

Gilchrist County School District

# Trenton High School



## 2020-21 Schoolwide Improvement Plan

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# Trenton High School

1013 N MAIN ST, Trenton, FL 32693

<https://www.gilchristschools.org/>

## Demographics

**Principal: Cheri Langford**

Start Date for this Principal: 9/21/2013

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	High School 6-12
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2019-20 Title I School</b>	No
<b>2019-20 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	80%
<b>2019-20 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
<b>School Grades History</b>	2018-19: A (66%) 2017-18: A (65%) 2016-17: A (66%) 2015-16: A (62%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Northeast
<b>Regional Executive Director</b>	<a href="#">Cassandra Brusca</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	N/A

\* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

## School Board Approval

This plan was approved by the Gilchrist County School Board on 11/17/2020.

## SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at [www.floridacims.org](http://www.floridacims.org).

## Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

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<b>Title I Requirements</b>	<b>0</b>
<b>Budget to Support Goals</b>	<b>0</b>

## Trenton High School

1013 N MAIN ST, Trenton, FL 32693

<https://www.gilchristschools.org/>

### School Demographics

School Type and Grades Served (per MSID File)	2019-20 Title I School	2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 6-12	No	61%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	21%

### School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	A	A	A	A

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### SIP Authority

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### Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

## Part I: School Information

### School Mission and Vision

#### Provide the school's mission statement.

It is the mission of Trenton High School to empower our students to reach their maximum potential through the development of their academics, character, and life skills.

#### Provide the school's vision statement.

Changing the world one child at a time.

### School Leadership Team

#### Membership

Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Title	Job Duties and Responsibilities
Langford, Cheri	Principal	Lead and guide all stakeholders to ensure the education of all student, she is also responsible to maintain a safe campus.
Brown, Jeryl	Teacher, K-12	Provide instruction and support to all our students with disabilities.
Legler, Lindsay	School Counselor	Assist students and staff. Mrs. Legler is also our School Improvement Chairperson
Perry, John	Paraprofessional	Custodial and coach
Conn, Roxanne	Teacher, K-12	High School Science Teacher

### Demographic Information

#### Principal start date

Saturday 9/21/2013, Cheri Langford

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

**Total number of teacher positions allocated to the school**

#### Demographic Data

<b>2020-21 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	High School 6-12
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2019-20 Title I School</b>	No
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<b>2019-20 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
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<b>SI Region</b>	Northeast
<b>Regional Executive Director</b>	<a href="#">Cassandra Brusca</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## Early Warning Systems

### Current Year

The number of students by grade level that exhibit each early warning indicator listed:



Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	

**The number of students with two or more early warning indicators:**

Indicator	Grade Level												Total
	K	1	2	3	4	5	6	7	8	9	10	11	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0

**The number of students identified as retainees:**

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0		
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0		

**Date this data was collected or last updated**

Wednesday 9/23/2020

**Prior Year - As Reported**

**The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	0	0	0	0	0	0	102	113	102	92	94	86	76	665	
Attendance below 90 percent	0	0	0	0	0	0	9	12	15	9	5	8	6	64	
One or more suspensions	0	0	0	0	0	0	3	21	21	23	27	23	9	127	
Course failure in ELA or Math	0	0	0	0	0	0	0	19	24	24	24	29	38	158	
Level 1 on statewide assessment	0	0	0	0	0	0	8	13	17	5	11	4	1	59	

**The number of students with two or more early warning indicators:**

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	0	0	0	0	0	2	6	12	9	2	7	0	38

**The number of students identified as retainees:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	3	1	6	0	3	1	0	14
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

**Prior Year - Updated**

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	102	113	102	92	94	86	76	665
Attendance below 90 percent	0	0	0	0	0	0	9	12	15	9	5	8	6	64
One or more suspensions	0	0	0	0	0	0	3	21	21	23	27	23	9	127
Course failure in ELA or Math	0	0	0	0	0	0	0	19	24	24	24	29	38	158
Level 1 on statewide assessment	0	0	0	0	0	0	8	13	17	5	11	4	1	59

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	2	6	12	9	2	7	38

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	3	1	6	0	3	1	0	14
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

## Part II: Needs Assessment/Analysis

### School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	64%	0%	56%	65%	0%	53%
ELA Learning Gains	57%	0%	51%	63%	0%	49%
ELA Lowest 25th Percentile	47%	0%	42%	50%	0%	41%
Math Achievement	70%	0%	51%	68%	0%	49%
Math Learning Gains	57%	0%	48%	65%	0%	44%
Math Lowest 25th Percentile	49%	0%	45%	55%	0%	39%
Science Achievement	78%	0%	68%	72%	0%	65%
Social Studies Achievement	77%	0%	73%	77%	0%	70%

**EWS Indicators as Input Earlier in the Survey**

Indicator	Grade Level (prior year reported)							Total
	6	7	8	9	10	11	12	
	(0)	(0)	(0)	(0)	(0)	(0)	(0)	0 (0)

**Grade Level Data**

**NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.**

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	68%	67%	1%	54%	14%
	2018	60%	57%	3%	52%	8%
Same Grade Comparison		8%				
Cohort Comparison						
07	2019	58%	55%	3%	52%	6%
	2018	53%	56%	-3%	51%	2%
Same Grade Comparison		5%				
Cohort Comparison		-2%				
08	2019	72%	69%	3%	56%	16%
	2018	74%	74%	0%	58%	16%
Same Grade Comparison		-2%				
Cohort Comparison		19%				
09	2019	55%	62%	-7%	55%	0%
	2018	68%	63%	5%	53%	15%
Same Grade Comparison		-13%				
Cohort Comparison		-19%				
10	2019	61%	60%	1%	53%	8%
	2018	72%	65%	7%	53%	19%
Same Grade Comparison		-11%				
Cohort Comparison		-7%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	68%	61%	7%	55%	13%
	2018	70%	66%	4%	52%	18%
Same Grade Comparison		-2%				
Cohort Comparison						
07	2019	71%	73%	-2%	54%	17%
	2018	70%	66%	4%	54%	16%
Same Grade Comparison		1%				
Cohort Comparison		1%				
08	2019	61%	60%	1%	46%	15%
	2018	61%	55%	6%	45%	16%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Same Grade Comparison		0%				
Cohort Comparison		-9%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2019	68%	64%	4%	48%	20%
	2018	58%	61%	-3%	50%	8%
Same Grade Comparison		10%				
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	85%	85%	0%	67%	18%
2018	79%	83%	-4%	65%	14%
Compare		6%			

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	81%	85%	-4%	71%	10%
2018	62%	72%	-10%	71%	-9%
Compare		19%			

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	65%	74%	-9%	70%	-5%
2018	74%	75%	-1%	68%	6%
Compare		-9%			

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	72%	67%	5%	61%	11%
2018	57%	60%	-3%	62%	-5%
Compare		15%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	66%	61%	5%	57%	9%
2018	62%	64%	-2%	56%	6%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
Compare		4%			

## Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	28	43	38	38	40	21	47	41		88	33
BLK	54	56	45	70	65			73			
HSP	49	53	38	54	44		73	54			
MUL	75	76		80	59		64				
WHT	66	56	49	70	58	51	81	80	66	93	72
FRL	58	56	52	64	52	45	66	70	57	86	53
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	24	31	29	26	36	30	80	36		73	
BLK	45	41	14	46	44	25	25	31			
HSP	59	61	57	69	80		59	55			
MUL	71	43		64	77						
WHT	69	57	55	67	55	56	79	70	69	93	66
FRL	62	55	46	61	54	51	68	58	68	89	48
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	27	51	44	38	64	63	44	55			
BLK	30	59	57	32	43	27	42	56		100	36
HSP	52	50	36	83	81		67	60			
MUL	76	82		58	50						
WHT	68	64	50	71	66	55	74	81	51	96	75
FRL	54	61	54	57	59	49	56	69	38	94	63

## ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	66
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	

ESSA Federal Index	
Total Points Earned for the Federal Index	722
Total Components for the Federal Index	11
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	42
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	61
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	52
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	71

Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	67
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	60
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

## Analysis

### Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

**Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.**

Trenton High School has had an amazing beginning to school year that will be remembered for years! We started the school year out with less students than expected, but as the days and weeks have passed by, more of our students have re-enrolled in our brick and mortar school. Our current student enrollment is 608 up from 530.

After reviewing the data from Trenton Middle High School based on the students currently enrolled, our concerns remain with the 11th grade students in the area of ELA.

- The scores from the then, 9th grade cohort of 2018 decreased in 2019 by 14% from 68% to 54%, with deficits in all tested areas except Key Ideas.
- Among those students, 16 have since been identified as being on the 18 credit option to graduate. All 16 students need to pass the state assessment in Reading, while 4 students need to pass both ELA and the Algebra or Geometry EOC. The remaining 6 out of 7 students from the 2019 10th grade cohort needing to pass the ELA and Algebra EOC were also assessed.
- The 2019 data was the 6th grade cohort in the area of Math. This cohort has shown significant deficit in the statistics and probability with a 37% decrease and a 12% decrease in ratio and proportional relationship.

Currently our ELA/Reading teachers are receiving training on the new "Best Standards" and our district will be purchasing textbooks for the 2021-2022 school year.

**Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.**

We could contribute the decline to various factors, but we feel the most significant impact that the students endured equates to the change of instructional staff and loss of instructional time due to Covid 19. Our greatest decline in student achievement on the 2018-2019 state assessments were our 9th grade ELA students. This cohort's scores indicate a decline in proficiency in all areas except Key Ideas and Details. United States History also seen a decline, after analyzing the data, the reasons equate to students that previous took the course via virtual school and was not given adequate study material. For the 2020-21 school year, our US History teacher will ensure all students taking the EOC receive a study guide to prepare them for the upcoming assessment. We also seen a significant decline with our student with disabilities in the area Biology. We have also currently placed a support facilitation teacher in the high school classrooms to provide support to our students and teachers. All of our teachers have identified the current 2020-2021 student data and provided close the gap documentation that identifies the plan they have for their students. We are expect that our teachers will excel as well as our students closing the gap of instruction and soaring on the state assessments.

**Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.**

The greatest gap between the state and our school data is in the area of Science achievement. This tends to be a trend, as we have seen from 2018 data a 6% increase and 2019 school data indicated we improved 10%, with an overall 68% achievement. We also see a significant increase with our Civics achievement scores and Algebra scores. We equate the success of the students to the teacher. The teachers used resources such as the test item specifications to realign their curriculum map.

**Which data component showed the most improvement? What new actions did your school take in this area?**

Our Civics data showed the most significant improvement by 19%. The teacher used resources from CPalms and test item analysis provided by our district consortium. This helped to realign the instruction provided to our students in order for them to be successful.

**Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?**

After reflecting from our current data with students present during the beginning of the 2020 school year, we have determined that we will continue to provide interventions to remediate students from failing in the area of ELA and or Math. We feel that attendance and behavior can be managed either through online learning or with child study team meetings.

**Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.**

1. Attendance due to Covid 19
2. ELA in all grade levels.
3. All subject areas for our students with Disabilities
4. Monitor changes in our ELL students
- 5.

## Part III: Planning for Improvement

### Areas of Focus:



**#1. Other specifically relating to ELA and Math**

**Area of Focus Description and Rationale:** Our students have continually shown a decline in the writing data. We also have cohorts with deficits in the area of integration of knowledge and key ideas. This contributes to the decline in proficiencies that we have seen over the past few years.

**Measurable Outcome:** 75% of Trenton Middle High School students will score a level 3 or higher on the 2020-2021 on the FSA and or the End of Course Exam

**Person responsible for monitoring outcome:** Cheri Langford (langfordc@mygcsd.org)

**Evidence-based Strategy:** Teachers are in the process of adopting new curriculum that aligns with the new "best standards." Currently teachers use strategies such as scaffolding, learning centers, and teacher modeling with multiple text in order to support student learning in order for students to demonstrate mastery.

**Rationale for Evidence-based Strategy:** Based on current student data from the 2018-2019 school year, our school FSA ELA average is 69.5% of all students in 6th-11th grade were proficient when tested.

**Action Steps to Implement**

Reports from I-Ready ELA/Math, standards mastery reports from I-Ready, Mid-term grades, Performance Matters Assessment, and Adaptive Progress Monitoring Data, will be formally reviewed up to 3 times a year. Teachers will discuss classroom assessments monthly during MTSS meetings. Administrative team will provide a monthly report to district personnel.

**Person Responsible:** Cheri Langford (langfordc@mygcsd.org)

**#2. ESSA Subgroup specifically relating to Students with Disabilities**

<b>Area of Focus</b>	"Every Student Succeeds Act" data provided to for Trenton High School indicated that all subgroups were above the 41% as indicated on the federal index. However, our students with disabilities fell at 42% on the index and our ELL students fell at 52% on the index.
<b>Description and Rationale:</b>	
<b>Measurable Outcome:</b>	With the use of scientific research based instruction and multi-tiered system of support, our students with disabilities and our ELL students will show a 10% increase of student achievement on their overall performance in ELA and or Math based on the 2019-2020 ESSA data.
<b>Person responsible for monitoring outcome:</b>	Cheri Langford (langfordc@mygcsd.org)
<b>Evidence-based Strategy:</b>	Based on our current student data from the 2018-2019 FSA and EOC's, our students with disabilities have scored below 50% proficient in ELA, Math, Civics, Science, Biology and US History.
<b>Rationale for Evidence-based Strategy:</b>	We will continually evaluate student data through monthly MTSS meeting. We have also placed additional personnel in the high school Reading and Math classes to provide support to the students with disabilities. We continually provide accommodations as indicated on each students Individual Education Plan and meet annually to discuss if those accommodations need updating or changing.

**Action Steps to Implement**

Reports that include subgroup data from I-Ready ELA/Math, standards mastery reports from I-Ready, Mid-term grades, Performance Matters Assessment, and Adaptive Progress Monitoring Data, will be formally reviewed up to 3 times a year. Teachers will discuss classroom assessments monthly during MTSS meetings. Administrative team will provide a monthly report to district personnel.

**Person Responsible** Cheri Langford (langfordc@mygcsd.org)

**#3. Culture & Environment specifically relating to Student Attendance****Area of Focus Description and Rationale:**

Trenton High School student enrollment went down substantially since the beginning of the 2020-2021 school year as compared to the 2019-2020 school year. Currently, we have 609 students enrolled in grades 6-12 as compared to 691 students enrolled at this time last year. Due to the recent Covid-10 epidemic, our students have show a decline in enrollment and attendance. In many attendance cases, these students may not have contracted the illness, but only came in contact others that have Covid-19; forcing them to be quarantined up to 14 days. This has greatly impacted our classroom attendance and led many students to enroll virtually to receive their education.

**Measurable Outcome:** For the 2020-2021 school year, every student attending TMHS will be in attendance 90% of the time with the exception of students with absences related to Covid-10.

**Person responsible for monitoring outcome:**

[no one identified]

**Evidence-based Strategy:**

Students will provide documentation of absences. Constant contact with Gilchrist County Health Department for updated list of students that have tested positive for Covid-19. Skyward reports will be ran weekly to determine change in attendance.

**Rationale for Evidence-based Strategy:**

Truancy, Guidance, and Administration will keep current records of students showing a pattern of non attendance to include 5 or more absences in a calendar month. This team will conduct meetings to encourage attendance and determine ways to improve attendance.  
The teacher will provide instruction via Canvas and or paper based assignments to help students stay caught up on assignments.

**Action Steps to Implement**

Skyward reports will be ran weekly by our truancy officer and provided to administration and guidance. Contact between administration and Gilchrist County Health department will be documented in order to identify students with Covid-19 or having come in contact with someone diagnosed with Covid-19. Attendance will be discussed monthly during MTSS meetings.

**Person Responsible**

Cheri Langford (langfordc@mygcsd.org)

**#4. Culture & Environment specifically relating to Discipline**

<b>Area of Focus Description and Rationale:</b>	For the 2018-2019 school year, TMHS received a bronze awards. We had 555 students receiving referrals, 96 resulted with In School Suspension, 203 resulted in Out of School Suspension. for the 2019-2020 school year, we were unable to finish the school year as expected due to school closures.
<b>Measurable Outcome:</b>	TMHS faculty and staff shall implement Positive Behavior Support strategies to establish a high fidelity Tier 1 school wide behavior management and a 10% decrease in office disciplinary referrals resulting in out of school suspension.
<b>Person responsible for monitoring outcome:</b>	[no one identified]
<b>Evidence-based Strategy:</b>	Tier I: 95% attendance rate, no referrals or demerits, and no grades below a "C" average Tier II: 90% attendance rate, no referrals, and no grade below a "C" average.
<b>Rationale for Evidence-based Strategy:</b>	All students on receiving the treats will be notified by their homeroom teacher. Ice cream social at the Plaza for Tier I students that will last 30 to 45 minutes with games and Tier II students who will receive a Popsicle and return to class.

**Action Steps to Implement**

PBIS Team will meet to discuss updates to student data as measured by the PBIS website. The team will determine if the current plan needs to be changed or continued.

**Person Responsible** Scott Hall (hallsc@mygcsd.org)

**Additional Schoolwide Improvement Priorities**

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

**Overall ELA school data based on State Assessment**

ELA indicates that our students decreased their achievement by 3% from 67% to 64%

ELA learning gains improved 1% from 56% to 57%

ELA student bottom quartile decreased 3% from 50% to 47%.

**Our overall Math school data based on State Assessment**

Math achievement increased 4%

Math learning gains stayed the same at 57%

Math bottom quartile decreased by 5% from 54% to 49%.

Students with disabilities fell below in all areas ELA-31%, Math- 40%, Civics- 47%, 8th Grade Science- 29%, Biology- 40%, US History-0%.

As a school, we plan to provide small group instruction, supplement with additional resources, and monitor student performance more closely in order to help struggling students more quickly.

**Part IV: Positive Culture & Environment**

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

At Trenton High School we strive to promote a positive and safe environment in order that all stakeholders to have the information they need to be successful and informed. We begin each year with an open house where we invite all parents and students to attend in order to receive the most up to date information regarding back to school procedures and expectations. We continually update our school website that can be viewed by all stakeholders with current school activities and announcements. Every morning, student led announcements are provided to all students and teachers informing our students of announcements, meetings, events, etc. We also provide weekly phone home calls to inform our parent of what activities are coming available for the upcoming week.

#### **Parent Family and Engagement Plan (PFEP) Link**

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.