



Tri-City High School

2019 - 2020 School Improvement Plan

District Mission and Vision	
Mission	Vision
The Tri-City CUSD #1 is dedicated to providing every student multiple ways to success.	A Pathway to Success
Values & Beliefs	
We believe in:	
<u>T</u> eamwork <u>O</u> pportunities for growth <u>R</u> especting all <u>N</u> avigating an ever-changing world <u>A</u> ccountability for learning <u>D</u> eveloping life-long learners <u>O</u> pen Communication <u>E</u> xpectations for Excellence <u>S</u> upportive Community	
DISTRICT GOAL: Success for Every Student	
Tri-City High School Improvement Team Members	
List alpha with commas between each name (encouraged to include BOE Member, parent, business partner, a member of SASED, and community college)	
Christy Kindel, Principal Celia Collins, Teacher Amy Finn, Teacher Bre Gardner, Teacher Trudy Jones, Teacher Kellie Shutter, Teacher Brad Sturdy, Teacher Tammy Wilcox, Teacher Jill Larson, Superintendent	

Goal 1 SEL: During the 2019 – 20 school year, staff and student will strengthen social emotional learning student supports component of “Teacher-Student Relationships” focusing on the transition from Junior High to High School with 61% of freshmen scoring favorable responses on the student perception of SEL on the Panorama Survey, indicating a 5% increase in favorable responses from fall 2019 to spring 2020.

STRATEGIES & ACTION STEPS (What is going to be done to address this goal)	RATIONALE FOR STRATEGIES/ACTIONS (Explain how best practices and research justify this activity)	PERSON RESPONSIBLE (all staff, team, admin, school psychologist, etc.)	MEASURES OF SUCCESS (Results/Evidence)	RESOURCES (Costs) Examples – Time during staff meetings, Protected time during Early Release Wednesdays, Tech Purchase)	TIMELINE (When will strategy/action occur?) (ongoing, daily, weekly, monthly, etc.)
1A. Weekly monitor freshman grades.	Staff members will discuss progress with students to increase success.	Principal and Guidance Counselor	Weekly Grade Reports	NA	Weekly
1B. Provide professional development for staff on the social emotional learning (SEL) standards and engagement strategies	Staff will complete trauma informed training. This training will allow staff to better understand the challenging needs of some of our students. It will also give them strategies that can be used to better support them both academically and emotionally.	All staff will participate in training.	Documentation of training and book study.	Training was paid for by Title IV grant funds.	Training was completed in November
1C. Student Recognition	Students will be recognized for their success.	All Staff, Principal, Guidance Counselor	Successful completion of Awards Night, and quarterly recognition		Quarterly
1D. Work with MOSAIC, Social Worker, Lincoln Prairie	Teachers will refer students for services when needed. The principal and teachers will maintain communication about students involved in these programs. Teachers will provide feedback regarding behaviors or challenges	Staff, Guidance Counselor	Referrals	N/A	When needed/weekly communication with principal and Guidance Counselor

	they are experiencing in the classroom.				
Perform connection activities during advisory/homeroom. Create targeted homerooms with teachers selecting the homerooms based on teacher selection.	Staff will work together to identify students they have a connection. Students will be placed into homerooms based on these connections. Staff will monitor grades and behavior weekly.	All Staff	Documented homerooms and teacher connection list.	N/A	Monthly

Monitoring Plan: How will you monitor the effectiveness of your strategy/action?

Results will be monitored quarterly through the Panorama results. Additionally, homerooms will be selected and students will be placed into targeted homerooms.

Baseline Data/Fall Panorama 61% of Freshmen scored favorable responses on the Panorama student survey. October 2019	Winter Benchmark Projected 63%	Spring Projection - 66% of Freshmen will score favorable responses on the Panorama student survey.	Actual Spring Panorama Survey Results
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Goal 2 ELA: During the 2019 – 20 school year, 66% of 11th grade students will meet or exceed Illinois benchmarks on the Evidence-Based Reading and Writing (ERW) section of SAT, resulting in 5% increase in college readiness skills when compared to the Spring 2019 cohort.

STRATEGIES & ACTION STEPS (What is going to be done to address this goal)	RATIONALE FOR STRATEGIES/ACTIONS (Explain how best practices and research justify this activity)	PERSON RESPONSIBLE (all staff, team, admin, Rtl, special ed, etc.)	MEASURES OF SUCCESS (Results/Evidence)	RESOURCES (Costs)	TIMELINE (When will strategy/action occur?) (ongoing, daily, weekly, monthly, etc.)
1A. Implement SAT-type question stems into our common assessments and through weekly practice lessons.	Giving students opportunities to work with and identify question stems will allow them to acquire and identify specific SAT questions and ways to answer them.	Staff	SAT results	N/A	Ongoing
1B. Utilize Khan Academy diagnostic assessments to guide instruction and	All students will create a College Board account to allow them access to Kahn Academy. Students will	Homeroom Teachers Guidance Counselor	Lesson Reports through Khan Academy and College Board	N/A	Ongoing

supports to increase college readiness.	complete lessons assigned through PSAT results.				
1E. Rigor/Good Questioning/DOK Create rigorous learning opportunities requiring students to be engaged with each other and the learning to justify and verify their thinking and understanding of informational text through discussions, collaboration, and writing	Teachers will increase rigor through the use of questioning.	All Staff	PSAT Results	N/A	Ongoing
Monitoring Plan: How will you monitor the effectiveness of your strategy/action?					
Baseline Data Fall 61%Results August 2019	Winter Benchmark - December 2019	Spring Projection - 66% of 11 th grade students will meet or exceed Illinois benchmarks on the Evidence-Based Reading and Writing (ERW) section of SAT	Actual Spring SAT Results May 2020		
Please describe performance of student groups, identification of opportunity and achievement gaps, and potential reasons for your school's current status.					
White: 66% of students met or exceeded the standard in EBRW. No subgroups to report. N/A					
If analysis of data revealed there are student groups not achieving at the same level as other students, explain what are the gaps and potential reasons for the gaps.					
N/A					
Provide an explanation of specific changes you intend to make and how those changes will improve student learning.					
N/A					

Goal 3 Math: During the 2019 – 20 school year, 24% of 11th grade students will meet or exceed Illinois benchmarks on the Math section of SAT, resulting in a 5% increase in college readiness skills when compared to the Spring 2019 cohort.

STRATEGIES & ACTION STEPS (What is going to be done to address this goal)	RATIONALE FOR STRATEGIES/ACTIONS (Explain how best practices and research justify this activity)	PERSON RESPONSIBLE (all staff, team, admin, Rtl, special ed, etc.)	MEASURES OF SUCCESS (Results/Evidence)	RESOURCES (Costs)	TIMELINE (When will strategy/action occur?) (ongoing, daily, weekly, monthly, etc.)
1A. Implement SAT-type question stems into our common assessments and through weekly practice lessons.	Utilizing state, local, and daily formative data allows teachers to plan for and deliver instruction designed to meet the student where they are.	All Staff	Examples of classroom assessments containing SAT question stems.	N/A	Ongoing
1B. Utilize Khan Academy diagnostic assessments to guide instruction and supports to increase college readiness.	All students will create a College Board account to allow them access to Kahn Academy. Students will complete lessons assigned through PSAT results	All Staff, Guidance Counselor	Khan Academy Lesson Reports, Spring SAT results	N/A	Ongoing
1C. Adjust the current math curriculum and sequence to enhance retention by reviewing, spiraling, and providing cross curricular exposures to mathematical concepts. Complete curriculum Mapping to ensure consistency with through teacher turn over.	Teachers will complete curriculum maps during 2:00 dismissals. Junior high and High school Math teacher will work collaboratively to ensure standards are addressed and all courses are aligned. Discussion will also occur around changing from the Integrated Math curriculum to a traditional course sequence.	Math teachers, Administrators	Completed curriculum maps for courses	2:00 dismissals for teacher collaboration	Ongoing

Monitoring Plan: How will you monitor the effectiveness of your strategy/action?

After the data was reviewed, it was determined that 19% of students met or exceeded the standards in Math.

Baseline Data	Winter Benchmark	Spring Projection: 24% of 11 th grade students will meet or	Actual Spring NWEA MAP Results
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<p>Fall Results: 19% of Juniors met or exceeded in Math.</p> <p>October 2019</p>	<p>December 2019</p>	<p>exceed Illinois benchmarks on the Math section of SAT</p>	<p>May 2020</p>
<p>Please describe performance of student groups, identification of opportunity and achievement gaps, and potential reasons for your school's current status.</p>			
<p>N/A</p>			
<p>If analysis of data revealed there are student groups not achieving at the same level as other students, explain what are the gaps and potential reasons for the gaps.</p>			
<p>N/A</p>			
<p>Provide an explanation of specific changes you intend to make and how those changes will improve student learning.</p>			
<p>N/A</p>			