Wyoming School Comprehensive Plans for
Granger Elementary School and
McKinnon Elementary School

GRANGER ELEMENTARY SCHOOL

McKINNON ELEMENTARY SCHOOL

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

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

2016-2017

PLAN SIGNATURES

_____Signature on file_____

District Superintendent

_____ Signature on file _____

District Board Chairman

_____ Signature on file _____

WAEA School Improvement Representative

_____ Signature on file _____

Plan Year 2016-2017

DISCLAIMER

This comprehensive plan was developed by the Wyoming Department of Education (WDE) in cooperation with AdvancED Wyoming to align state and federal plan requirements to a common framework. This document meets the requirements of both the WDE and AdvancED for school continuous improvement.

TABLE OF CONTENTS

DOMAIN 1: TEACHING AND LEARNING

(AdvancED Standard 3: Teaching and Assessing for Learning)

Standards and Curriculum (3.1)

The school's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level. (3.1 Rubric)	**Acceptable**

Monitoring and Adjusting Curriculum, Instruction and Assessment (3.2)

Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice. (3.2 Rubric)	**Acceptable**

Instructional Strategies that Engage Students (3.3)

Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations. (3.3 Rubric)	**Acceptable**

Instructional Leadership (3.4)

School leaders monitor and support the improvement of instructional practices of teachers to ensure student success. (3.4 Rubric)	**Acceptable**

Collaborative Learning Community (3.5)

Teachers participate in collaborative learning communities to improve instruction and student learning. (3.5 Rubric)	**Acceptable**

Instructional Process (3.6)

Teachers implement the school's instructional process in support of student learning. (3.6 Rubric)	**Acceptable**

Mentoring, Coaching and Induction (3.7)

Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning. (3.7 Rubric)	**Acceptable**

Family Engagement (3.8)

The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress. (3.8 Rubric)	**Acceptable**

Student Advocacy Structure (3.9)

The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience. (3.9 Rubric)	**Acceptable**

Grading and Reporting (3.10)

Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses. (3.10 Rubric)	**Acceptable**

Professional Learning (3.11)

All staff members participate in a continuous program of professional learning. (3.11 Rubric)	**Acceptable**

Learning Support Services (3.12)

The school provides and coordinates learning support services to meet the unique learning needs of students. (3.12 Rubric)	**Acceptable**

(AdvancED Standard 5: Using Data for Continuous Improvement)

Student Assessment System (5.1)

The school establishes and maintains a clearly defined and comprehensive student assessment system. (5.1 Rubric)	**Acceptable**

Collecting, Analyzing and Applying Learning from a Range of Data Sources (5.2)

Professional and support staff continuously collect, analyze, and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions. (5.2 Rubric)	**Acceptable**

Training in the Interpretation and Use of Data (5.3)

Professional and support staff are trained in the evaluation, interpretation, and use of data. (5.3 Rubric)	**Acceptable**

Determining Verifiable Improvement in Student Learning (5.4)

The school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level. (5.4 Rubric)	**Acceptable**

Communicating School Performance (5.5)

Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders. (5.5 Rubric)	**Acceptable**

DOMAIN 2: LEADERSHIP CAPACITY

(AdvancED Standard 1: Purpose and Direction)

Purpose Revision Process (1.1)

The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success. (1.1 Rubric)	**Acceptable**

Culture Based on Shared Values and Beliefs (1.2)

The school leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills. (1.2 Rubric)	**Acceptable**

School Improvement Process (1.3)

The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning. (1.3 Rubric)	**Acceptable**

(AdvancED Standard 2: Leadership)

Board Policies and Practices (2.1)

Board Policies and Practices: The governing body establishes policies and supports practices that ensure effective administration of the school. (2.1 Rubric)	**Acceptable**

District Board Operations (2.2)

District Board Operations: The governing body operates responsibly and functions effectively. (2.2 Rubric)	**Acceptable**

Leadership Autonomy (2.3)

The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively. (2.3 Rubric)	**Acceptable**

Leaders and Staff Foster Culture (2.4)

Leadership and staff foster a culture consistent with the system's purpose and direction. (2.4 Rubric)	**Acceptable**

Stakeholder Engagement (2.5)

Leadership engages stakeholders effectively in support of the school's purpose and direction. (2.5 Rubric)	**Acceptable**

Leader and Staff Evaluation (2.6)

Leadership and staff supervision and evaluation processes result in improved professional practice in all areas of the system and improved student success. (2.6 Rubric)	**Acceptable**

DOMAIN 3: RESOURCE UTILIZATION

(AdvancED Standard 4: Resources and Support Systems)

Staff Recruiting and Retention (4.1)

Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose, direction, and the educational program. (4.1 Rubric)	**Acceptable**

Sufficient Resources (4.2)

Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school. (4.2 Rubric)	**Acceptable**

Safe, Clean and Healthy Environment (4.3)

The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff. (4.3 Rubric)	**Acceptable**

Information Resources (4.4)

Students and school personnel use a range of media and information resources to support the school's educational programs. (4.4 Rubric)	**Acceptable**

Technology Resources (4.5)

The technology infrastructure supports the school's teaching, learning, and operational needs. (4.5 Rubric)	**Acceptable**

Supports to Meet Physical, Social and Emotional Needs (4.6)

The school provides support services to meet the physical, social, and emotional needs of the student population being served. (4.6 Rubric)	**Acceptable**

Services to Support Student Educational Needs (4.7)

The school provides services that support the counseling, assessment, referral, educational, and career planning needs of all students. (4.7 Rubric)	**Acceptable**

Granger and McKinnon School Improvement Plan

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 2016-2017 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 2016-2017 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 expectations (52 or greater) on the 2016-2017 WAEA School Performance Report.**

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

Strategies to Implement the Intervention	Timeline	Resources	Benchmarks
Math Number Talks will be modeled by Linda Gojak, who will also provide feedback to classroom teachers conducting Number Talks aligned to the focus, coherence and rigor of the Common Core State Standards	September 2016	District Funds, Principal, Facilitator, Teachers	
Ongoing support will be provided to Teachers regarding the proper usage of enVisionmath 2.0 curricular resources	August 2016-May 2017	Principal, Facilitator	
Continued training in Learning Targets will be provided by LeAnn Nickelsen to help Teachers understand the importance of planning and sharing with their students a clear purpose for every lesson	August 11 and 12, 2016	District Funds, Principal, Facilitator, Teachers	
Specific Learning Targets will be written by Teachers into their lesson plans, shared with students, and integrated into all academic lessons	September 2016- May 2017	Principal, Facilitator, Teachers	.

Evidence: **Principal observation and attendance at all these sessions will verify participation. Principal and Facilitator will observe classroom instruction for CCSS-aligned rigor and focus, Number Talks and Learning Targets, providing constructive feedback to Teachers.**

METHOD: Principal, Facilitator and Teachers will analyze student achievement and growth data at least three times per school year to provide students with appropriate reading and math instruction and interventions.

Strategies to Implement the Intervention	Timeline	Resources	Benchmarks
All PAWS results will be analyzed to determine our 3rd and 4th grade students' relative weaknesses on the Domains and Standards to provide targeted assistance	March 2016-August 2017	Principal, Facilitator, Teachers	
Principal, Facilitator, and Teachers will effectively analyze MAP data and reports.	December 2016- August 2017	Principal, Facilitator, Teachers	
Fall, Winter and Spring data from each student's MAP assessments will be analyzed for weaker performances in particular Goal Strands, indicating learning gaps in students' literacy and numeracy skills and guiding our instructional responses to those gaps.	Fall and Winter 2016, Spring and Fall 2017	Principal, Facilitator, Teachers	Data analysis 3 times a year after Fall, Winter, and Spring MAP testing to determine enrichment opportunities and appropriate prerequisite skills for any needed re-teaching
Teachers will use frequent formative assessments to help decide when to provide additional instructional time or interventions	Fall 2016-August 2017	Teachers, Principal, Facilitator	Daily-Weekly (See District Early Literacy Plan at http://www.swcsd2.org/apps/pages/index.jsp?type=d&uREC_ID=321375&pREC_ID=863960)

Evidence: Collected data analyses, progress-monitoring results, lesson plans, and teacher observation notes.

METHOD: Teachers will effectively use the district's Priority Standards, Curriculum Maps, and Common Assessments, plus effective lesson planning and Cooperative Learning strategies for increased engagement.

Strategies to Implement the Intervention	Timeline	Resources	Benchmarks
Jan Hoegh (from Marzano Research) will continue guiding us through formative assessment cycles, determining Priority Standards, and the processes related to the writing, piloting, revising and implementation of district Formative Assessments for those priority standards	September 2016-February 2017	District Funds, Curriculum Coordinator, Principal, Facilitator, Teachers	
Teachers will be trained in thorough lesson planning templates and processes	October 2016-February 2017	District Funds, LeAnn Nickelsen, Curriculum Coordinator, Principal, Facilitator, Teachers	
Kagan Cooperative Learning Structures will be appropriately incorporated into instruction on a regular basis to improve student learning and relationships, and to increase student engagement and achievement.	November 2016-May 2017	District Funds, Curriculum Coordinator, Principal, Facilitator, Teachers	Kagan Days 3 and 4 Training completed by Principal, Facilitator, and Teachers by Nov. 2016. Principal and Facilitator will support Teachers' usage of those structures
Instructional Facilitator and Principal will receive specific training on how to improve their skills in coaching effective classroom instruction	March 2017	District Funds, Curriculum Coordinator, Principal, Facilitator	

Evidence: Attendance records from the professional development sessions, Principal and Facilitator classroom observations, and collected lesson plans will verify lesson planning effectiveness and proper focus on Priority Standards, in addition to expected usage of formative assessment cycles, Common Assessments and Cooperative Learning Structures in classrooms.