

School Improvement Plans for
Granger Elementary School and
McKinnon Elementary School



GRANGER
ELEMENTARY SCHOOL

**Missions: Educating and Inspiring
All Learners**
**Visions: Growth - Achievement –
Success...EVERY DAY!**



McKINNON
ELEMENTARY SCHOOL

**Educating and inspiring all learners to
achieve their fullest potential**
**Providing opportunities for success,
personal growth, and academic
achievement every day**

Granger, Wyoming and McKinnon, Wyoming
Mrs. Cathy Hemker, Principal

2017-2018

PLAN SIGNATURES

_____ **Signature on file** _____

District Superintendent

_____ **Signature on file** _____

District Board Chairman

_____ **Signature on file** _____

WAEA School Improvement Representative

_____ **Signature on file** _____

GOAL 1: The Median Student Growth Percentile (MGP) at both schools will meet or exceed typical growth (45 or greater) in both Math and Reading on the 2017-2018 WAEA School Performance Report.

GOAL 2: The MGP for students in the consolidated sub-groups at both schools will meet or exceed Equity expectations (47 or greater) in both Math and Reading on the 2017-2018 WAEA School Performance Report.

GOAL 3: The percentages of third and fourth grade students Proficient or Advanced on PAWS Math, Reading and Science at both schools will meet or exceed Achievement expectations (52 or greater) on the 2017-2018 WAEA School Performance Report.

METHOD: Teachers will implement research-based strategies for increased academic achievement.

Strategies to Implement the Intervention	Timeline	Resources	Benchmarks
We will use DIBELS Next Benchmark Assessments to determine which students are most in need of Tier 2 or Tier 3 Literacy Interventions right away at the beginning of the school year.	August 28-September 8	Instructional Facilitator	Specific skill deficits identified, Progress monitoring implemented, results discussed monthly
Professional Development regarding the district's new Instructional Framework (instructor behaviors expected to be implemented daily, frequently, and never) and the district's new Instructional Model (standards-based learning targets and success criteria, formative assessments, high engagement and effective instructional strategies, differentiation, data review, re-teaching and enrichments)	August-October 2017	Assistant Superintendent, Principal, Instructional Facilitator, Teachers, Paraprofessionals	Instruction regarding purposeful lesson planning, determination of personal professional development goals relating to quality instruction, clarity regarding teacher behaviors that should be evident daily, the new instructional frameworks for teachers and paraprofessionals
Data analysis to determine specific academic deficiencies for small groups of students, to identify the necessary targeted instruction indicated, and to implement aligned progress monitoring plans	3-4 times a year August 2017-May 2018	Principal, Instructional Facilitator, Teachers, and results from PAWS, MAP, WyTOPP	Analyses of the results from: PAWS 2017, MAP data, quarterly district Common Assessments, WyTOPP modular, interim and summative assessments, and progress monitoring
Professional Development regarding the research-proven classroom strategies explained in Robert Marzano's book titled The Art and Science of Teaching	January-May 2018	Principal, Instructional Facilitator, Teachers, Paraprofessionals	Access to Marzano's online Compendium of Instructional Strategies, plus the reproducibles and other free resources on the website http://www.marzanoresearch.com/
Teachers will use frequent formative assessments to help decide which students need additional instructional time or interventions, and which are ready for more challenging enrichments	Fall 2017-May 2018	Teachers, Principal, Instructional Facilitator, Paraprofessionals	Daily informal and unobtrusive observations, as well as the collected progress-monitoring data done every other week.

Strategies to Implement the Intervention	Timeline	Resources	Benchmarks
<p>Effective use of the district’s Priority Standards, Curriculum Maps, and Common Assessments as a way to provide a guaranteed and viable curriculum to all of our students while simultaneously providing helpful input for improvements and revisions to those district documents already in place</p>	<p>Fall 2017- May 2018</p>	<p>Teachers, Principal, Instructional Facilitator, Paraprofessionals</p>	<p>Reminders of how to access the district curriculum maps, when to give the common assessments, how to provide feedback for revisions, guidance and collaboration regarding how to use the results for future lessons</p>
<p>Classroom observations to provide specific feedback to teachers regarding their fidelity implementing expectations detailed in the district’s new Instructional Framework and the district’s new Instructional Model, with thorough lesson plans always available for view by the principal</p>	<p>October 2017-May 2018</p>	<p>Teachers, Principal, Instructional Facilitator</p>	<p>Development and distribution of district’s Walk-through Feedback form, and regular classroom observations</p>