Trenton High School

2021-22 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

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 6-12
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	80%
2020-21 ESSA Subgroups Represented (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
School Grades History	2018-19: A (66%) 2017-18: A (65%) 2016-17: A (66%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

This plan is pending approval by the Gilchrist County School Board.

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.

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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https://www.gilchristschools.org/

School Demographics

School Type and Grades Served (per MSID File)	**2020-21 Title I School**	**2020-21 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
High School 6-12	No	75%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	23%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		A	A	A

School Board Approval

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SIP Authority

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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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://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.

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	Position Title	Job Duties and Responsibilities
Sudigala, Tammy	Teacher, K-12	8th Grade ELA
Conn, Roxanne	Teacher, K-12	High School Science
Lambert, Casey	Teacher, K-12	6th Grade Reading
Hines, Kimberly	Teacher, K-12	High School ELA/ Reading
VunCannon, Tiffany	Teacher, K-12	High School Math
Dukes, Katie	Paraprofessional	Guidance Clerk
Worrell, Stacy	School Counselor	MS Guidance Counselor
Praet, Shana	Paraprofessional	Journalism
Henley, Juan	Teacher, K-12	WBLE
Gonzalez, Rubie	Paraprofessional	ESOL
Hall, Scott	Dean	
Legler, Lindsay	School Counselor	HS Guidance

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

38

Total number of students enrolled at the school

660

Identify the number of instructional staff who left the school during the 2020-21 school year.

6

Identify the number of instructional staff who joined the school during the 2021-22 school year.

7

Demographic Data

Early Warning Systems

2021-22

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	
Attendance below 90 percent	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	
Course failure in ELA	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	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	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	12	
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

Monday 9/27/2021

2020-21 - 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	0	0	0	0	0	0	0	
Attendance below 90 percent	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	
Course failure in ELA	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	
Level 1 on 2019 statewide ELA assessment	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	

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	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	

2020-21 - 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	107	109	99	109	101	67	68	660
Attendance below 90 percent	0	0	0	0	0	0	8	10	13	0	0	0	0	31
One or more suspensions	0	0	0	0	0	0	7	1	3	0	0	0	0	11
Course failure in ELA	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	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	15	14	12	0	0	0	0	41
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	17	20	5	0	0	0	0	42

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	15	17	11	0	0	0	0	43

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	4	0	0	0	0	0	4
Students retained two or more times	0	0	0	0	0	0	1	6	2	0	0	0	0	9

Part II: Needs Assessment/Analysis

School Data Review
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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				64%		56%	67%		56%
ELA Learning Gains				57%		51%	56%		53%
ELA Lowest 25th Percentile				47%		42%	50%		44%
Math Achievement				70%		51%	66%		51%
Math Learning Gains				57%		48%	57%		48%
Math Lowest 25th Percentile				49%		45%	54%		45%
Science Achievement				78%		68%	73%		67%
Social Studies Achievement				77%		73%	66%		71%

Grade Level Data Review - State Assessments
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	2021					
	2019	68%	67%	1%	54%	14%
Cohort Comparison						
07	2021					
	2019	58%	55%	3%	52%	6%
Cohort Comparison		-68%				
08	2021					
	2019	72%	69%	3%	56%	16%
Cohort Comparison		-58%				
09	2021					
	2019	55%	62%	-7%	55%	0%
Cohort Comparison		-72%				
10	2021					
	2019	61%	60%	1%	53%	8%
Cohort Comparison		-55%				

				MATH		
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
06	2021					
	2019	68%	61%	7%	55%	13%
Cohort Comparison						
07	2021					
	2019	71%	73%	-2%	54%	17%
Cohort Comparison		-68%				
08	2021					
	2019	61%	60%	1%	46%	15%
Cohort Comparison		-71%				

				SCIENCE		
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
08	2021					
	2019	68%	64%	4%	48%	20%
Cohort Comparison						

			BIOLOGY EOC		
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2021					
2019	85%	85%	0%	67%	18%

CIVICS EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2021					
2019	81%	85%	-4%	71%	10%

HISTORY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2021					
2019	65%	74%	-9%	70%	-5%

ALGEBRA EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2021					
2019	72%	67%	5%	61%	11%

GEOMETRY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2021					
2019	66%	61%	5%	57%	9%

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

Middle School students at Trenton High School used I Ready diagnostics for both Reading and Math to monitor progress throughout the school year. Another progress monitoring tool that we used last year was the APM for both Reading and Math. We used I Ready Diagnostics three times that year for progress monitoring and APM two times that year to measure student performance. Our High School students were placed in an intensive Reading class if they scored below a level 3 on the FSA ELA in order to receive instructional remediation. Level 1 students used Read 180, while our level 2 students used Achieve and school based adopted curriculum. All students in ELA uses Star Reading as a progress monitoring tool.

Grade 6				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	-	-	71
	Economically Disadvantaged	-	-	-
	Students With Disabilities	-	-	22
	English Language Learners	-	-	-
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	-	-	67
	Economically Disadvantaged		-	-
	Students With Disabilities	-	-	35
	English Language Learners	-	-	-

Grade 7				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	-	-	54
	Economically Disadvantaged	-	-	-
	Students With Disabilities	-	-	28
	English Language Learners			-
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	-	-	66
	Economically Disadvantaged	-	-	-
	Students With Disabilities	-	-	39
	English Language Learners	-	-	-
	Number/% Proficiency	Fall	Winter	Spring
Civics	All Students	-	-	74
	Economically Disadvantaged	-	-	-
	Students With Disabilities	-	-	63
	English Language Learners	-	-	-

Grade 8				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	-	-	65
	Economically Disadvantaged	-	-	-
	Students With Disabilities	-	-	20
	English Language Learners	-	-	-
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	-	-	98/71
	Economically Disadvantaged	-	-	-
	Students With Disabilities	-	-	43
	English Language Learners	-	-	-
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	-	-	68
	Economically Disadvantaged	-	-	-
	Students With Disabilities	-	-	17
	English Language Learners	-	-	-

Grade 9				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	-	-	52
	Economically Disadvantaged	-	-	-
	Students With Disabilities	-	-	.08
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	100	93	Alg. 77
	Economically Disadvantaged	-	-	-
	Students With Disabilities	-	-	0
	English Language Learners	-	-	-
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students		100	93
	Economically Disadvantaged	-	-	-
	Students With Disabilities	-	-	-
	English Language Learners	-	-	-
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	-	-	-
	Economically Disadvantaged	-	-	-
	Students With Disabilities	-	-	-
	English Language Learners	-	-	-

Grade 10				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	-	-	65
	Economically Disadvantaged	-	-	-
	Students With Disabilities	-	-	40
	English Language Learners	-	--	-
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	-	71	36
	Economically Disadvantaged	-	-	-
	Students With Disabilities	-	-	66
	English Language Learners	-	-	-
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students	-	100	75
	Economically Disadvantaged	-	-	-
	Students With Disabilities	-	-	67
	English Language Learners	-	-	-
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students	-	-	-
	Economically Disadvantaged	-	-	-
	Students With Disabilities	-	-	-
	English Language Learners	-	-	-

Grade 11				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	-	-	20
	Economically Disadvantaged	-	-	-
	Students With Disabilities	-	-	-
	English Language Learners	-	-	-
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	56	-	36
	Economically Disadvantaged	-	-	-
	Students With Disabilities	-	-	-
	English Language Learners	-	-	-
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	-	-	33
	Economically Disadvantaged	-	-	-
	Students With Disabilities	-	-	-
	English Language Learners	-	-	-
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	-	63	67
	Economically Disadvantaged	-	-	-
	Students With Disabilities	-	-	-
	English Language Learners	-	-	-

Grade 12				
English Language Arts	**Number/% Proficiency**	**Fall**	**Winter**	**Spring**
	All Students	-	-	-
	Economically Disadvantaged	-	-	-
	Students With Disabilities	-	-	-
	English Language Learners	-	-	-
Mathematics	**Number/% Proficiency**	**Fall**	**Winter**	**Spring**
	All Students	100	50	-
	Economically Disadvantaged	-	-	-
	Students With Disabilities	-	--	-
	English Language Learners	-	-	-
Biology	**Number/% Proficiency**	**Fall**	**Winter**	**Spring**
	All Students	-	-	-
	Economically Disadvantaged	-	-	-
	Students With Disabilities	-	-	-
	English Language Learners	-	-	-
US History	**Number/% Proficiency**	**Fall**	**Winter**	**Spring**
	All Students	-	100	67
	Economically Disadvantaged	-	-	-
	Students With Disabilities	-	-	-
	English Language Learners	-	-	-

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	35	47	21	48	46	48	50	55		69	
ELL	40	33		63	56						
BLK	50	47		44	44						
HSP	52	50	27	68	50	30	80	63			
MUL	71	64		79	64						

2021 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 2019-20	C & C Accel 2019-20
WHT	67	56	48	74	60	60	79	72	71	91	83
FRL	57	51	36	67	54	42	70	67	63	86	87

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

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	67
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	
Total Points Earned for the Federal Index	737
Total Components for the Federal Index	11
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	47
Students With Disabilities Subgroup Below 41% in the Current Year?	NO

Students With Disabilities	
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	

English Language Learners	
Federal Index - English Language Learners	48
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	

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%	

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%	

Black/African American Students	
Federal Index - Black/African American Students	46
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	

Hispanic Students	
Federal Index - Hispanic Students	53
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	

Multiracial Students	
Federal Index - Multiracial Students	70
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	

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%	

White Students	
Federal Index - White Students	69
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	62
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Based on the 2021 school data, Trenton High School earned 67%, therefore earning an A for our school grade. When comparing overall data from ELA including learning gains and learning gains of the bottome 25% we went down 2-4%. However, in Math both learning gains and bottom 25% learning gains increased 1-4%. We seen a increase in our middle school acceleration by 3% and our college and career acceleration went up 17%. Our total percent increased by 1%.
When we began looking at subgroup data our greatest deficit in the SWD population. They have show a significant discrepancy in all subject areas. We will continue to wait on the ESSA data to determine if our once low ESOL subgroup continues to fall. At this time, the number of students in this population is not enough to determine a clear deficiency.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Based on the 2021 data, our 7th-9th grade ELA fell below the 2019 scores with a 7% dcrease in 8th grade. We also seen a decline in 6th and 7th grade math with a 5% difference in 7th grade math as seen from the 2019 FSA scores to the 2021 FSA scores. High school math such as Algebra, Geometry, as well as 8th grade math and science, and US History stayed steady while Biology and Civics both declined. This year our hope is to move every grade level and subject in order to close the achievement gaps.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

We felt that the school largest contributing factor for not making the gains we wanted to see on the 2021 FSA/EOC's were due to Covid and attendance. We offered our students the option to receive assignments via CANVAS, paper packets, laptops, online support such as our teachers would do video lessons; however, students still needed that one on one interaction with a teacher to attain the information that they were being taught.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

Based on the 2021 data, Algebra showed the greatest improvement, while our 8th grade math also improved 10%. Both of these factors can be attributed to 2 teachers. The teachers continue to have in the 90's for percentage of passing, while one had a 98% pass rates on the Algebra EOC. 8th grade made went from a 61% proficiency to 71% proficiency.

What were the contributing factors to this improvement? What new actions did your school take in this area?

We believe the teachers spent many hours in the standards and preparing lessons for our students to have a better understanding. Going forward, this year one of the teachers will be teaching an intensive math class to seniors that have not yet attained the math score to graduate. We feel that this teacher will be able to provide the type of intensive instruction to help the struggling student get the concordance score.

What strategies will need to be implemented in order to accelerate learning?

During the 2021-2022 school year, both the ELA and Math teachers will be immersing themselves in the new Best standards. ELA teachers have just recently adopted new curriculum and will be receiving professional development to help incorporate the new best standards with the new curriculum. We have also planned monthly professional development for all subject areas to give strategies that will ELA standards as well as math standards. Middle school students will have an additional block of intensive reading and math remediation 3 days a week to close their achievement gaps. High School students that scored a level 1 on the FSA ELA will be placed in an intensive Reading class and provided the Sonday curriculum. While level 2 students will also be placed in an intensive Reading class and provided with strategies using Achieve 3000.
To accelerate our high performing students, we have added additional honors courses such as journalism and debate in middle grades, honors Geometry, honors Chemistry, honors Biology, and AP World History and Statistics.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

We have monthly professional development for all subject areas. We have monthly ELA meetings to discuss implementation of the new curriculum as well as the new standards. We have monthly Math meetings to introduce the new Best Math standards and the MTR's. Our teachers also have had training on how to provide ACCESS instruction as well as classroom management.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

This year we have instituted a school wide initiative; Avid. We feel that this will improve student and faculty moral as well as provide strategies to students that just need additional support. We have also changed our school schedule, we have gone from a modified block schedule to a 7 period day that allows for our students to receive enrichment as well as intensive support.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	Our students have not made the adequate growth in ELA for the past few years based on progress monitoring and FSA. We have always seen a deficiency in the areas of integration of knowledge and key ideas.
Measurable Outcome:	75% of the THS students participating in the FSA ELA assessment will earn a level 3 or higher and 65% of students will show learning gains on the 2022 FSA ELA assessment.
Monitoring:	Classroom observations, MTSS meeting, data chats, Progress monitoring via I Ready, APM, and classroom assessments.
Person responsible for monitoring outcome:	Cheri Langford (langfordc@mygcsd.org)
Evidence-based Strategy:	School wide, in every course we will be using Avid wicor strategies such as focused not taking and cornell notes.
Rationale for Evidence-based Strategy:	Avid is a research based program that provides supports resources that help all students on campus reach their full potential.

Action Steps to Implement

Avid elective in every grade level from 6-12. School wide across all curriculum avid strategies such as focused note taking, cornell notes and avid binders in the elective class.

Person Responsible	Cheri Langford (langfordc@mygcsd.org)

#2. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale:	Based on 2021 progress monitoring and FSA math results, students at THS still show a deficit on progress monitoring such as I Ready and in achievement on the state wide assessment.
Measurable Outcome:	80% of the THS students participated in the FSA Math assessment, Algebra EOC, and Geometry EOC will earn a level 3 or higher and 65% of students in grade 6-8th will show learning gains on the 2022 FSA Math assessment
Monitoring:	Classroom observations, MTSS meeting, data chats, Progress monitoring via I Ready, APM, and classroom assessments.
Person responsible for monitoring outcome:	Cheri Langford (langfordc@mygcsd.org)
Evidence-based Strategy:	School wide, in every course we will be using Avid wicor strategies such as focused not taking and cornell notes.
Rationale for Evidence-based Strategy:	Avid is a research based program that provides supports resources that help all students on campus reach their full potential.

Action Steps to Implement

Avid elective in every grade level from 6-12. School wide across all curriculum avid strategies such as focused note taking, cornell notes and avid binders in the elective class.

Person Responsible	Cheri Langford (langfordc@mygcsd.org)

#3. Instructional Practice specifically relating to Science	
Area of Focus Description and Rationale:	We have remained steady in 8th grade Science, but our high school Biology scores have began to show a decrease in proficiency.
Measurable Outcome:	85% of THS students participated int he 2022 State Science assment will earn a level 3 or higher.
Monitoring:	Classroom observations, MTSS meeting, data chats, Progress monitoring via performance matters, and classroom assessments.
Person responsible for monitoring outcome:	Cheri Langford (langfordc@mygcsd.org)
Evidence-based Strategy:	School wide, in every course we will be using Avid wicor strategies such as focused not taking and cornell notes.
Rationale for Evidence-based Strategy:	Avid is a research based program that provides supports resources that help all students on campus reach their full potential.

Action Steps to Implement

Avid elective in every grade level from 6-12. School wide across all curriculum avid strategies such as focused note taking, cornell notes and avid binders in the elective class.

Person Responsible	Cheri Langford (langfordc@mygcsd.org)

#4. Instructional Practice specifically relating to Social Studies	
Area of Focus Description and Rationale:	Our US History scores have remained consistent for the past few years and we would like to see an increase in achievement and proficiency on the 2022 EOC and increased pass rate on the APM exam.
Measurable Outcome:	85% of the THS students participating in the 2022 History assessments will earn a level 3 or higher.
Monitoring:	Classroom observations, MTSS meeting, data chats, Progress monitoring via Performance Matters, and classroom assessments.
Person responsible for monitoring outcome:	Cheri Langford (langfordc@mygcsd.org)
Evidence-based Strategy:	School wide, in every course we will be using Avid wicor strategies such as focused not taking and cornell notes.
Rationale for Evidence-based Strategy:	Avid is a research based program that provides supports resources that help all students on campus reach their full potential.

Action Steps to Implement

Avid elective in every grade level from 6-12. School wide across all curriculum avid strategies such as focused note taking, cornell notes and avid binders in the elective class.

Person Responsible	Cheri Langford (langfordc@mygcsd.org)

#5. Culture & Environment specifically relating to Discipline	
Area of Focus Description and Rationale:	During the 2019-2020 school year, as a PBIS school we were identified as a Bronze school. School discipline is always in need of improvement. We have identified a large part of the discipline that we handle is vaping, tardies, and disrespect.

Measurable Outcome:	TMHS faculty and staff shall utilize Positive Behavior Support strategies to establish a high fidelity Tier I school-wide behavior management and see a 10% decrease in office disciplinary referrals resulting in out of school suspension
Monitoring:	MTSS, Child study team meeting, PBIS meeting, demerit tracking, and frequent communication via email
Person responsible for monitoring outcome:	Cheri Langford (langfordc@mygcsd.org)
Evidence-based Strategy:	PBIS- provide incentives on a tier system that will support grades, attendance, and behavior each 9 weeks. At the end of the school year, we have an overall celebration where we bring in a food truck. Avid Binders Behavior expectations that carry over to each classroom.
Rationale for Evidence-based Strategy:	To improve our culture at THS we will remain consistent with our discipline, incorporate new AVID strategies, continue the use of demerits in middle school, and keep the line of communication open with our parents.

Action Steps to Implement

Avid elective in every grade level from 6-12. School wide across all curriculum avid strategies such as focused note taking, cornell notes and avid binders in the elective class.

Person Responsible	Cheri Langford (langfordc@mygcsd.org)

#6. Culture & Environment specifically relating to Student Attendance	
Area of Focus Description and Rationale:	One full credit means a minimum of 135 hours of instruction. Based on this statue, a high school student hwo has 9 or more absences (excused or unexcused) in 1 semester in any high school course shall not be awarded .5 credit. A student who have 9 or more in 1 semester will be required to take the course for credit recovery. Upon the 5th absences in any class, the student will receive a 59 unless the score 60% or higher on the mastery exam for that class
Measurable Outcome:	For the 2022 school year, every student attending TMHS will be in attendance 90% of the time with exception for students with absences related to Covid 19
Monitoring:	Teachers will monitor student attendance and report to parent and admin any students eligible to take the mastery at the end of the 9weeks. Teachers will also communicate with parent, guidance and admin regarding the 9 absences in a semester. Upon the 5th absences, the teacher is expected to communicate to guidance.
Person responsible for monitoring outcome:	Cheri Langford (langfordc@mygcsd.org)
Evidence-based Strategy:	PBIS- provide incentives on a tier system that will support grades, attendance, and behavior each 9 weeks. At the end of the school year, we have an overall celebration where we bring in a food truck. Avid Binders Behavior expectations that carry over to each classroom.
Rationale for Evidence-based Strategy:	To improve student classroom participation, increase proficiency on state assessments, and prepare our students to graduate and become college and or career ready.

Action Steps to Implement

Avid elective in every grade level from 6-12. School wide across all curriculum avid strategies such as focused note taking, cornell notes and avid binders in the elective class.

Person Responsible	Cheri Langford (langfordc@mygcsd.org)

Additional Schoolwide Improvement Priorities

Using the SafeSchoolsforAlex.org, compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

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.

This year, our school chose to incorporate AVID as a school based program. Avid culture is evident when the Avid philosophy progressively shifts beliefs and behaviors resulting in an increaseof students meeting college and career readiness requirements. Our hope is to improve faculty moral, student learning and involvement, and parent involvement in order to prepare of students for the future. We have also nominated Student ambassadors to help support new students, teachers, and guidance fulfill school initiatives and be a demonstrate positive school behavior, attitude and character.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

AVID School Team
Cheri Langford, AVID Coordinator
Lindsay Legler, AVID Coordinator
Devin Colley 9th grade class sponsor - Lynsey Grant
Stacy Worrell 10th grade class sponsor - Stephanie Shelley
Anna Rooks Junior Class Sponsor
Lynsey Grant Senior Class Sponsor - K. Hines, L. Legler, C. Langford
Madison Mower, 6th grade AVID Elective
Cori Becker, 7th grade AVID Elective
Stacie Dumnire, 8th grade AVID Elective
Ambassador Sponsors
Tracey DeCubellis 6th -8th grade – Cori Becker
Stephanie Shelley 9th – 12th – Tammy Sudigala
Taven Bennett, 9th grade AVID Elective
Roxanne Conn, 10th grade AVID Elective
Jackie Sohn, 11th & 12th grade AVID Elective

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Instructional Practice: ELA	$0.00

2	III.A.	Areas of Focus: Instructional Practice: Math	$0.00
3	III.A.	Areas of Focus: Instructional Practice: Science	$0.00
4	III.A.	Areas of Focus: Instructional Practice: Social Studies	$0.00
5	III.A.	Areas of Focus: Culture & Environment: Discipline	$0.00
6	III.A.	Areas of Focus: Culture & Environment: Student Attendance	$0.00
		Total:	$0.00