

## **2022-23 TRHS School Improvement Plan**

### **VISION**

We will become Wyoming's premiere academic high school where excellence is the expectation in every endeavor.

### **MISSION**

We will ensure that ALL students develop character and learn at high levels as we prepare them for Point B success.

### **SCHOOLWIDE GOALS**

1. Exceed the state average on every WYTOPP and ACT test  
Measured by: WYTOPP and ACT
2. 100% of seniors will articulate their chosen Point B upon graduation.  
Measured by: Senior slideshow and senior exit survey results
3. Increase accountability for student learning  
Measured by: Weekly Down and Missing Assignment lists
4. Share teaching strategies and learn from each other  
Measured by: Staff climate survey and student growth results
5. Be the hub of community pride  
Measured by: Parent climate survey results

### **Strategic Goal: English Language Arts**

Last year, 15 eighth grade students did not achieve Proficiency on the WYTOPP ELA Test. This year, as ninth graders, we will move 5 of those students to Proficiency.

Last year, 7 ninth grade students did not achieve Proficiency on the WYTOPP ELA Test. This year, as tenth graders, we will move 3 of those students to Proficiency.

Action Steps	Responsibilities (Who will do what)	Resources (Funding/Time/People/Materials)	Timeline (By When)	Progress
1. Execute weekly collaborative team meetings to ensure	Content-Specific Collaborative Team Meetings: Social	Every Wednesday during common prep periods (54 minutes)	By quarter or by unit depending upon	Progress measured through the use

that all students are learning team identified essential skills	studies, language arts/sped, science, and math/sped.		collaborative team preference	of quarterly SMART Goals (developed by each collaborative team)
2. Use Formative Assessment (and analyze it during weekly collaborative team meetings) to identify students in need of every other Thursday I&E (check ups NOT autopsies).	Content-Specific Collaborative Team Meetings: Social studies, language arts/sped, science, and math/sped.	Every Wednesday during common prep periods (54 minutes)	By quarter or by unit depending upon collaborative team preference	Progress measured through the use of quarterly SMART Goals (developed by each collaborative team)
3. Create and execute a weekly reporting system that identifies students on the Down List and Missing Assignment List and work together to ensure that targeted students are receiving both the time and support needed to achieve grade level learning.	Colby will run the reports every Monday at 4:30	Lee Zimmer for PowerSchool support	Staff meeting will be held every Tuesday morning from 7:20 to 7:50. SIT Team meeting to follow at 8:00 with Michele, Dede, and Colby	Progress will be monitored by looking at the size of each list each week (the smaller the lists the better)

**Strategic Goal:** We will increase the percentage of proficient and advanced 9th grade Math students from 59% (April 2021) to 64% (April 2022). We will increase the percentage of proficient and advanced 10th grade Math students from 67% (April 2021) to 71% (April 2022).

Action Steps	Responsibilities (Who will do what)	Resources (Funding/Time/People/Materials)	Timeline (By When)	Progress
1. Execute weekly collaborative team meetings to ensure that	Content-Specific Collaborative Team Meetings:	Every Wednesday during common prep periods (54 minutes)	By quarter or by unit depending upon	Progress measured through the

all students are learning team identified essential skills	Social studies, language arts/sped, science, and math/sped.		collaborative team preference	use of quarterly SMART Goals (developed by each collaborative team)
2. Use Formative Assessment (and analyze it during weekly collaborative team meetings) to identify students in need of every other Thursday I&E (check ups NOT autopsies).	Content-Specific Collaborative Team Meetings: Social studies, language arts/sped, science, and math/sped.	Every Wednesday during common prep periods (54 minutes)	By quarter or by unit depending upon collaborative team preference	Progress measured through the use of quarterly SMART Goals (developed by each collaborative team)
3. Create and execute a weekly reporting system that identifies students on the Down List and Missing Assignment List, meet with staff each Tuesday, and work together to ensure that targeted students are receiving both the time and support needed to achieve grade level learning.	Colby will run the reports every Monday at 4:30	Lee Zimmer for PowerSchool support	Staff meeting will be held every Tuesday morning from 7:20 to 7:50. SIT Team meeting to follow at 8:00 with Michele, Dede, and Colby	Progress will be monitored by looking at the size of each list each week (the smaller the lists the better)

**Strategic Goal:** We will increase the percentage of proficient and advanced 10th grade Science students from 60% (April 2021) to 64% (April 2022).

Action Steps	Responsibilities (Who will do what)	Resources (Funding/Time/People/Materials)	Timeline (By When)	Progress
--------------	-------------------------------------	-------------------------------------------	--------------------	----------

1. Execute weekly collaborative team meetings to ensure that all students are learning team identified essential skills	Content-Specific Collaborative Team Meetings: Social studies, language arts/sped, science, and math/sped.	Every Wednesday during common prep periods (54 minutes)	By quarter or by unit depending upon collaborative team preference	Progress measured through the use of quarterly SMART Goals (developed by each collaborative team)
2. Use Formative Assessment (and analyze it during weekly collaborative team meetings) to identify students in need of every other Thursday I&E (check ups NOT autopsies).	Content-Specific Collaborative Team Meetings: Social studies, language arts/sped, science, and math/sped.	Every Wednesday during common prep periods (54 minutes)	By quarter or by unit depending upon collaborative team preference	Progress measured through the use of quarterly SMART Goals (developed by each collaborative team)
3. Create and execute a weekly reporting system that identifies students on the Down List and Missing Assignment List, meet with staff each Tuesday, and work together to ensure that targeted students are receiving both the time and support needed to achieve grade level learning.	Colby will run the reports every Monday at 4:30	Lee Zimmer for PowerSchool support	Staff meeting will be held every Tuesday morning from 7:20 to 7:50. SIT Team meeting to follow at 8:00 with Michele, Dede, and Colby	Progress will be monitored by looking at the size of each list each week (the smaller the lists the better)

**Strategic Goal:** The junior class will exceed the 2020-21 state average ACT composite score of 19.0.

Action Steps	Responsibilities (Who will do what)	Resources (Funding/Time/People/Materials)	Timeline (By When)	Progress
--------------	-------------------------------------	-------------------------------------------	--------------------	----------

1. Execute weekly collaborative team meetings to ensure that all students are learning team identified essential skills AND that they are being correctly identified for Thursday I & E.	Content-Specific Collaborative Team Meetings: Social studies, language arts/sped, science, and math/sped.	Every Wednesday during common prep periods (54 minutes)	By quarter or by unit depending upon collaborative team preference	Progress measured through the use of quarterly SMART Goals (developed by each collaborative team)
2. Use Formative Assessment (and analyze it during weekly collaborative team meetings) to identify students in need of every other Thursday I&E (check ups NOT autopsies).	Content-Specific Collaborative Team Meetings: Social studies, language arts/sped, science, and math/sped.	Every Wednesday during common prep periods (54 minutes)	By quarter or by unit depending upon collaborative team preference	Progress measured through the use of quarterly SMART Goals (developed by each collaborative team)
3. Provide weekly ACT Prep to 10th and 11th grade students and proctor the District ACT test to 11th graders in October.	Math Team, Science Team, Language Arts Team, and Colby/Dede	ACT Prep books for each content area  District pays for October ACT test	Weekly ACT Prep (every Wednesday) for students and one time District ACT test in October	Progress will be monitored based upon student growth from the Pre-ACT (April) to the District ACT (October) to the State ACT (April)

### Tongue River PAWS/WY-TOPP Results – ^Four-Year Trend

Subject Area	Grade Level	2016-17 Percent Pro/Adv PAWS	2017-18 Percent Pro/Adv WY-TOPP	2018-19 Percent Pro/Adv WY-TOPP	2020-21 Percent Pro/Adv WY-TOPP	2020-21 State Percent Pro/Adv WY-TOPP
Math	9	-	21.05*#	60.4	52.46	41.75
Math	10	-	43.75*	35.6#	61.22	44.70

ELA	9	-	26.32*#	68.8	73.77	52.23
ELA	10	-	43.75#	51.1#	59.18	51.91
Science	10	-	40.63#	40#	55.10	47.90

\*Below Wyoming goals established under ESSA guidelines

#Below State Average

^2019-20 State Assessment was cancelled by WDE due to Covid-19

<b>WAEA State Report Card - 2020-2021</b> <b>Tongue River High School School Performance Report</b>  Due to the COVID pandemic, WAEA School Performance Ratings and ESSA School Identifications were not calculated for the 2019-2020 and 2020-2021 school years.				
Indicator	Rating	ESSA Norm Category	Count of Students	Description
Growth	N/A	N/A		WAEA: The mean student growth percentile (MGP) in reading and math combined for all students in grades four through eight as measured from prior year PAWS to current year WY-TOPP.
				ESSA: The mean student growth percentile (MGP) in ELA and math combined for all students in grades four through ten.
Equity	N/A	N/A		The weighted mean student growth percentile (MGP) with MGP of students who scored in the bottom 25% of students on the prior year test weighted at 80% and the MGP of the remaining students weighted at 20%.
Achievement	Exceeds Target 62	Above Average 62.9	105	WAEA: The percent proficient or above on the state test in English language arts, mathematics and science.
				ESSA: The percent proficient or above on the state test in English language arts and mathematics.
ELP	N/A	N/A	0	The percent of English learners who met their annual progress goal for English language proficiency.
Extended Graduation	Exceeds Target 100	N/A	35	WAEA: Prior year extended graduation rate including the four year, on-time cohort plus all five, six and seven year graduates. This is a lagged indicator,
Four-Year On-Time Graduation	N/A	Above Average 100	35	ESSA: The prior year four year, on-time graduation rate. This is a lagged indicator.

<b>Post-Secondary Readiness</b>	<b>Below Target 54</b>	<b>Average 54.3</b>	35	The percent of all prior year graduates demonstrating college or career readiness. This is a lagged indicator.
<b>Grade 9 Credits</b>	<b>Exceeds Target 96</b>	N/A	49	WAEA Only: The percent of all prior year first year grade nine students who earned one fourth of the credits needed to graduate. This is a lagged indicator.

\*A school's achievement score may be lowered if the school does not meet the 95% participation rate requirement.

For more information about student performance on ACT, see Colby Lynch for the profile report.

**Table 1.2. Five Year Trends—Average ACT Scores**

Year	Number of Students Tested		Average ACT Scores									
	School	State	English		Mathematics		Reading		Science		Composite	
			School	State	School	State	School	State	School	State	School	State
2016-2017	21	6,161	20.1	18.6	19.5	19.5	20.4	20.2	20.1	20.0	20.0	19.7
2017-2018	31	6,129	18.0	18.4	18.4	19.2	18.5	19.9	18.9	19.8	18.6	19.5
2018-2019	37	6,046	17.5	18.4	18.9	19.2	20.2	20.0	19.8	19.8	19.2	19.5
2019-2020	0	534	.	21.1	.	21.2	.	23.1	.	22.0	.	22.0
<b>2020-2021</b>	<b>38</b>	<b>5,898</b>	<b>19.4</b>	<b>17.8</b>	<b>20.0</b>	<b>18.8</b>	<b>20.3</b>	<b>19.8</b>	<b>20.9</b>	<b>19.3</b>	<b>20.2</b>	<b>19.0</b>

<b>2020-21</b>	<b>ELA</b>	<b>Math</b>	<b>Reading</b>	<b>Science</b>	<b>Composite</b>
<b>Tongue River Grade 11</b> 40 Students Tested	19.3	19.9	20.4	20.9	20.1
<b>State Averages</b>	17.8	18.8	19.8	19.3	19.0

\* Slight changes in scores are due to rounding in state reports