

Gilchrist County School District

Trenton High School



2017-18 School Improvement Plan

Trenton High School

1013 N MAIN ST, Trenton, FL 32693

<http://gilchristschools.schoolfusion.us/>

School Demographics

| | | |
|---|-------------------------------|---|
| School Type and Grades Served (per MSID File) | 2016-17 Title I School | 2016-17 Economically Disadvantaged (FRL) Rate (As Reported on Survey 3) |
| High School 6-12 | No | 76% |
| Primary Service Type (per MSID File) | Charter School | 2016-17 Minority Rate (Reported as Non-white on Survey 2) |
| K-12 General Education | No | 17% |

School Grades History

| Year | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|-------|---------|---------|---------|---------|
| Grade | A | A | A* | A |

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

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

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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>.

Table of Contents

| | |
|---|-----------|
| Purpose and Outline of the SIP | 4 |
| Differentiated Accountability | 5 |
| Current School Status | 6 |
| Supportive Environment | 6 |
| Family and Community Engagement | 8 |
| Effective Leadership | 9 |
| Public and Collaborative Teaching | 12 |
| Ambitious Instruction and Learning | 13 |
| 8-Step Planning and Problem Solving Implementation | 18 |
| Goals Summary | 18 |
| Goals Detail | 18 |
| Action Plan for Improvement | 23 |
| Appendix 1: Implementation Timeline | 37 |
| Appendix 2: Professional Development and Technical Assistance Outlines | 39 |
| Professional Development Opportunities | 39 |
| Technical Assistance Items | 42 |
| Appendix 3: Budget to Support Goals | 42 |

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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and Statuses for Trenton High School

| DA Region and RED | DA Category and Turnaround Status |
|---|-----------------------------------|
| Northeast - Wayne Green | Not In DA - N/A |

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement

The mission of Trenton High School is to empower students to become contributing members of society by developing a positive growth mindset of life-long learning through a rigorous and relevant school environment.

We will find a way to promote:

- A passion for learning
- Community and Parent involvement
- Safe environment
- Technology rich
- College and career readiness
- A strong work ethic
- Emotional awareness
- Character and leadership development
- A strong sense of self worth

b. Provide the school's vision statement

Leading the way to life-long learning

2. School Environment

a. Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Trenton High School is a small school in a small, tight-knit community where the school environment is conducive to building strong relationships between teachers and students. Most of our high school instructors teach multiple subjects and have the opportunity to have some students in more than one class each school year, or they may teach the same students year after year. So, teachers and students get to know each other very well. Additionally, our teachers support their students during extra-curricular activities by coaching, mentoring, and attending sports events, drama productions, band productions, etc.

b. Describe how the school creates an environment where students feel safe and respected before, during and after school

Administrators, faculty, and support staff foster an environment of mutual respect throughout the school which includes after school programs and extra-curricular activities. The administration has an open-door policy and all students are encouraged/invited to speak with administrators regarding any issues. Faculty and support staff is available to assist students throughout the school day. Students are monitored for safety purposes throughout the the day by faculty and staff between classes as well as before and after school. Cameras are arranged throughout the campus to assist in monitoring and increase student safety. Administration and support staff are present at all student drop-off/pick-up areas before and after school. Administrators and school resource officer ensure that all gates allowing access to where students are located are closed and locked front first bell to last bell. School personnel are present for all after school activities and an administrator is present for all

events during or after school hours. Students and parents understand faculty/staff care about the student's education and well-being.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

Trenton High School is a Positive Behavior Support (PBS) school. The PBS team consists of three administrators, two guidance counselors, two high school and two middle school teachers. The team meets monthly to review discipline data, rewards systems, and the success of PBS throughout the school.

The majority of discipline issues are in middle school. Grades 6-8 have developed behavioral expectations per grade that is inclusive of a discipline plan and a PBS rewards system. Middle School has also began implementing a demerit system. Very few referrals are generated at the high school level.

Response to Intervention (Rti) meetings are held twice monthly via grade level which are conducted by guidance counselors and members of the administration team. During these meetings interventions are discussed and put into action for students with on-going discipline issues.

Teacher's classroom expectations are posted in each classroom and behavioral expectations are posted throughout the campus. At the beginning of each school year, the administration discusses PBS and protocols for discipline incidents with students and parents during open house. Our district school board attorney reviews behavior expectations that could result in expulsion or school board determined consequences. Students are given a student handbook which clearly defines behavioral expectations and the ramifications if the rules and policies are not followed. Within the first two weeks of school, the school board attorney meets with all grade levels and discusses discipline rules and policies along with laws regarding more serious discipline issues.

Prior to the first day of school, the administration meets with all faculty/staff and discusses discipline rules and procedures. Also discussed is the behavioral/referral form and the correct way to fill it out to ensure faculty/staff have a clear understanding of the correct procedure to report discipline issues. Further training is conducted with faculty/staff members during early release days on as needed basis.

The handling of discipline is shared between the two assistant principals with the principal becoming involved with the more serious issues. The assistant principals continually and consistently discuss discipline issues to ensure discipline is fair and consistently enforced. In order for the classroom to continue with time on task and to save time, faculty members will call administration for behavioral issues and administration will respond to the room, remove the students involved and deal with the issues. This process allows the teacher to continue with the lesson and alleviates students being sent to the office and waiting until an administrator can deal with the discipline which minimizes the time students are out of the classroom.

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

When needed, students are provided with instruction in: crisis management, Check In/Check Out, conflict resolution and problem-solving techniques. Also, counseling services are provided by school guidance counselors or through a community mental health agency here at school, as needed.

Struggling students are also paired with older students who can serve as both tutors and mentors.

Social skills are taught in our FOCUS program using the PEERS curriculum.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system

Guidance Counselors and Administrators will be reviewing data captured in Skyward to detect students who exhibit numerous early warning indicators. The information is captured your the PBS Tracker. The following indicators will be tracked:

- Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
- One or more suspensions, whether in school or out of school
- Course failure in English Language Arts or mathematics
- A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics

b. Provide the following data related to the school's early warning system

1. 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 |
| Attendance below 90 percent | 0 | 0 | 0 | 0 | 0 | 0 | 10 | 15 | 20 | 0 | 0 | 0 | 0 | 45 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 18 | 36 | 50 | 28 | 29 | 22 | 0 | 183 |
| Course failure in ELA or Math | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 30 | 12 | 0 | 0 | 0 | 0 | 44 |
| Level 1 on statewide assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 10 | 16 | 0 | 0 | 0 | 0 | 26 |

The number of students identified by the system as exhibiting two or more early warning indicators:

| Indicator | Grade Level | | | | | | | | | | | | Total | |
|--|-------------|---|---|---|---|---|---|----|----|---|----|----|-------|----|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | | 12 |
| Students exhibiting two or more indicators | 0 | 0 | 0 | 0 | 0 | 0 | 7 | 13 | 11 | 0 | 0 | 0 | 0 | 31 |

c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

Students who have been identified as exhibiting two or more indicators will be monitored closely through the MTSS process. Attendance, suspension, and academic goals will be written and closely monitored to specifically decrease the percent of students receiving out of school and in school suspensions, course failure in ELA or MATH, and attendance. Truant students will be identified and tracked by daily attendance reports. School Truancy officer will be notified of any student who exhibits a pattern of nonattendance. During the MTSS meetings, data will be reviewed bimonthly on each of the indicators. At this time teachers report any grade or observational data which may can be addressed through child study team meetings or parent/ teacher conferences. Report card and mid nine weeks grades will be reviewed by administration to help reduce course failure.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2) and (b)(7)(A)(iii)(I).

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

No

1. PFEP Link

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

2. Description

Trenton High School works hard to build relationships with families through our open door policy, and school events including Open House, athletic events, club-sponsored events, and individualized contact by teachers, guidance counselors, and administrators. Our mission and vision statements are posted on the school's website and were presented/discussed during Open House. Each student's academic progress is carefully monitored, and parents are notified by teachers, guidance counselors, and/or administrators if a problem arises. In addition, students receive progress reports at the midway point of each grading period and at the end of each grading period. Parents may also register for real-time online access to their child's school information through Skyward including: grades, attendance, schedule, test scores, and graduation requirements. All teachers are expected to maintain a website using the district's School Fusion interface and include clear class syllabi. Remind is also used by administration, guidance and some teachers to communicate proactively with parents.

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Trenton High School has strong ties to the community, and we are fortunate to have the support of many local citizens and businesses. We have partnered with local businesses on several occasions to raise funds for various school/student needs. Partnerships include a close working relationship with the Gilchrist County Schools Educational Foundation, which funds scholarships and other school needs.

C. Effective Leadership

1. School Leadership Team

a. Membership

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

| Name | Title |
|-----------------|---------------------|
| Langford, Cheri | Principal |
| Stoel, Ray | Assistant Principal |
| Colley, Devin | Assistant Principal |
| Jones, Sandy | Instructional Coach |
| Brown, Monica | Teacher, K-12 |
| Wheaton, Cassi | Teacher, K-12 |
| Pearce, Leandra | Teacher, K-12 |
| Johnson, Ashlee | Teacher, K-12 |
| Arnow, Andrea | Teacher, K-12 |
| Jones, Kevin | Teacher, K-12 |
| Brown, Jeryl | Teacher, ESE |

b. Duties

1. Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

The administrative team, including Principal, Cheri Langford, and Assistant Principals, Devin Colley, and Ray Stoel, work together to provide constructive feedback to teachers following classroom observations in order to improve the quality and effectiveness of classroom instruction. In addition, the admin team organizes and/or delivers professional development to teachers to meet their specific needs and improve instructional practice for increased student achievement. The Teacher Support Colleague assists with planning lessons, observes in classrooms, provides specific feedback to teachers, models lessons, and facilitates professional development activities. The guidance counselors, Taven Bennett and Erin Whitaker, facilitate MTSS meetings and provide guidance and support to teachers as they design and implement Tier 2 and Tier 3 interventions for low performing students. The leadership team collaborates to disaggregate student performance data to assess the instructional needs of individual students and form a plan to meet those needs.

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

Integration of federal, state, and local initiatives occurs through the continuous collaboration of school and district staff. At a minimum, instructional leaders meet on a monthly basis. Services and resources are targeted based on continuous review of data and needs assessment.

Students at Trenton High School benefit from the integration of services and collaboration with Title I, Part A. Although we are not a Title I school, homeless students within our school are served by Title I, Part A set-aside funds that are used to remove barriers for homeless students and unaccompanied youth.

Students benefit from the coordination of services with Title I, Part C Migrant Programs. The LEA's Title I Director and curriculum directors collaborate & coordinate with the Alachua Multi-County Migrant Program in order to ensure that migrant students in each school receive services on the same basis as other children who are not highly mobile.

Integration of services under Title II, Part A provides students with the benefit of reduced class size, reading coaches, training opportunities for teachers and principals, and enhanced instruction due to improvements in the number of highly effective, in-field teachers. Our school collaborates with Title II to provide ongoing in-service & professional development / training to assist teachers & paraprofessionals in core academic subject areas such as reading, writing, math, or science in meeting the requirements needed to become highly qualified or maintain HQT status.

Funding is not provided under Title III in our small and rural school. However, students are benefited from the availability of a curriculum director that coordinates services for ESOL students. This ensures that materials are available in alternate languages, services meet the needs of ESOL/ELL/LEP students and families, and that these students are able to achieve on the same level as their English speaking peers.

Title VI Rural and Low Income Schools funding supports additional professional development supported by student performance data. This supplemental training enhances the effectiveness of teachers and supports instructional improvements.

Integration & coordination of services provided to students under Title X ensures that homeless

students receive services on the same basis as other children. Although our school/district does not normally receive funding under Title X, Title I Part A funds are used each year to improve identification of children and unaccompanied youth living in homelessness.

Carl Perkins Secondary and Rural/Sparsely Populated projects support the enhancement of services to students in career and technical education programs and academies. These projects support supplementary supplies, equipment, and software for CTE students. In addition, professional development for CTE teachers is provided through collaboration with this project. Industry certifications, travel costs, and other fees are supported through the coordination and integration of these funds.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

| Name | Stakeholder Group |
|------------------|----------------------------|
| Cheri Langford | Principal |
| Katie Dukes | Education Support Employee |
| Christy Sache | Parent |
| Cole Hafner | Student |
| Shirley Rutledge | Business/Community |
| Devin Colley | Education Support Employee |
| Josie NesSmith | Student |
| Raelin Colley | Student |
| Wendy O'steen | Parent |
| Rob Francis | Business/Community |
| Jeryl Brown | Teacher |
| Sandy Jones | Teacher |
| Ashlee Johnson | Teacher |
| Leandra Pearce | Teacher |
| Kevin Jones | Teacher |

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2).

a. Evaluation of last year's school improvement plan

Members of the SAC reviewed last year's school improvement plan, discussed the school's previous goals, and noted that some of the goals were not met.

b. Development of this school improvement plan

Members of the SAC worked together to identify areas for improvement and make recommendations for goals in various components of the SIP.

c. Preparation of the school's annual budget and plan

N/A

2. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

N/A

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

| Name | Title |
|--------------------|---------------------|
| Langford, Cheri | Principal |
| Colley, Devin | Assistant Principal |
| Martin, Courtney | Paraprofessional |
| Kreinbihl, Roberta | Teacher, K-12 |
| Smith, Christine | Teacher, K-12 |
| Lambert, Casey | Teacher, K-12 |
| Thoron, Ashley | Teacher, K-12 |
| Shelley, Stephanie | Teacher, K-12 |
| Hines, Kimberly | Teacher, K-12 |
| Parrish, jackie | |

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable

The LLT has two major initiatives. First, the LLT will work with teachers to give them helpful strategies to make sure proficient students in the Reading classrooms show a minimum of one year's growth. Second, our efforts will continue to focus on our bottom quartile students, especially our SWD students, making sure they are showing at least one year's growth. We will also continue to celebrate literary and reading throughout the entire THS campus through Literacy Week and the rewards program for Accelerated Reader, coordinated by Ms.Martin.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(IV).

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

All middle school grade level teams have a common planning time to encourage collaborative planning. In addition, the district calendar includes early release days to provide teachers with an opportunity to collaborate and/or receive PD with other teachers in our school/district that teach the same content.

Content area teachers are also periodically provided subs during the instructional day so they may participate in collaborative planning including: curriculum mapping and creating instructional units with accompanying goals and scales. Teacher teams work together every other week to problem solve for students using the Multi-Tiered System of Support framework.

2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

The principal and assistant principals are responsible for recruiting and retaining highly qualified teachers for Trenton High School. School administrators attend career fairs to meet and recruit highly qualified teacher candidates. Job openings are advertised on the school district's website and in local newspapers. School administrators carefully review applications, and resumes and conduct thorough interviews to identify top candidates for teaching positions. To maintain a high retention rate, school-based administrators ensure that all teachers receive the support they need by assigning mentors to help newly-hired teachers, and by providing professional development opportunities for faculty members based on specific needs. In addition, teachers receive support and targeted training from academic coaches.

3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

Gilchrist County School District has adopted a district wide Mentor program. The program outlines the roles and responsibilities for the new educator and their assigned mentee. All new teachers hired at Trenton High School are paired with a mentor teacher with a minimum of three years of teaching experience. Mentors and mentees are paired based on similar teaching experiences, i.e. grade levels, subject taught, or specialized area. The GCSD Mentor plan outlines specific monthly discussion topics, along with a monthly meeting notice, which must be signed and dated by both participants. The mentees have a minimum of four classroom observations conducted by the mentor throughout the school year.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

Trenton High School adheres to the specifications published by the FLDOE for all subjects to be adopted.

According to the FLDOE, "These specifications outline the courses, as well as the standards that the materials are expected to meet." The majority of our instructional materials are selected from the state's adopted instructional materials list. All instructional materials under consideration for adoption by our school are also carefully reviewed by a team of teachers with expertise in that content area. Also, curriculum maps have been created for all instructional programs outlining how Florida's standards for each course are aligned with instruction.

Lesson plans are reviewed regularly by school administration to confirm alignment with curriculum maps and Florida standards identified in course descriptions. Teachers are required to post Daily Learning Targets and Learning Scales that are aligned with these documents and use them in their lessons. School administration monitors compliance with this expectation using the iObservation online tool. Administrators along with Reading Coach will implement the use of the IPG inter rater scale to be used during classroom observation in order to provide feedback to our teachers.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Progress monitoring data is used by teachers as they plan their instruction utilizing differentiation strategies to match the specific needs of their students. Teachers select a variety of materials and instructional delivery methods to match different learning styles and abilities. Also, teachers use strategic, flexible grouping based on content, student ability, and assessment results. In addition to their tier 1 instruction, middle school students struggling in Math and/or Reading receive Tier 2 interventions each day during PAWS. Students meeting mastery requirements in these grades receive enrichment/acceleration instruction during PAWS time. Students with disabilities in grades 6-8 are provided differentiated instruction through teachers functioning as support facilitators within the regular education classroom.

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Summer Program

Minutes added to school year: 0

Students that have not met promotion requirements are provided with an opportunity to remediate and/or promote.

Strategy Rationale

Research indicates that students that are retained are at increased risk of dropping out of school before graduation.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Bennett, Taven, bennett@mygcsd.org

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Ed Ops/ Apex progress reports will be collected to document student completion of remedial coursework. Students successfully completing the required remediation shall be promoted to the next grade level.

Strategy: Summer Program

Minutes added to school year:

Students with disabilities are given the opportunity to learn read, write and communicate more effectively with digital devices and programs that will help them be proficient in the general education classroom.

Strategy Rationale

To provide resources for our students with disabilities and teachers to effectively communicate to be successful in the general education classroom

Strategy Purpose(s)

- Enrichment
- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Rowland, Lisa, rowlandl@mygcsd.org

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Student daily work will be collected to ensure that the students are using the programs loaded on the digital device effectively.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(V).

1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

Parent nights per grade level (graduation requirements), Vocational Rehabilitation, 8th grade Career Education Class, 5th grade transition Visit, TNT meetings. Students participating in Dual Enrollment are required to complete a course entitled "The College Experience," which is designed to facilitate the development of basic skills and applications in utilizing college resources, managing time, setting goals, taking personal responsibility, paying for college, interacting collegially, reading informational text, studying, taking tests, conducting research, citing sources, presenting information, and preparing for a career.

b. College and Career Readiness

1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

Annual Career Day for middle school students.

Academic advising for dual enrollment students through Gilchrist County School District and Florida Gateway College.

Student schedules are reviewed at least two times per year to ensure students are on track for graduation, industry certification, and Florida Bright Futures scholarship program.

All 8th grade students participate in a Career Education Course called the Career Planner. Students use the Career Choices program.

Parents and students participate in a registration night where they meet with the guidance counselor and review course opportunities.

The school and district has an ongoing partnership with Florida Gateway College and Saint Leo University to provide on-campus, off-campus, and virtual instruction opportunities for all qualifying Trenton High School Students, as well as members of the local community.

2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

Students currently in grade 6 may enroll in Computing for College and Careers. Students in 7th grade may enroll in Business Software Applications or Administrative Office Technology I. Students in 8th grade may enroll in whichever business course they did not complete in 7th grade.

High school students may enroll in:

Agriscience Foundations 1, Agriscience Biotechnology 2, Agriscience Biotechnology 3, Agritechnolgy 1, Agritechnolgy 2, Drafting 1-4, Building Construction Technologies 1-3, Engineering Technology 1-3, Applied Engineering Technology 1-3, Computing for College and Careers, Administrative Office Technology, Business Software Applications, Introduction to Information Technology

3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

Career and Technical Education (CTE) course offerings include:

Agriscience Foundations 1, Agriscience Biotechnology 2, Agriscience Biotechnology 3, Agritechnolgy 1, Agritechnolgy 2, Drafting 1-4, Building Construction Technologies 1-3, Engineering Technology 1-3, Applied Engineering Technology 1-3, Computing for College and Careers, Administrative Office Technology, Business Software Applications, Introduction to Information Technology

All CTE teachers annually review their course descriptions to ensure their curriculum maps and lesson plans include required Florida Standards for Reading, Writing, Listening/Speaking, and Mathematics.

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

In order to ensure student readiness, Trenton High School offers Advanced Placement Environmental Science, administers the ACT test six times a year on campus for interested students and provides opportunities for students to achieve college-ready status on the PERT two times a year on our own campus. The school has also expanded opportunities for students in middle school to begin earning industry certifications in Business.

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why"? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** There will be a 10% decrease in student absentees from the 2016-2017 school year to the 2017-2018 school year.
- G2.** 80% of THS students will score level 3 or higher or achieve learning gains on the 2017-18 Florida Standards Assessment and or End of Course Exams.
- G3.** There will be a 10% decrease in the frequency of office disciplinary referrals resulting in Out of School Suspension from the 2016-2017 to the 2017-2018 school year.
- G4.** 90% of students seeking industry certification will achieve industry certification in the 2017-2018 school year.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. There will be a 10% decrease in student absentees from the 2016-2017 school year to the 2017-2018 school year. 1a

G092960

Targets Supported 1b

| Indicator | Annual Target |
|-----------------|---------------|
| Attendance rate | |

Targeted Barriers to Achieving the Goal 3

- Policies that are in place that allow students to pass courses and learn the standards with a mastery test that may not be as rigorous as classroom instruction.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Truancy officer, Sharon Langford
- Gilchrist County Pupil Progression Plan
- MTSS/RtI
- Attendance Committee

Plan to Monitor Progress Toward G1. 8

Skyward attendance report

Person Responsible

Sharon Langford

Schedule

Monthly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Skyward data identifying students exhibiting a pattern in truancy.

G2. 80% of THS students will score level 3 or higher or achieve learning gains on the 2017-18 Florida Standards Assessment and or End of Course Exams. **1a**

G092961

Targets Supported **1b**

| Indicator | Annual Target |
|------------------------------|---------------|
| Math Gains | 80.0 |
| FCAT 2.0 Science Proficiency | 80.0 |
| ELA/Reading Gains | 80.0 |
| Bio I EOC Pass | 80.0 |
| U.S. History EOC Pass | 80.0 |
| Civics EOC Pass | 80.0 |

Targeted Barriers to Achieving the Goal **3**

- Students with disabilities, African Americans, English Speakers of Other Languages and our economically disadvantaged students have shown less growth in student achievement and performance on the state wide assessments and end of course exams.
- Students are not understanding the Key Ideas which correlates with Integration of Knowledge and Ideas. Both of these skills are necessary for students have a deeper understanding of the content they are reading. Students must be able to comprehend and formulate ideas that support their writing. In order to be a successful and effective writer, student must have a full understanding of what they are reading and able to provide supporting details.
- All students will be provided with strategies using the Marzano approach to increase student proficiency on state wide assessments.
- Students enrolled in Math courses lack skills in the area of ratio and proportional relationships and the number system.

Resources Available to Help Reduce or Eliminate the Barriers **2**

- Middle school support facilitation teachers
- High school consultation teachers
- FDLRS-Springs
- English Speaker of Other Language Interpreter
- Free Breakfast and Lunch for all students
- Curriculum resource coach used to model and provide professional development
- Edunuity, Algebra Nation, online Math programs
- I- Ready for Reading and Math in Middle Grade
- 1-1 computers per students in grades 6-12
- online textbook resources
- Achieve 3000
- Vocab Lit

Plan to Monitor Progress Toward G2. 8

The TMHS administrative team shall collect and review Gilchrist Progress Monitoring Assessment results, classroom test results, and classroom grades for identified students quarterly.

Person Responsible

Devin Colley

Schedule

Semiannually, from 8/10/2017 to 5/25/2018

Evidence of Completion

Gilchrist Progress Monitoring Assessments, classroom test results, classroom grades.

G3. There will be a 10% decrease in the frequency of office disciplinary referrals resulting in Out of School Suspension from the 2016-2017 to the 2017-2018 school year. 1a

G092962

Targets Supported 1b

| Indicator | Annual Target |
|----------------------|---------------|
| Discipline incidents | 125.0 |

Targeted Barriers to Achieving the Goal 3

- A large portion of the faculty are new and have not been trained in the school's positive behavior support system.

Resources Available to Help Reduce or Eliminate the Barriers 2

- PBS Website
- MTSS/RtI strategies and interventions
- CARD
- CPI training
- Check In Check Out
- Counseling Services
- Demerit System

Plan to Monitor Progress Toward G3. 8

Skyward discipline data shall indicate a 10% or more decrease in the percentage of office disciplinary referrals resulting in out of school suspension from the 2016-2017 school year to the 2017-2018 school year.

Person Responsible

Ray Stoel

Schedule

Monthly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Skyward discipline graphs

G4. 90% of students seeking industry certification will achieve industry certification in the 2017-2018 school year. 1a

G092963

Targets Supported 1b

| Indicator | Annual Target |
|---------------------------------------|---------------|
| Advanced coursework completion - H.S. | 158.0 |

Targeted Barriers to Achieving the Goal 3

- The Students lack experience of using the software in real world scenarios.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Online textbooks
- Computer Programs

Plan to Monitor Progress Toward G4. 8

Skyward performance reports, Passing of industry Certification exam

Person Responsible

Cheri Langford

Schedule

Annually, from 8/10/2017 to 5/25/2018

Evidence of Completion

Projects and Progress monitoring provided in the classroom, Skyward performance report

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. There will be a 10% decrease in student absentees from the 2016-2017 school year to the 2017-2018 school year. **1**

 G092960

G1.B1 Policies that are in place that allow students to pass courses and learn the standards with a mastery test that may not be as rigorous as classroom instruction. **2**

 B249364

G1.B1.S1 Teachers will notify guidance and administration if they identify students that are showing a pattern in truancy (5 or more absences in a calendar month) **4**

 S262826

Strategy Rationale

Guidance will set up child study meetings that includes teachers, parent and district truancy officer. The truancy officer will go over pupil progression plan indicating consequences of truancy.

Action Step 1 **5**

To decrease the amount of student absentees for the 2017-2018 school year.

Person Responsible

Devin Colley

Schedule

Monthly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Skyward data, Child Study team meeting, attendance documentation

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

The district truancy officer will communicate with guidance counselors and administration to ensure that chronic absentees are being discussed and child study team meetings are conducted.

Person Responsible

Sharon Langford

Schedule

Monthly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Child study team meeting and Skyward attendance data

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Administration will meet with district truancy officer to follow up on absentees

Person Responsible

Devin Colley

Schedule

Monthly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Child study team notes, Skyward attendance print out

G1.B1.S2 Increase parent communication before a student reaches 5 absences in a calendar month **4**

 S262827

Strategy Rationale

To reduce the effect of achievement based on truancy.

Action Step 1 **5**

An attendance report will be provided everyday.

Person Responsible

Ginger Mower

Schedule

Daily, from 8/10/2017 to 5/25/2018

Evidence of Completion

Attendance report will be provided to all TMHS teachers and staff

Plan to Monitor Fidelity of Implementation of G1.B1.S2 **6**

Attendance Report and email that identifies students missing first block

Person Responsible

Ginger Mower

Schedule

Daily, from 8/10/2017 to 5/25/2018

Evidence of Completion

Attendance Reports will be provided along with an email to all staff members at TMHS

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Attendance Email to all staff at TMHS

Person Responsible

Ginger Mower

Schedule

Daily, from 8/10/2017 to 5/25/2018

Evidence of Completion

Skyward monthly attendance report

G2. 80% of THS students will score level 3 or higher or achieve learning gains on the 2017-18 Florida Standards Assessment and or End of Course Exams. **1**

 G092961

G2.B1 Students with disabilities, African Americans, English Speakers of Other Languages and our economically disadvantaged students have shown less growth in student achievement and performance on the state wide assessments and end of course exams. **2**

 B249365

G2.B1.S1 The TMHS teachers and staff will be trained on Marzano strategies to help the students identified in subgroups to succeed in tested areas. Support facilitation (middle and high school) and ESOL interpreter will implement training in the classroom and share ideas with the classroom teacher. Communication between general education, support facilitation teacher, ESOL interpreter will be ongoing so that all students in each subgroup will benefit from strategies. **4**

 S262828

Strategy Rationale

Existing support facilitation, classrooms with ESOL certified teachers and classrooms that do not have that support can use strategies to improve the academic performance of students with disabilities, English Speakers of Other Languages and struggling students in the classroom.

Action Step 1 **5**

TMHS support facilitation teachers and ESOL interpreter will collaborate with TMHS teachers and staff on Marzano strategies in improve student achievement and performance.

Person Responsible

Cheri Langford

Schedule

Weekly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Professional Development sign-in sheets, follow-up forms

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Classroom observations and lesson plan reviews shall indicate that Marzano strategies are occurring in 80% of all TMHS classrooms at least weekly.

Person Responsible

Cheri Langford

Schedule

Weekly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Classroom Observations, lesson plans

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Classroom observations and lesson plan reviews shall indicate that strategies are occurring in 80% of all TMHS classrooms at least weekly.

Person Responsible

Cheri Langford

Schedule

Weekly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Classroom Observations, Lesson plans

G2.B2 Students are not understanding the Key Ideas which correlates with Integration of Knowledge and Ideas. Both of these skills are necessary for students have a deeper understanding of the content they are reading. Students must be able to comprehend and formulate ideas that support their writing. In order to be a successful and effective writer, student must have a full understanding of what they are reading and able to provide supporting details. **2**

 B249366

G2.B2.S1 Increase understanding of the depth of knowledge required for Integration Knowledge and Ideas, Key Ideas and Writing. **4**

 S262829

Strategy Rationale

The TMHS ELA/Reading teachers have the necessary instructional knowledge and skills to reach the depth of knowledge needed for student's achievement, but non-ELA/Reading teachers have not had the professional development to implement these strategies.

Action Step 1 **5**

The TMHS ELA/Reading team shall deliver professional development and support to non-ELA/Reading teachers on how to exam and break information apart, compare and analyze text for integration knowledge and Ideas, key ideas and writing.

Person Responsible

Sarah Bradley

Schedule

Monthly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Professional development sign in sheets

Plan to Monitor Fidelity of Implementation of G2.B2.S1 **6**

Teacher observation, student demonstration of strategies.

Person Responsible

Sarah Bradley

Schedule

Triannually, from 8/10/2017 to 5/25/2018

Evidence of Completion

Classroom walk-throughs, lesson plans

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Teacher observation and student demonstration strategies that carry over to non-ELA/Reading courses.

Person Responsible

Devin Colley

Schedule

Triannually, from 8/10/2017 to 5/25/2018

Evidence of Completion

Classroom observations, lesson plans

G2.B3 All students will be provided with strategies using the Marzano approach to increase student proficiency on state wide assessments. 2

 B249367

G2.B3.S1 Implementation of Marzano strategies such as tracking student progress to increase proficiency on state wide assessments. 4

 S262830

Strategy Rationale

Teachers will implement strategies such as tracking student progress in order to master standards and benchmarks.

Action Step 1 5

Teachers will continued to be trained on implementing Marzano strategies such as student tracking.

Person Responsible

Cheri Langford

Schedule

Semiannually, from 8/10/2017 to 5/25/2018

Evidence of Completion

Professional Development sign in sheets, Lesson Plans, observations

Plan to Monitor Fidelity of Implementation of G2.B3.S1 6

Weekly Classroom Assessments, FSA assessments, EOC's and Progress Monitoring

Person Responsible

Cheri Langford

Schedule

Weekly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Formative and Summative assessment data reports, Skyward

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7

Formative and summative assessments

Person Responsible

Cheri Langford

Schedule

Triannually, from 8/10/2017 to 5/25/2018

Evidence of Completion

Weekly Classroom Assessments, FSA assessments, EOC's and Progress Monitoring

G2.B4 Students enrolled in Math courses lack skills in the area of ratio and proportional relationships and the number system. 2

 B249368

G2.B4.S1 TMHS students have shown a decline in math areas of Ratio and Proportional relationships and the Number system. 4

 S262831

Strategy Rationale

TMHS students remediation in foundational skills to build knowledge to increase performance on the state-wide assessments.

Action Step 1 5

TMHS teachers will be provided professional development to increase understanding and implementation of strategies to prepare students for the state-wide assessment.

Person Responsible

Linda Gartin

Schedule

Quarterly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Professional development sign in sheets, lesson plans, teacher observations

Plan to Monitor Fidelity of Implementation of G2.B4.S1 6

Provide TMHS teachers instructional strategies and support to increase student performance

Person Responsible

Cheri Langford

Schedule

Quarterly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Lesson plans, classroom observations

Plan to Monitor Effectiveness of Implementation of G2.B4.S1 7

Ongoing professional development for resources and strategies to be used to increase students performance on the state wide assessment

Person Responsible

Cheri Langford

Schedule

Monthly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Lesson plans, classroom observations, formative and summative assessments.

G3. There will be a 10% decrease in the frequency of office disciplinary referrals resulting in Out of School Suspension from the 2016-2017 to the 2017-2018 school year. 1

G092962

G3.B1 A large portion of the faculty are new and have not been trained in the school's positive behavior support system. 2

B249369

G3.B1.S1 TMHS faculty and staff shall utilize Positive Behavior Support strategies to establish a high-fidelity Tier I school-wide behavior management system 4

S262832

Strategy Rationale

Teachers are unable to teach standards when students are not in school to hear the instruction, The Positive Behavior Support (PBS) system is aligned with Multi-Tier System of Support processes, and is most effective when initiated as a high-fidelity school-wide Tier I implementation.

Action Step 1 5

The TMHS PBS team will provide training students and faculty regarding expectations on and off school campus. Expectations are to posted around campus.

Person Responsible

Ray Stoel

Schedule

Monthly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Professional Development sign-ins, follow-up forms

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Classroom observation data shall indicate that 100% of classrooms and school areas have school-wide expectations displayed, and that they are in active use.

Person Responsible

Ray Stoel

Schedule

Quarterly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Classroom Observations

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Skyward discipline data shall indicate a 10% or more decrease in the percentage of office disciplinary referrals resulting in Out of School suspension from the 2016-2017 school year to the 2017-2018 school year.

Person Responsible

Ray Stoel

Schedule

Monthly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Skyward discipline graphs

G4. 90% of students seeking industry certification will achieve industry certification in the 2017-2018 school year. 1

G092963

G4.B1 The Students lack experience of using the software in real world scenarios. 2

B249370

G4.B1.S1 The TMHS CTE teachers will incorporate software into student instruction to allow students to have access to real-world scenarios and help students who lack skills in typing and software knowledge.

4

S262833

Strategy Rationale

CTE teachers will use software applications in combination with real-world scenarios, such as creating documents through Publisher, word, Excel such as chore charts, homework checkoff, etc. Students will modify templates such as student budget, college credit tracker etc. that will provide real-world context that can be applied in and out of school.

Action Step 1 5

TMHS Career Technical team will incorporate real world projects that will engage students while mastering the skills needed to pass the Industry Certification Exam.

Person Responsible

Cheri Langford

Schedule

Quarterly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Lesson Plans, Classroom Observations

Plan to Monitor Fidelity of Implementation of G4.B1.S1 6

TMHS administration shall review classroom observations and lesson plans at least quarterly to confirm real-world projects and students engagement.

Person Responsible

Cheri Langford

Schedule

Quarterly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Classroom Observations, Lesson Plans

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 7

Increase in students achieving industry certification in the 2017-2018 school year

Person Responsible

Cheri Langford

Schedule

Annually, from 8/10/2017 to 5/25/2018

Evidence of Completion

Progress Monitoring and Skyward data reports

IV. Implementation Timeline

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/ End Date |
|-------------------------|--|------------------|-------------------------------|--|------------------------|
| 2018 | | | | | |
| G1.MA1 M368854 | Skyward attendance report | Langford, Sharon | 8/10/2017 | Skyward data identifying students exhibiting a pattern in truancy. | 5/25/2018 monthly |
| G2.MA1 M368863 | The TMHS administrative team shall collect and review Gilchrist Progress Monitoring Assessment... | Colley, Devin | 8/10/2017 | Gilchrist Progress Monitoring Assessments, classroom test results, classroom grades. | 5/25/2018 semiannually |
| G3.MA1 M368866 | Skyward discipline data shall indicate a 10% or more decrease in the percentage of office... | Stoel, Ray | 8/10/2017 | Skyward discipline graphs | 5/25/2018 monthly |
| G4.MA1 M368869 | Skyward performance reports, Passing of industry Certification exam | Langford, Cheri | 8/10/2017 | Projects and Progress monitoring provided in the classroom, Skyward performance report | 5/25/2018 annually |
| G1.B1.S1.MA1 M368850 | Administration will meet with district truancy officer to follow up on absentees | Colley, Devin | 8/10/2017 | Child study team notes, Skyward attendance print out | 5/25/2018 monthly |
| G1.B1.S1.MA1 M368851 | The district truancy officer will communicate with guidance counselors and administration to ensure... | Langford, Sharon | 8/10/2017 | Child study team meeting and Skyward attendance data | 5/25/2018 monthly |
| G1.B1.S1.A1 A347026 | To decrease the amount of student absentees for the 2017-2018 school year. | Colley, Devin | 8/10/2017 | Skyward data, Child Study team meeting, attendance documentation | 5/25/2018 monthly |
| G2.B1.S1.MA1 M368855 | Classroom observations and lesson plan reviews shall indicate that strategies are occurring in 80%... | Langford, Cheri | 8/10/2017 | Classroom Observations, Lesson plans | 5/25/2018 weekly |
| G2.B1.S1.MA1 M368856 | Classroom observations and lesson plan reviews shall indicate that Marzano strategies are occurring... | Langford, Cheri | 8/10/2017 | Classroom Observations, lesson plans | 5/25/2018 weekly |
| G2.B1.S1.A1 A347028 | TMHS support facilitation teachers and ESOL interpreter will collaborate with TMHS teachers and... | Langford, Cheri | 8/10/2017 | Professional Development sign-in sheets, follow-up forms | 5/25/2018 weekly |
| G2.B2.S1.MA1 M368857 | Teacher observation and student demonstration strategies that carry over to non-ELA/Reading courses. | Colley, Devin | 8/10/2017 | Classroom observations, lesson plans | 5/25/2018 triannually |
| G2.B2.S1.MA1 M368858 | Teacher observation, student demonstration of strategies. | Bradley, Sarah | 8/10/2017 | Classroom walk-throughs, lesson plans | 5/25/2018 triannually |
| G2.B2.S1.A1 A347029 | The TMHS ELA/Reading team shall deliver professional development and support to non-ELA/Reading... | Bradley, Sarah | 8/10/2017 | Professional development sign in sheets | 5/25/2018 monthly |
| G2.B3.S1.MA1 M368859 | Formative and summative assessments | Langford, Cheri | 8/10/2017 | Weekly Classroom Assessments, FSA assessments, EOC's and Progress Monitoring | 5/25/2018 triannually |
| G2.B3.S1.MA1 M368860 | Weekly Classroom Assessments, FSA assessments, EOC's and Progress Monitoring | Langford, Cheri | 8/10/2017 | Formative and Summative assessment data reports, Skyward | 5/25/2018 weekly |
| G2.B3.S1.A1 A347030 | Teachers will continued to be trained on implementing Marzano strategies such as student tracking. | Langford, Cheri | 8/10/2017 | Professional Development sign in sheets, Lesson Plans, observations | 5/25/2018 semiannually |
| G2.B4.S1.MA1 M368861 | Ongoing professional development for resources and strategies to be used to increase students... | Langford, Cheri | 8/10/2017 | Lesson plans, classroom observations, formative and summative assessments. | 5/25/2018 monthly |
| G2.B4.S1.MA1 M368862 | Provide TMHS teachers instructional strategies and support to increase student performance | Langford, Cheri | 8/10/2017 | Lesson plans, classroom observations | 5/25/2018 quarterly |
| G2.B4.S1.A1 A347031 | TMHS teachers will be provided professional development to increase understanding and... | Gartin, Linda | 8/10/2017 | Professional development sign in sheets, lesson plans, teacher observations | 5/25/2018 quarterly |

Gilchrist - 0021 - Trenton High School - 2017-18 SIP
Trenton High School

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/ End Date |
|-------------------------|--|-----------------|-------------------------------|--|------------------------|
| G3.B1.S1.MA1 M368864 | Skyward discipline data shall indicate a 10% or more decrease in the percentage of office... | Stoel, Ray | 8/10/2017 | Skyward discipline graphs | 5/25/2018 monthly |
| G3.B1.S1.MA1 M368865 | Classroom observation data shall indicate that 100% of classrooms and school areas have school-wide... | Stoel, Ray | 8/10/2017 | Classroom Observations | 5/25/2018 quarterly |
| G3.B1.S1.A1 A347032 | The TMHS PBS team will provide training students and faculty regarding expectations on and off... | Stoel, Ray | 8/10/2017 | Professional Development sign-ins, follow-up forms | 5/25/2018 monthly |
| G4.B1.S1.MA1 M368867 | Increase in students achieving industry certification in the 2017-2018 school year | Langford, Cheri | 8/10/2017 | Progress Monitoring and Skyward data reports | 5/25/2018 annually |
| G4.B1.S1.MA1 M368868 | TMHS administration shall review classroom observations and lesson plans at least quarterly to... | Langford, Cheri | 8/10/2017 | Classroom Observations, Lesson Plans | 5/25/2018 quarterly |
| G4.B1.S1.A1 A347033 | TMHS Career Technical team will incorporate real world projects that will engage students while... | Langford, Cheri | 8/10/2017 | Lesson Plans, Classroom Observations | 5/25/2018 quarterly |
| G1.B1.S2.MA1 M368852 | Attendance Email to all staff at TMHS | Mower, Ginger | 8/10/2017 | Skyward monthly attendance report | 5/25/2018 daily |
| G1.B1.S2.MA1 M368853 | Attendance Report and email that identifies students missing first block | Mower, Ginger | 8/10/2017 | Attendance Reports will be provided along with an email to all staff members at TMHS | 5/25/2018 daily |
| G1.B1.S2.A1 A347027 | An attendance report will be provided everyday. | Mower, Ginger | 8/10/2017 | Attendance report will be provided to all TMHS teachers and staff | 5/25/2018 daily |

V. Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G2. 80% of THS students will score level 3 or higher or achieve learning gains on the 2017-18 Florida Standards Assessment and or End of Course Exams.

G2.B1 Students with disabilities, African Americans, English Speakers of Other Languages and our economically disadvantaged students have shown less growth in student achievement and performance on the state wide assessments and end of course exams.

G2.B1.S1 The TMHS teachers and staff will be trained on Marzano strategies to help the students identified in subgroups to succeed in tested areas. Support facilitation (middle and high school) and ESOL interpreter will implement training in the classroom and share ideas with the classroom teacher. Communication between general education, support facilitation teacher, ESOL interpreter will be ongoing so that all students in each subgroup will benefit from strategies.

PD Opportunity 1

TMHS support facilitation teachers and ESOL interpreter will collaborate with TMHS teachers and staff on Marzano strategies in improve student achievement and performance.

Facilitator

TMHS support facilitation teachers, ESOL certified teachers

Participants

TMHS teachers and staff

Schedule

Weekly, from 8/10/2017 to 5/25/2018

G2.B2 Students are not understanding the Key Ideas which correlates with Integration of Knowledge and Ideas. Both of these skills are necessary for students have a deeper understanding of the content they are reading. Students must be able to comprehend and formulate ideas that support their writing. In order to be a successful and effective writer, student must have a full understanding of what they are reading and able to provide supporting details.

G2.B2.S1 Increase understanding of the depth of knowledge required for Integration Knowledge and Ideas, Key Ideas and Writing.

PD Opportunity 1

The TMHS ELA/Reading team shall deliver professional development and support to non-ELA/Reading teachers on how to exam and break information apart, compare and analyze text for integration knowledge and Ideas, key ideas and writing.

Facilitator

S. Bradley, ELA/Reading Teachers

Participants

non-ELA/Reading teachers.

Schedule

Monthly, from 8/10/2017 to 5/25/2018

G2.B3 All students will be provided with strategies using the Marzano approach to increase student proficiency on state wide assessments.

G2.B3.S1 Implementation of Marzano strategies such as tracking student progress to increase proficiency on state wide assessments.

PD Opportunity 1

Teachers will continued to be trained on implementing Marzano strategies such as student tracking.

Facilitator

Cheri Langford

Participants

TMHS teachers

Schedule

Semiannually, from 8/10/2017 to 5/25/2018

G2.B4 Students enrolled in Math courses lack skills in the area of ratio and proportional relationships and the number system.

G2.B4.S1 TMHS students have shown a decline in math areas of Ratio and Proportional relationships and the Number system.

PD Opportunity 1

TMHS teachers will be provided professional development to increase understanding and implementation of strategies to prepare students for the state-wide assessment.

Facilitator

Langford, Cheri

Participants

All TMHS Math teachers

Schedule

Quarterly, from 8/10/2017 to 5/25/2018

G3. There will be a 10% decrease in the frequency of office disciplinary referrals resulting in Out of School Suspension from the 2016-2017 to the 2017-2018 school year.

G3.B1 A large portion of the faculty are new and have not been trained in the school's positive behavior support system.

G3.B1.S1 TMHS faculty and staff shall utilize Positive Behavior Support strategies to establish a high-fidelity Tier I school-wide behavior management system

PD Opportunity 1

The TMHS PBS team will provide training students and faculty regarding expectations on and off school campus. Expectations are to posted around campus.

Facilitator

TMHS PBS Team

Participants

All TMHS Faculty and Staff, with a focus on new faculty and staff that have never been trained.

Schedule

Monthly, from 8/10/2017 to 5/25/2018

VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

VII. Budget

| | | | |
|---------------|-------------|---|---------------|
| 1 | G1.B1.S1.A1 | To decrease the amount of student absentees for the 2017-2018 school year. | \$0.00 |
| 2 | G1.B1.S2.A1 | An attendance report will be provided everyday. | \$0.00 |
| 3 | G2.B1.S1.A1 | TMHS support facilitation teachers and ESOL interpreter will collaborate with TMHS teachers and staff on Marzano strategies in improve student achievement and performance. | \$0.00 |
| 4 | G2.B2.S1.A1 | The TMHS ELA/Reading team shall deliver professional development and support to non-ELA/Reading teachers on how to exam and break information apart, compare and analyze text for integration knowledge and Ideas, key ideas and writing. | \$0.00 |
| 5 | G2.B3.S1.A1 | Teachers will continued to be trained on implementing Marzano strategies such as student tracking. | \$0.00 |
| 6 | G2.B4.S1.A1 | TMHS teachers will be provided professional development to increase understanding and implementation of strategies to prepare students for the state-wide assessment. | \$0.00 |
| 7 | G3.B1.S1.A1 | The TMHS PBS team will provide training students and faculty regarding expectations on and off school campus. Expectations are to posted around campus. | \$0.00 |
| 8 | G4.B1.S1.A1 | TMHS Career Technical team will incorporate real world projects that will engage students while mastering the skills needed to pass the Industry Certification Exam. | \$0.00 |
| Total: | | | \$0.00 |