

# Tongue River Elementary

## School Improvement Plan 2021-22

**Strategic Goal:** To increase the number of students scoring proficient or advanced on WYTOPP math by 10%. (Current Reality 67% prof./adv. (3-5)).

**Strategy 1:** Staff will work with PLC groups/Math Coach/Principal to identify areas of concentration for the 2021-22 school year.

Action Steps	Responsibilities (Who will do what)	Resources (Funding/Time/People/Materials)	Timeline (By When)	Progress
Data analysis of WYTOPP end of year scores	Principal and staff	No funding needed-just time allocated at PLC and Building Meeting time	Data Analysis will be completed in September	
Use WYTOPP to determine the area most in need of improvement to increase proficiency scores	Principal, staff, and math coach	Math coach time to work with individual grade levels to identify areas of concentration. Essential SMART goals will be set in PLC meetings. Funding: Title 1 math All grade level staff	Math Coach will meet with all grade level teams throughout the year.	
Analyze data at weekly PLC meetings regarding math outcomes and components. Provide targeted instruction based on results.	Math Coach, staff, principal	Time built into the schedule for PLC time and I/E time. Coaching provided as needed.  Funding: Title 1 math	Ongoing all year.	

**Strategy 2:** Staff will identify students in need of intervention and enrichment in the area of math to assure that all learners' needs are being met. A focus on instructional strategies and math fact automaticity will be a part of this.

Action Steps	Responsibilities (Who will do what)	Resources (Funding/Time/People/Materials)	Timeline (By When)	Progress
PLC meetings will be focused on the data collected from formative and	Grade level teams will plan for their own meetings. Data will be decided	Math Coach funding: Title 1 math Principal will attend all PLC meetings and essential SMART goals will be set.	Beginning in September and running weekly all year	

outcome assessments	on and put on agendas for the week's meeting		long through May	
Students will be identified for specific interventions based on data for short term interventions. Students who have mastered the grade level material will be identified for enrichment opportunities during I/E time.	Grade level staff will plan for instruction based on data and recommendations from math coach	Math Coach, Classroom teachers, Sped teachers	Sept-May	
Interventions will be tracked during PLC time and effectiveness will be determined.	Staff will use formative and summative assessments to provide data for successful interventions.	Classroom teachers, sped teachers, math coach, principal	Sept-May	

**Strategic Goal:** To increase the number of students scoring proficient or advanced on WYTOPP ELA by 10%. (Current Reality 61% Prof./Adv.(3-5))

**Strategy 1:** Staff will work with PLC groups/Reading Coach/Principal to identify areas of concentration for the 2021-22 year.

Action Steps	Responsibilities (Who will do what)	Resources (Funding/Time/People/Materials)	Timeline (By When)	Progress
Data analysis of WYTOPP end of year scores	Principal and staff	No funding needed-just time allocated at PLC and Building Meeting time	Data Analysis will be completed in September	
Using WYTOPP, AIMS Web and phonics/phonemic awareness data to determine the area most in need of improvement to	Principal, staff, and reading coach	Reading coach, Title I teachers and the principal will work with individual grade levels to identify areas of concentration and set SMART Goals.	Reading Coach, Principal and Title Teachers will coach teachers in	

increase proficiency scores		LETRS TRAINING throughout the year.	instructional practice throughout the year.	
Write a plan of instructional improvement, identify action steps, and plan for follow up observation of instructional techniques. Participate in Letrs training throughout the year regarding the Science of Reading.	Reading Coach, staff, principal	Reading coaching time, teaching materials are available in reading room, time to meet with teaching partners to plan, peer observations. Letrs training.	Ongoing all year.  Evaluate when winter WYTOPP and Aims scores are available	

**Strategy 2:** Staff will identify students in need of intervention and enrichment in the area of reading to assure that all learners' needs are being met. To include tracking of ORF growth expectations.

Action Steps	Responsibilities (Who will do what)	Resources (Funding/Time/People/Materials)	Timeline (By When)	Progress
PLC meetings will focus on the data collected from formative and outcome assessments	Grade level teams will plan for their own meetings. Data will be decided on and put on agendas for the week's meeting	Reading Coach funding: Title 1 math Principal will attend all PLC meetings	Beginning in September and running weekly all year long through May	
Students will be identified for specific interventions based on data for short term interventions. Students who have mastered the grade level material will be identified for enrichment opportunities during I/E time. All decisions will be based on assessments.	Grade level staff will plan for instruction based on data and recommendations from the reading coach.	Reading Coach, Classroom teachers, Sped teachers	Sept-May	

Interventions will be tracked during PLC time and effectiveness will be determined. Flexible Grouping will be in place all year.	Staff will use formative and summative assessments to provide data for successful interventions.	Classroom teachers, sped teachers, reading coach, principal	Sept-May	
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**Tongue River Elementary PAWS/WY-TOPP Results – Three-Year Trend**

Subject Area	Grade	2016-17 Percent Proficient/Adv. PAWS	2017-18 Percent Proficient/Adv. WY-TOPP	2018-19 Percent Proficient/Adv. WY-TOPP	2020-21 Percent Proficient/Adv. WY-TOPP	2020-21 State Results Percent Proficient/Adv.
Math	3	64.10	47.22	73	69.23	50.49
Math	4	66.67	54.76	62.2	51.06	49.78
Math	5	50.00	66.67	83.3	81.40	51.21
ELA	3	66.67	52.78	67.6	60.53	50.28
ELA	4	61.54	57.14	51.3	44.68	48.67
ELA	5	50.00	62.22	76.2	76.74	54.56
Science	4	51.28	50.00	62.2	46.81	48.16

\*2019-20 WY-TOPP results not posted due to Covid-19

## WAEA State Report Card - 2020-21 Tongue River Elementary School Performance Report

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	Description
<b>Growth</b>	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.
<b>Equity</b>	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%.
<b>Achievement</b>	Meets Target 60	Above Average 62.9	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.
<b>ELP</b>	N/A	N/A	The percent of English learners who met their annual progress goal for English language proficiency.
<b>Participation Rate</b>	MET		School Participation Rate: WAEA - MET and ESSA - MET Statewide Assessment Participation Rate: WAEA - MET and ESSA - MET

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

FAY School Participation Rate Status WAEA: Met

FAY School Participation Rate Status ESSA: Met

## WAEA State Report Card - 2018-19 Tongue River Elementary School Performance Report

**Rating: Exceeding Expectations**  
**ESSA School Identification = Not Identified**

Indicator	Rating	ESSA Norm Category	Description
<b>Growth</b>	Exceed Target	Above Average	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.
<b>Equity</b>	Exceeds Target	Above Average	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%.
<b>Achievement</b>	Exceeds Target	Above Average	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.
<b>ELP</b>	N/A	N/A	The percent of English learners who met their annual progress goal for English language proficiency.
<b>Participation Rate</b>	MET		School Participation Rate: WAEA - MET and ESSA - MET Statewide Assessment Participation Rate: WAEA - MET and ESSA - MET

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

**WAEA State Report Card - 2017-18 Tongue River Elementary School Performance Report**

You need to write a school improvement goal for each indicator with a “below target” rating.

**Rating: Partially Meeting Expectations**

Indicator	Rating	ESSA Norm Category	Description
<b>Growth</b>	Below Target	Below Average	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.
<b>Equity</b>	Below Target	Below Average	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%.
<b>Achievement</b>	Meets Target	Above Average	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.
<b>ELP</b>	N/A	N/A	The percent of English learners who met their annual progress goal for English language proficiency.
<b>Participation Rate</b>	MET		School Participation Rate: WAEA - MET and ESSA - MET Statewide Assessment Participation Rate: WAEA - MET and ESSA - MET

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