

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 – Mrs. Anne Marie Covey, Principal

McKinnon, Wyoming - Mr. Trey Bailey, Principal

2018-2019

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 in both Math and Reading on the 2018-2019 WAEA School Performance Report.

GOAL 2: The MGP for students in the consolidated sub-groups at both schools will meet or exceed Equity expectations in both Math and Reading on the 2018-2019 WAEA School Performance Report.

GOAL 3: The percentages of third, fourth, and fifth grade students Proficient or Advanced on WY-TOPP Math, English/Language Arts and Science at both schools will meet or exceed Achievement expectations on the 2018-2019 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 WY-TOPP modular, interims, and classroom progress monitoring tools to determine which students are most in need of tier 2 and tier 3 interventions.	2018-2019 School Year	Principal	Specific skill deficits identified, progress monitoring implemented, results discussed monthly
Professional Development regarding the district’s Instructional Framework (instructor behaviors expected to be implemented daily, frequently, and never) and the district’s Instructional Model (standards-based learning targets and success criteria, formative assessments, high engagement and effective instructional strategies, differentiation, data review, re-teaching and enrichments)	2018-2019	Assistant Superintendent, Principal, 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
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 2018-May 2019	Teachers, Principal, Paraprofessionals	Daily informal and unobtrusive observations, as well as the collected progress-monitoring data done every other week.
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	Fall 2018-May 2019	Teachers, Principal, Paraprofessionals	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
Classroom observations to provide specific feedback to teachers regarding their fidelity implementing expectations detailed in the district’s Instructional Framework and the district’s Instructional Model, with thorough lesson plans always available for view by the principal	October 2018-May 2019	Teachers, Principal	Development and distribution of district’s Walk-through Feedback form, and regular classroom observations