit instruction to address growth gaps 3. utilize formative assessment data to drive instructional decisions.

**Provide a rationale for why these challenges have been selected and address the magnitude of the overall performance challenges:**

While we are pleased with students' overall academic achievement, we strive to ensure high expectations for each individual student at McGraw, regardless of that students' background or specific learning needs. As we continue to refine staff collaboration, professional learning and curriculum alignment systems at our school the expected outcome is improved academic achievement for all students.

While our students' academic growth in Math across all subgroups consistently exceeds state expectations, we believe that our students are also capable of exceeding expectations in ELA. We believe that a more strategic focus on the ELA growth of our students, especially in grades 3-5, will allow us to move from a rating of "Meets" to "Exceeds" in ELA for our overall student population and across all subgroups.

**Provide a rationale for how these Root Causes were selected and verified:**

Our staff has identified the need to further strengthen the collaboration between grade level teachers and interventionists to ensure that learning goals and strategies for individual students are implemented with consistency and fidelity across settings (whole class, small-group, push-in to general classroom, pull-out instruction, 1-1 instruction). We are revising/developing common approaches and strategies to enhance the collaboration between grade level teachers and interventionists.

While we have an effective overall MTSS process at McGraw, we feel that we can strengthen the early stages of the process - before students are referred to the MTSS team through the continued development of strong grade level PLCs (impact teams). This will empower teachers to more strategically apply formative assessment data to design instructional accommodations and interventions in the general classroom.

**Action Plans**

**School Target Setting**

**Directions:** Schools are expected to set their own annual targets for academic achievement, academic growth, and postsecondary and workforce readiness. At a minimum, schools should set targets for each of the performance indicators where state expectations are not met; targets should also be connected to prioritized performance challenges. 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.

Priority Performance Challenge : Academic Growth

<b>Performance Indicator:</b>	Academic Growth
<b>Measures / Metrics:</b>	ELA

<b>Annual Performance Targets</b>	<b>2017-2018:</b>	Increase the percentage of 4th and 5th grade students who meet or exceed the Median Growth Percentile in ELA.
	<b>2018-2019:</b>	Increase the percentage of 4th and 5th grade students who meet or exceed the Median Growth Percentile in ELA.
<b>Interim Measures for 2017-2018:</b>		MAP Reading, STAR Reading, formative assessments, unit assessments

Priority Performance Challenge : Academic Achievement

<b>Performance Indicator:</b>		Academic Achievement (Status)
<b>Measures / Metrics:</b>		ELA
<b>Annual Performance Targets</b>	<b>2017-2018:</b>	Increase the percentage of students who meet expectations on required state and district ELA assessments.
	<b>2018-2019:</b>	Increase the percentage of students who meet expectations on required state and district ELA assessments.
<b>Interim Measures for 2017-2018:</b>		MAP Reading, DIBELS, STAR Reading, Star Early Literacy

**Planning Form**

<b>Major Improvement Strategy Name:</b>	Alignment of Curriculum and Instruction
<b>Major Improvement Strategy Description:</b>	Further aligned curriculum and instruction within and across grade levels and in collaboration with interventionists that ensures that learning goals and strategies for individual students are implemented with consistency and fidelity across settings (whole class, small-group, push-in to general classroom, pull-out instruction, 1-1 instruction).

**Associated Root Causes:**

**Alignment of curriculum and instruction:** We need to continue to strengthen the alignment of curriculum and instruction within and across grade levels and in collaboration with interventionists.

<b>Action Steps Associated with MIS</b>						
<b>Name</b>	<b>Description</b>	<b>Start/End Date</b>	<b>Resource</b>	<b>Key Personnel</b>	<b>Status</b>	<b>School Year</b>
Highly Effective Teams	Teams agree upon when and what to focus on during their weekly/monthly PLC meetings	08/16/2017 05/31/2018	Site Funds; Grade Level and Whole Staff Meetings and Collaboration Days	Grade Level Teachers; Administrators; MTSS Team	In Progress	This School Year
Collaboration with Interventionists	Interventionists collaborate with classroom teacher(s) as needed throughout the year.	08/16/2017 05/31/2018	Site Funds; Grade Level and Whole Staff Meetings and Collaboration Days	Grade Level Teachers; Interventionists; Administrators	In Progress	This School Year
Transdisciplinary Learning	IB Coordinators share grade level practices and take discussions back to grade level teams to build capacity in this area.	09/29/2017 05/31/2018	Site IB Funds; Standards-Based Learning Funds; Grade Level Unit of Inquiry Reflection Meetings; Whole Staff Meetings and Collaboration Days	Grade Level Teams; School IB Coordinator; Administrators	In Progress	This School Year
Vertical Review and articulation of ELA Standards	Ongoing discussions during PLC time, staff meetings, and collaboration days as needed.	08/16/2018 05/31/2019	Site Funds; Whole Staff Meetings and Collaboration Days; Grade Level Meetings	Grade Level Teams; Interventionists; School IB Coordinator; Administrators	Not Started	Next School Year

<b>Implementation Benchmark Associated with MIS</b>						
<b>Action Step Name (Association)</b>	<b>IB Name</b>	<b>Description</b>	<b>Start/End/Repeats</b>	<b>Key Personnel</b>	<b>Status</b>	<b>School Year</b>

Highly Effective Teams,	Observation and reflection	Admin team will observe and provide regular feedback	09/01/2017 Monthly	School admin and staff	Partially Met	This School Year
Collaboration with Interventionists,	Observation	Admin and interventionists will work with grade level teams	09/01/2017 Monthly	Grade level teachers and interventionists	Partially Met	This School Year
Transdisciplinary Learning,	IB Coordinator Meetings/Weekly grade level meetings	IB Coordinators will share and vertically articulate transdisciplinary practices	09/01/2017 Monthly	Whole Staff	Partially Met	This School Year
Vertical Review and articulation of ELA Standards,	Staff Planning and Reflection	Staff will use common planning time and collaboration time to vertically plan and share best practices with ELA standards	08/16/2018 05/24/2019 Monthly	Grade level teachers and interventionists		Next School Year
<b>Major Improvement Strategy Name:</b>	MTSS Processes					
<b>Major Improvement Strategy Description:</b>	Enhanced MTSS process that: 1. ensures that all students have access to consistent, high-quality universal instruction designed to address their individual needs 2. builds capacity in all teachers to differentiate instruction at the universal level 3. builds capacity in all teachers to provide targeted, explicit instruction that addresses growth gaps 4. builds capacity in all teachers to strategically utilize formative assessment data to drive instructional decisions.					

**Associated Root Causes:**

**MTSS Processes:** We need to continue to strengthen our MTSS process to ensure that all students have access to consistent universal instruction. This will also build capacity in all teachers to: 1. differentiate instruction at the universal level 2. provide targeted, explicit instruction to address growth gaps 3. utilize formative assessment data to drive instructional decisions.



<b>Action Steps Associated with MIS</b>						
<b>Name</b>	<b>Description</b>	<b>Start/End Date</b>	<b>Resource</b>	<b>Key Personnel</b>	<b>Status</b>	<b>School Year</b>
Grade Level PLCs	Teams agree upon when and what to focus on during weekly collaborative planning time as determined by ongoing student assessment.	08/16/2017 05/25/2018	Site Funds; Grade Level and Whole Staff Meetings and Collaboration Days	Grade Level Teachers, Interventionists, Administrators	In Progress	This School Year
Common Formative Assessments	Grade Level Teams strategically analyze results of common formative assessments to make instructional decisions and plan interventions.	08/16/2017 05/25/2018	Site Funds; Grade Level and Whole Staff Meetings and Collaboration Days	Grade Level Teachers, Interventionists, Administrators	In Progress	This School Year

### **Implementation Benchmark Associated with MIS**

<b>Action Step Name (Association)</b>	<b>IB Name</b>	<b>Description</b>	<b>Start/End/Repeats</b>	<b>Key Personnel</b>	<b>Status</b>	<b>School Year</b>
Grade Level PLCs,	Observation and reflection	Admin team will observe and provide regular feedback	09/01/2017 Monthly	Grade level teams and school admin	Partially Met	This School Year
Common Formative Assessments,	Observation	Admin and interventionists will support and work with grade level teams to analyze data	09/01/2017 Monthly	Grade level teams, interventionists and school admin	Partially Met	This School Year

and make  
instructional  
decisions

## **Attachments List**

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~V2\_MCGRAW ELEMENTARY SCHOOL UIP 2017-18 - 10/9/2017 12:19 PM.pdf