Trenton High School

2022-23 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
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	80%
2021-22 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	2021-22: A (65%) 2018-19: A (66%) 2017-18: A (65%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	ATSI
* 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)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 6-12	No	80%

Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	25%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	A		A	A

School Board Approval

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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
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.**:**

Name	Position Title	Job Duties and Responsibilities
Langford, Cheri	Principal	Principal duties and responsibilities include: • Provide a shared vision and language for the continued use of data-based decision making • Provide needed resources and materials to ensure optimum levels of program success • Provide or coordinate valuable and continuous professional development • Attend MTSS Team meetings to be active in the MTSS change process • Conduct classroom walk-throughs to monitor fidelity of interventions in use • Communicate a consistent and clear message to parents and staff regarding MTSS plans and procedures at the site
Tracey, Emily	Assistant Principal	Assistant Principal responsibilities include: • Provide a shared vision and language for the continued use of data-based decision making • Provide needed resources and materials to ensure optimum levels of program success • Provide or coordinate valuable and continuous professional development • Attend MTSS Team meetings to be active in the MTSS change process • Conduct classroom walk-throughs to monitor fidelity of interventions in use • Communicate consistent and clear messages to parents and staff regarding MTSS plans and procedures at the site
Hall, Scott	Dean	Dean of Students' responsibilities include: • Provide ongoing training on policies and procedures to faculty and staff • Ensures the school's compliance with policies and procedures and ethical practices • Provide outreach to parents, community, and other stakeholders to benefit all students • Assist in the review and development of school policies related to student conduct and safety • Maintains confidential records, interprets school policies • Assists in the receipt of complaints and investigation of allegations of student conduct • Determine responsibility for allegations of misconduct
Bradley, Sarah	Instructional Coach	Instructional Coach responsibilities include: • Coach teachers in Tier 1 instructional strategies • Collect school-wide data for the team to use in determining at-risk students • Attend MTSS Team meetings • Train teachers in interventions, progress monitoring, differentiated instruction

Name	Position Title	Job Duties and Responsibilities
		• Coach teachers in appropriate Tier 2 & 3 interventions • Participate in decisions regarding student placement in MTSS programs and levels of intervention

Demographic Information

Principal start date

Saturday 9/21/2013, Cheri Langford

Number of teachers with a 2022 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 2022 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

41

Total number of students enrolled at the school

719

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

10

Identify the number of instructional staff who joined the school during the 2022-23 school year.

12

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	139	112	112	91	103	94	68	719
Attendance below 90 percent	0	0	0	0	0	0	27	13	22	16	11	14	19	122
One or more suspensions	0	0	0	0	0	0	10	30	24	22	20	21	12	139
Course failure in ELA	0	0	0	0	0	0	4	1	4	3	8	3	2	25
Course failure in Math	0	0	0	0	0	0	1	0	4	6	10	8	5	34
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	27	18	23	9	14	18	13	122
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	11	11	18	9	14	18	13	94
Number of students with a substantial reading deficiency	0	0	0	0	0	0	24	15	14	0	0	0	0	53

Using the table above, complete the table below with the number of students by current grade level who have 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	10	11	11	7	11	9	11	70

Using current year data, complete the table below with the number of students identified as being "retained.":

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	4	2	4	0	0	0	3	13
Students retained two or more times	0	0	0	0	0	0	5	3	4	1	3	0	4	20

Date this data was collected or last updated

Friday 9/23/2022

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 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	

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 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	

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	64%		51%				64%		56%
ELA Learning Gains	51%						57%		51%
ELA Lowest 25th Percentile	41%						47%		42%
Math Achievement	68%		38%				70%		51%
Math Learning Gains	58%						57%		48%
Math Lowest 25th Percentile	54%						49%		45%
Science Achievement	69%		40%				78%		68%
Social Studies Achievement	74%		48%				77%		73%

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	2022					
	2019	68%	67%	1%	54%	14%
Cohort Comparison						
07	2022					
	2019	58%	55%	3%	52%	6%
Cohort Comparison	-68%					
08	2022					
	2019	72%	69%	3%	56%	16%
Cohort Comparison	-58%					

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	68%	61%	7%	55%	13%
Cohort Comparison						

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
07	2022					
	2019	71%	73%	-2%	54%	17%
Cohort Comparison		-68%				
08	2022					
	2019	61%	60%	1%	46%	15%
Cohort Comparison		-71%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
06	2022					
	2019					
Cohort Comparison						
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	68%	64%	4%	48%	20%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2022					
2019	85%	85%	0%	67%	18%
CIVICS EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2022					
2019	81%	85%	-4%	71%	10%
HISTORY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2022					
2019	65%	74%	-9%	70%	-5%
ALGEBRA EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2022					
2019	72%	67%	5%	61%	11%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	66%	61%	5%	57%	9%

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	31	41	35	46	51	48	30	35		40	
ELL	40	33		57	54						
BLK	47	51	38	43	59	57	69	50			
HSP	59	55	33	61	59		59	73			
MUL	74	61		72	59						
WHT	66	50	44	71	58	55	70	77	71	87	80
FRL	55	50	42	63	56	55	63	66	62	85	80
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						
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

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	65
OVERALL Federal Index Below 41% All Students	NO

ESSA Federal Index	
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	717
Total Components for the Federal Index	11
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	40
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	46
English Language Learners Subgroup Below 41% in the Current Year?	NO
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	52
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	57
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	67
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	66
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	62
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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?

Trends that are emerging across grade levels are inconsistent and waiver between grade levels. In the core content areas, math trends have been stagnant over the past 3 years. ELA has produced inconsistent results in each grade level; however, the changes between grade levels with increased or decrease percent proficiency are significant.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Based on progress monitoring and the 2022 state assessments the components that are in greatest need of improvement include the subgroup of students with disabilities in the areas of achievement and learning gains. The other component in need of improvement is ELA Learning Gains. Learning gains affect two categories, learning gains and proficiency, therefore, increasing learning gains will also increase ELA achievement.

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

Contributing factors include an identifiable decline or stagnation in test scores. There is a need for specific intervention, review of IEP goals, and provided services, and performance on progress monitoring.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

The component that showed the most improvement is Math learning gains.

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

Factors that contributed to the improvement in math learning gains were increased rigorous instruction, an intensive math course, and regular progress monitoring.

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

In order to accelerate learning, research-based programs have been implemented for students in intensive reading classes, THS has hired a math interventionist, and implemented research-based math intervention programs.

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.

Teachers will participate in Rural Connect Professional Development series in the areas of ELA, Math, Social Studies, and Science. The instructional coach will provide additional professional development in the areas of collaborative learning, student engagement, and John Hattie's Effect Size.

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

Additional services to ensure sustainability and improvement include a reading and math interventionist, research-based intervention and curriculum programs, regular progress monitoring, and data chats with teachers.

Areas of Focus
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Given the 2021-2022 school data finding that 64% of students were proficient in ELA, productive actions are necessary to accomplish the goal of ensuring higher levels of ELA achievement for all students.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	The outcome for 2022-2023 is to increase ELA proficiency by 11%.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	ELA will be monitored using Florida FAST progress monitoring. the MTSS team will use the data to monitor tier 2 and tier 3 interventions along with the Sonday, Iready, or Achieve 3000 assessments. The leadership team will also utilize the observation tool to monitor classroom ELA instruction. Content area PLCs will analyze professional development needs and assessment trends to determine tier 1 interventions.
Person responsible for monitoring outcome:	Sarah Bradley (bradleys@mygcsd.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	The analysis of student assessment data serves a critical role in teacher decision making and meeting the diverse needs of individual students. Collaborative analysis of formative and summative assessment to adjust instruction produces significant learning gains for all students, including those with disabilities and who speak English as a second language. Principal and leadership team will support PLC teams to ensure correct processes are being used in the analyzing, planning and re-teaching for student achievement.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Research illustrates a correlation between student achievement and the development of an achievable, rigorous, and aligned curriculum. Additionally, schools that consistently utilize common assessments have the greatest student achievement. When implemented with fidelity, the utilization of common assessments followed by data analysis can effectively double the speed of learning. (William, 2007), (Marzano, 2003).

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Instructional Coach will model, provide professional development, support, and monitor teacher implementation of Tier 1 instruction of BEST standards.

Person Responsible Sarah Bradley (bradleys@mygcsd.org)

The instructional coach and MTSS problem-solving team will support and monitor grade level data along with the analysis of progress monitoring outcomes, and the fidelity of tier 2 and tier 3 interventions.

Person Responsible Sarah Bradley (bradleys@mygcsd.org)

The instructional coach will support, provide professional development, and monitor for fidelity teacher implementation to ensure Tier 1 instruction is completed with fidelity.

Person Responsible Sarah Bradley (bradleys@mygcsd.org)

#2. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Given the 2021-2022 school data finding that 68% of students were proficient in math, productive actions are necessary to accomplish the goal of ensuring higher levels of math achievement for all students.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	The outcome for 2022-2023 is to increase math proficiency by 12%.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Math will be monitored using the Florida FAST assessment for progress monitoring. The MTSS team will use the data to monitor Tier 2 and Tier 3 interventions. The leadership team will also utilize walk-through data to monitor math instruction. Finally, the math interventionist will meet with the MTSS team bi-weekly to review student progress.
Person responsible for monitoring outcome:	Emily Tracey (traceye@mygcsd.org)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	The analysis of student assessment data serves a critical role in teacher decision-making and meeting the diverse needs of individual students. Collaborative analysis of formative and summative assessment to adjust instruction produces significant learning gains for all students, including those with disabilities and who speak English as a second language. The principal and leadership team will support PLC teams to ensure correct processes are being used in analyzing, planning, and re-teaching for student achievement.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	Studies show that the analysis of student assessment data serves a critical role in teacher decision-making and meeting the diverse needs of individual students. Additionally, collaborative analysis of formative and summative assessments to adjust instruction produces significant learning gains for all students, including those with and who speak English as a second language disabilities. Marzano (2003), Reeves (2010), Dufour, et al (2010). School Stocktake will take place monthly to report progress to the Principal on the Area of Focus

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Instructional coach will provide modeling, professional development, support and monitor teacher implementation of Tier 1 Math instruction using the BEST standards with fidelity.

Person Responsible   Sarah Bradley (bradleys@mygcsd.org)

The instructional coach will provide modeling, support, and monitor the implementation of interventions in the classroom and with the math interventionist.

Person Responsible   Sarah Bradley (bradleys@mygcsd.org)

The instructional coach will provide professional development, monitor content area PLCs, lesson plans and collaborative planning.

Person Responsible   [no one identified]

#3. Instructional Practice specifically relating to Science

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Given the 2021-2022 school data finding that 69% of students were proficient in science, productive actions are necessary to accomplish the goal of ensuring higher levels of science achievement for all students.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	The outcome for 2022-2023 is to increase science proficiency to 85%.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Science will be monitored using grade-level classroom assessments, midterm, and final assessments, and student progress.
Person responsible for monitoring outcome:	[no one identified]
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	The science curriculum must be made relevant to students by framing lessons in contexts that give facts meaning, teach concepts that matter in students' lives, using experimental inquiry and provide opportunities for solving complex problems.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Students who manipulate scientific ideas using hands-on /minds-on strategies, and activities are more successful than peers who are taught by teachers relying primarily on lecture and the textbook (Lynch & Zenchak, 2002).

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

The instructional coach and admin team will provide professional development, and support, and monitor tier 1 science instruction for fidelity.

Person Responsible	Emily Tracey (traceye@mygcsd.org)

The instructional coach and admin team will provide professional development, and support, and monitor teachers for increased participation in the science inquiry labs.

Person Responsible	Emily Tracey (traceye@mygcsd.org)

Content area teachers will meet bi-weekly to collaboratively develop vertically articulated lesson plans and assessments after analyzing data.

Person Responsible	Emily Tracey (traceye@mygcsd.org)

#4. Instructional Practice specifically relating to Social Studies	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Given the 2021-2022 school data finding that 74% of students were proficient in social studies, productive actions are necessary to accomplish the goal of ensuring higher levels of science achievement for all students.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	The outcome for 2022-2023 is to increase social studies proficiency to 90%.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Social Studies will be monitored using grade-level classroom assessments, midterm, and final assessments, and student progress.
Person responsible for monitoring outcome:	Cheri Langford (langfordc@mygcsd.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	The analysis of student assessment data serves a critical role in teacher decision-making and meeting the diverse needs of individual students. Collaborative analysis of formative and summative assessment to adjust instruction produces significant learning gains for all students, including those with disabilities and who speak English as a second language. The principal and leadership team will support PLC teams to ensure correct processes are being used in analyzing, planning, and re-teaching for student achievement.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Research illustrates a correlation between student achievement and the development of an achievable, rigorous, and aligned curriculum. Additionally, schools that consistently utilize common assessments have the greatest student achievement. When implemented with fidelity, the utilization of common assessments followed by data analysis can effectively double the speed of learning. (William, 2007), (Marzano, 2003).

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

The instructional coach and admin team will provide professional development, and support, and monitor tier 1 science instruction for fidelity.

Person Responsible	Cheri Langford (langfordc@mygcsd.org)

The instructional coach and admin team will provide professional development, support, and monitor teachers for increased participation in AVID strategies, collaborative strategies, and rigorous instruction.

Person Responsible	Cheri Langford (langfordc@mygcsd.org)

#5. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	According to the 2021-2022 ESSA data our school has one subgroup below the ESSA level of 41%. The subgroup of Students with Disabilities was below the federal index at 40%.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Our SWD ESSA subgroup data will increase in the 2022-2023 to a federal index of 50%.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Leadership will monitor SWD students using Florida FAST progress monitoring. The MTSS team will use the data to monitor tier 2 and tier 3 interventions. The leadership team will also utilize classroom observations to monitor the rigor of classroom instruction.
Person responsible for monitoring outcome:	Emily Tracey (traceye@mygcsd.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Teachers will differentiate instruction in academically diverse classrooms seeking to provide appropriately challenging learning experiences for all their students. Teachers will be invested in student IEP goals and collaboratively work with support facilitation teachers to increase student learning gains.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Tomlinson and Imbeau (2010) describe differentiation as creating a balance between academic content and students' individual needs. They suggest that this balance is achieved by modifying four specific elements related to curriculum: Content: the information and skills that students need to learn Process - How the students make sense of the content being taught Product - how students demonstrate what they have learning AFfect - the feelings and attitudes that affect students' learning

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Teachers will participate in weekly PLC meetings that will focus on the development of both standardized lesson plans and common assessments for all students. Subgroup data will be distributed for discussion and disaggregation to action plan lessons moving forward and reteaching of essential standards

Person Responsible	Emily Tracey (traceye@mygcsd.org)

Teachers will focus on creating learning goals and targets for individual students

Person Responsible	Emily Tracey (traceye@mygcsd.org)

Teachers will participate in professional development that focuses on instructional strategies to scaffold content for ELL and ESE subgroups. Training includes AVID WICOR training and ESE support strategies.

Person Responsible	Emily Tracey (traceye@mygcsd.org)

The ELL and ESE support in the classroom will occur through collaboration with the ESOL compliance specialist and RCS ensuring students are supported in all courses by providing ELL and ESE instructional strategies and professional development for teachers.

Person Responsible	Emily Tracey (traceye@mygcsd.org)

#6. Transformational Leadership specifically relating to Instructional Leadership Team	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	The leadership team helps to maintain a cohesive school vision and strategy focused on student achievement. Improvement in this area, rather than the operational management of a school, is the main priority of leadership teams. Effective instructional leadership teams are powerful levers for making change in schools. These teams typically include the principal, assistant principal, instructional coaches, school counselors, dean of students, and other school leaders can provide a systematic way for schools to execute their most important priorities. It was found through the insight survey submitted by teachers that there was a need for growth in instructional leadership.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	Teacher retention will increase from 70% in the 21-22 school year to 85% in the 22-23 school year. Opportunities to pursue leadership roles at the school level will increase by 20%.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	This area of focus will be monitored through teacher and administration collaborative meetings, end of year surveys, and teacher reflection on professional growth.
Person responsible for monitoring outcome:	Cheri Langford (langfordc@mygcsd.org)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Increase teacher leadership roles within the school. Leadership toles can improve teacher motivation and confidence in their own abilities and used to motivate, lead, inspire and encourage other adults on staff leading to improved self-confidence, increased knowledge and an improved attitude among teachers.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	Great leaders understand the teachers know what their students and what they themselves need to succeed. When teachers are involved in examining data and making important decisions based on data that inform how they continuously improve their schools, leadership teams can ensure that everyone in the building is focused on the core business of the school which is improving student learning outcomes. When teachers work together in teams, they killed each other, learn from one another, and become experts in their specific areas. This team dynamic, in which everyone plays a role in his value, provides them with a safe space to refine their practices to improve student outcomes. And also boost teacher morale, making it more likely that good

teachers will stay
in the profession longer. And this collaborative environment, transparency
of practice and
Data are expected to help drive improvement.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Professional Learning Community Lead Teachers will provide grade level or content areas teachers an opportunity to engage in leadership roles and decision-making processes for areas critical to school improvement.

Person Responsible   Cheri Langford (langfordc@mygcsd.org)

The instructional coach will facilitate teacher-driven Professional Development sessions to identifies areas of concern and problem solve collaboratively.

Person Responsible   Sarah Bradley (bradleys@mygcsd.org)

Administration will use observation data to provide effective teacher feedback.

Person Responsible   Cheri Langford (langfordc@mygcsd.org)

#7. Positive Culture and Environment specifically relating to Attendance	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Given the 2021-2022 attendance data, 17% of students were chronically absent at a rate of 90% or higher. Productive actions are necessary to accomplish the goal of ensuring higher rates of attendance for all students.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	The outcome for 2022-2023 is to decrease chronic absenteeism to 12%.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Administration along with the school counselors and child study team will monitor attendance weekly. Attendance letters will be distributed for every 3 absences missed and parent conferences held for every 7 days missed in a semester.
Person responsible for monitoring outcome:	Emily Tracey (traceye@mygcsd.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	According to the National Drop Out Prevention Center, monitoring attendance with a systematic approach, engaging families, and a collaborative effort increases attendance rates and decreases the possibility of dropping out of school.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Actively communicating the importance of attendance and holding students and families accountable for their education increase student access to curriculum, absorption of information, and student test scores. Increased school attendance has long-term benefits for college and career readiness.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Written communication of the attendance policy and student absentee rate, monitored on a weekly basis by admin.

Person Responsible	Emily Tracey (traceye@mygcsd.org)

Monitoring attendance by class period through the MTSS process. Student athlete attendance is monitored weekly.

Person Responsible	Emily Tracey (traceye@mygcsd.org)

Child Study team meetings for chronic absenteeism at a rate of 90% or higher.

Person Responsible	Emily Tracey (traceye@mygcsd.org)

RAISE
The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale
Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.

- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.

- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

N/A

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

N/A

Measurable Outcomes:
State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.

- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and

- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

N/A

Grades 3-5: Measureable Outcome(s)

N/A

Monitoring:
Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

N/A

Person responsible for monitoring outcome:
Select the person responsible for monitoring this outcome.

Evidence-based Practices/Programs:
Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?

- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?

- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

N/A

Rationale for Evidence-based Practices/Programs:
Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?

- Do the identified practices/programs show proven record of effectiveness for the target population?

N/A

Action Steps to Implement:
List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership

- Literacy Coaching

- Assessment

- Professional Learning

Action Step	Person Responsible for Monitoring

N/A

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

Describe how the school addresses building a positive school culture and environment.

THS builds a positive school culture and the environment by embodying the structure and strategies of PBIS. Students earn privileges based on attendance, behavior, and overall citizenship. Interventions are provided at the school level to support student achievement, growth, and social-emotional well-being. Interventions include access school counselors, individual and group counseling, and family engagement. Families are encouraged to participate in school meetings, conferences, and events. Volunteering at the school, chaperoning trips, and being an active participant in their child's education increases positive school culture and environment.

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

School Counselors - Social-emotional and academic support, access to community and school-related resources, parent engagement, and communication strategies.
Administration - Monitoring student progress, PBIS implementation, AVID curriculum, parent conferences and contact, and student safety.
Teachers - monitor academic achievement, and student safety, implement PBIS reward system, communicate with parents, and support administration.
Parents - Monitor student safety, actively or passively engage in student schooling, ensure students are in attendance at school.