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School Board Approval

This plan was approved by the Gilchrist County School Board on School Board Approval: 10/15/2024.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

ADDITIONAL TARGET SUPPORT AND IMPROVEMENT (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.
TARGETED SUPPORT AND IMPROVEMENT (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.
COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI)
<p>A school can be identified as CSI in any of the following four ways:</p> <ol style="list-style-type: none"> 1. Have an overall Federal Index below 41%; 2. Have a graduation rate at or below 67%; 3. Have a school grade of D or F; or 4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parents), is informed by all indicators in the State’s accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department’s SIP template in the Florida Continuous Improvement Management System (CIMS), <https://cims2.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department’s SIP template may address the requirements for:

1. Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and
2. Charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP SECTIONS	TITLE I SCHOOLWIDE PROGRAM	CHARTER SCHOOLS
I.A: School Mission/Vision		6A-1.099827(4)(a)(1)
I.B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)	
I.E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II.A-E: Data Review		6A-1.099827(4)(a)(2)
III.A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III.B, IV: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
V: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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. The printed version in CIMS represents the SIP as of the "Printed" date listed in the footer.

I. School Information

A. 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.

B. School Leadership Team

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name

Cheri Langford

Position Title

Principal

Job Duties and Responsibilities

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

Leadership Team Member #2

Employee's Name

Emily Andriaccio

Position Title

Assistant Principal

Job Duties and Responsibilities

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

Leadership Team Member #3

Employee's Name

Charlotte Mercer

Position Title

Instructional Coach

Job Duties and Responsibilities

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
- Coach teachers in appropriate Tier 2 & 3 interventions
- Participate in decisions regarding student placement in

MTSS programs and levels of intervention

C. Stakeholder Involvement and Monitoring

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders [including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders] and how their input was used in the SIP development process. (ESEA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

The school leadership team collaborated in the development of the School Improvement Plan. Input was pulled from departments, data collected, and specific school based information regarding areas of strength and weakness for the 2023-2024 school year. School improvement meetings are schedule at the beginning of the year. They are placed on the school calendar and advertised via phone message home, Facebook post, and digital sign message. Faculty are encouraged to sign up at the beginning of the year for committees, one of the committees being school improvement. At the last SAC meeting of the 2022-23 school year the SAC members were given an opportunity to give input and feedback for the School Improvement plan for the 2023-24 school year. The School Advisory Council will review and approve the School Improvement

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the state academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement. (ESEA 1114(b)(3))

The SIP will be monitored regularly with monthly MTSS meetings, teacher evaluations and walk throughs, Bi Monthly SIP meetings, monthly faculty meetings, and instructional team meetings. Each month our leadership team takes ownership of a particular portion of the school improvement plan. They are accountable for implementation and monitoring of action steps. We will share our actions steps and updates at our monthly SAC meetings with our stakeholders.

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	SENIOR HIGH 6-12
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2023-24 TITLE I SCHOOL STATUS	NO
2023-24 MINORITY RATE	25.9%
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	95.3%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2023-24 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD) ENGLISH LANGUAGE LEARNERS (ELL) BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) MULTIRACIAL STUDENTS (MUL) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2023-24: A 2022-23: A* 2021-22: A 2020-21: A 2019-20:

E. Early Warning Systems

1. Grades K-8

Current Year 2024-25

Using 2023-24 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
Absent 10% or more school days							21	20	8	49
One or more suspensions							17	57	14	88
Course failure in English Language Arts (ELA)							8	35	10	53
Course failure in Math							3	43	23	69
Level 1 on statewide ELA assessment							20	24	17	61
Level 1 on statewide Math assessment							22	22	11	55
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

Current Year 2024-25

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

INDICATOR	GRADE LEVEL								TOTAL	
	K	1	2	3	4	5	6	7		8
Students with two or more indicators							12	30	12	54

Current Year 2024-25

Using the table above, complete the table below with the number of students retained:

INDICATOR	GRADE LEVEL								TOTAL	
	K	1	2	3	4	5	6	7		8
Retained students: current year							2	5	2	9
Students retained two or more times							2	10	2	14

Prior Year (2023-24) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL								TOTAL	
	K	1	2	3	4	5	6	7		8
Absent 10% or more school days										0
One or more suspensions										0
Course failure in ELA										0
Course failure in Math										0
Level 1 on statewide ELA assessment										0
Level 1 on statewide Math assessment										0
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										0

Prior Year (2023-24) As Last Reported (pre-populated)

The number of students by current grade level that had two or more early warning indicators:

INDICATOR	GRADE LEVEL								TOTAL	
	K	1	2	3	4	5	6	7		8
Students with two or more indicators										0

Prior Year (2023-24) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL								TOTAL	
	K	1	2	3	4	5	6	7		8
Retained students: current year										0
Students retained two or more times										0

2. Grades 9-12 (optional)

Current Year (2024-25)

Using 2023-24 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
	9	10	11	12	
Absent 10% or more school days	17	17	19	14	50
One or more suspensions	24	14	10	35	83
Course failure in English Language Arts (ELA)	25	19	4	6	54
Course failure in Math	26	14	7	7	54
Level 1 on statewide ELA assessment	16	13	20	18	67
Level 1 on statewide Algebra assessment	6	20	12	7	45

Current Year (2024-25)

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Students with two or more indicators	19	13	11	18	61

Current Year (2024-25)

Using the table above, complete the table below with the number of students retained:

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Retained students: current year	2	0	0	2	4
Students retained two or more times	4	1	1	0	6

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

A. ESSA School, District, State Comparison

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

Data for 2023-24 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	67		55	64		50	64		51
ELA Grade 3 Achievement **									
ELA Learning Gains	56		57				51		
ELA Learning Gains Lowest 25%	55		55				41		
Math Achievement *	68		45	63		38	68		38
Math Learning Gains	60		47				58		
Math Learning Gains Lowest 25%	55		49				54		
Science Achievement *	69		68	70		64	69		40
Social Studies Achievement *	77		71	77		66	74		48
Graduation Rate	84		90	90		89	88		61
Middle School Acceleration	68			54			70		44
College and Career Readiness	85		67	72		65	80		67
ELP Progress	58		49	54		45			

*In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPi) than in school grades calculation.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	67%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	802
Total Components for the FPPI	12
Percent Tested	100%
Graduation Rate	84%

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
67%	70%	65%	67%		66%	65%

* Pursuant to Florida Department of Education Emergency Order No. 2020-EO-1 (PDF), spring K-12 statewide assessment test administrations for the 2019-20 school year were canceled and accountability measures reliant on such data were not calculated for the 2019-20 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2023-24 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	49%	No		
English Language Learners	46%	No		
Black/African American Students	59%	No		
Hispanic Students	62%	No		
Multiracial Students	73%	No		
White Students	69%	No		
Economically Disadvantaged Students	63%	No		

2022-23 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	49%	No		
English Language Learners	54%	No		
Black/African American Students	48%	No		
Hispanic Students	63%	No		
Multiracial Students	57%	No		
White Students	73%	No		
Economically Disadvantaged Students	61%	No		

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	40%	Yes	1	

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
English Language Learners	46%	No		
Native American Students				
Asian Students				
Black/African American Students	52%	No		
Hispanic Students	57%	No		
Multiracial Students	67%	No		
Pacific Islander Students				
White Students	66%	No		
Economically Disadvantaged Students	62%	No		

D. Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L2.5%	MATH ACH.	MATH LG	MATH LG L2.5%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	67%		56%	55%	68%	60%	55%	69%	77%	68%	84%	85%	58%
Students With Disabilities	41%		51%	50%	43%	59%	49%	36%	45%	67%			
English Language Learners	50%		27%	30%	47%	64%							58%
Black/African American Students	57%		67%	80%	46%	59%	58%		47%				
Hispanic Students	73%		58%	47%	61%	67%	48%	68%	82%	55%			58%
Multiracial Students	74%		74%		78%	73%		67%					
White Students	67%		54%	52%	70%	59%	57%	72%	80%	74%	87%	85%	
Economically Disadvantaged Students	62%		55%	55%	63%	58%	54%	62%	69%	61%	68%	83%	70%

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	64%				63%			70%	77%	54%	90%	72%	54%
Students With Disabilities	34%				26%			33%	39%		91%	70%	
English Language Learners	55%				52%								
Black/African American Students	47%				50%			50%	44%				
Hispanic Students	60%				55%			67%	68%				
Multiracial Students	46%				52%				73%				
White Students	67%				67%			72%	82%	56%	90%	74%	
Economically Disadvantaged Students	54%				56%			65%	66%	36%	85%	62%	

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 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	ELP PROGRESS
All Students	64%		51%	41%	68%	58%	54%	69%	74%	70%	88%	80%	
Students With Disabilities	31%		41%	35%	46%	51%	48%	30%	35%		40%		
English Language Learners	40%		33%		57%	54%							
Native American Students													
Asian Students													
Black/African American Students	47%		51%	38%	43%	59%	57%	69%	50%				
Hispanic Students	59%		55%	33%	61%	59%		59%	73%				
Multiracial Students	74%		61%		72%	59%							
Pacific Islander Students													
White Students	66%		50%	44%	71%	58%	55%	70%	77%	71%	87%	80%	
Economically Disadvantaged Students	55%		50%	42%	63%	56%	55%	63%	66%	62%	85%	80%	

E. Grade Level Data Review – State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested or all tested students scoring the same.

2023-24 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Ela	10	63%	61%	2%	53%	10%
Ela	6	67%	66%	1%	54%	13%
Ela	7	60%	57%	3%	50%	10%
Ela	8	69%	63%	6%	51%	18%
Ela	9	71%	67%	4%	53%	18%
Math	6	67%	59%	8%	56%	11%
Math	7	27%	31%	-4%	47%	-20%
Math	8	76%	74%	2%	54%	22%
Science	8	56%	56%	0%	45%	11%
Civics		71%	76%	-5%	67%	4%
Biology		82%	83%	-1%	67%	15%
Algebra		59%	53%	6%	50%	9%
Geometry		78%	71%	7%	52%	26%
History		76%	80%	-4%	67%	9%
2023-24 WINTER						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Algebra		19%	16%	3%	16%	3%
Biology		* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Geometry		* data suppressed due to fewer than 10 students or all tested students scoring the same.				
History		* data suppressed due to fewer than 10 students or all tested students scoring the same.				

2023-24 FALL						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Algebra		23%	23%	0%	17%	6%
Geometry		<i>* data suppressed due to fewer than 10 students or all tested students scoring the same.</i>				

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

Answer the following reflection prompts after examining any/all relevant school data sources.

Most Improvement

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

The areas that showed the most improvement are ELA achievement and Math achievement, as well as, Middle School Acceleration and College and Career Readiness.

In the areas of ELA and Math intentional instruction with specific interventions, progress monitoring and student data chats were actions taken to assist in the improvement.

In the areas of Middle school acceleration and College and Career Readiness, the student progression plan was amended along with the development of more options and opportunities for acceleration.

Lowest Performance

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

The data components that showed the lowest performance was ELA and Math Learning Gains of the Lowest Quartile. It is important to recognize that these areas, although low in performance, have still made considerable gains compared to previous years. Possible contributing factors to the low performance include, access to interventionist, lack of certified teachers and turn over in the classroom.

Greatest Decline

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

The data components that showed the lowest performance was graduation rate -6%. In looking at the previous 3 years of data collection. The graduation rate has fluctuated; however, 84% is the lowest in 3 years of data collection. More specifically, utilizing the Early Warning Report, students in the graduating class of 2024 had 14 with 10% of higher absences, 35 with one or more suspensions, and 18 students with two or more indicators.

Greatest Gap

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

The data component with the largest gap compared to the state average is ELA learning gains. The state was +1 percentage point (57%) over Trenton High School's 56%. The contributing factors include staffing and scheduling concerns.

EWS Areas of Concern

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

A major area of concern is the 7th grade students exhibiting 2 or more indicators (30 students) which almost doubles every other grade level. The other two areas of concern which are also extremely high for the 7th grade students are the areas of course failure in Math and Level 1 on state ELA assessment.

Highest Priorities

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

The highest priorities for Trenton High School are graduation rate, ELA learning gains and math learning gains.

B. Area(s) of Focus (Instructional Practices)

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

Graduation/Acceleration specifically relating to Graduation

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

The area of focus is the percentage of students graduating from Trenton High School. Graduation rate is the culmination of student learning throughout their educational career. It is a crucial need because it incorporates all other areas of achievement and learning gain into the achievement of graduation.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

In the 22-23 School year the graduation rate was 90%, the graduation rate dropped to 84%. The goal for graduation rate in the 2024-2025 school year is 90%.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

This Area of Focus will be monitored through administrative and guidance meetings, MTSS meetings, student led data chats, and periodic graduation requirement checks by guidance counselors. Ongoing monitoring will impact student achievement based on early intervention. The sooner teachers, counselors, and administration can identify students that may have difficulty meeting the requirements for graduation, the sooner meetings can be scheduled, parents can be contacted and interventions put into place.

Person responsible for monitoring outcome

Lynnette Langford

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA

Section 8101(21)(B)).

Description of Intervention #1:

PBIS, Attendance Matters, Drop Out Prevention

Rationale:

Using Positive Behavior Intervention Supports as a means to engage students and families in school-based activities and rewards will increase student attendance at school which is directly related to graduation rate. Attendance Matters and Drop Out Prevention are additional interventions to consider increasing student attendance which has a direct correlation to graduation rate.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence, Tier 2 – Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

Multi-tiered system of support for academic, attendance, and behavioral interventions.

Rationale:

Utilizing the MTSS team and strategic and intentional supports from the Branching Minds program, will increase student pass rate, attendance, and address possible behaviors that interfere with student success and directly interfere with graduation rate.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence, Tier 2 – Moderate Evidence, Tier 3 – Promising Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

MTSS meetings will be held monthly

Person Monitoring:

Lynnette Langford

By When/Frequency:

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Monthly meetings will be held to monitor student progress toward graduation, attendance concerns, and behavioral interventions necessary to ensure students are making progress toward graduation. Mrs. Langford will also hold quarterly student data chats to check graduation requirements.

Area of Focus #2

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Benchmark-aligned instruction, Differentiation, ELA, Instructional Coaching, Student Engagement

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

The Area of Focus is ELA, Instructional Practice. The science of reading is embedded cross-curricularly. Learning gains and achievement in ELA will immediately impact all areas of achievement and graduation rate. In preparation for college and career readiness student proficiency in ELA parallels success in the post graduation world. In the 2022 school year ELA learning gains were at 51%, in the 2024 year learning gains were at 56%. Although learning gains are improving, they are low in comparison to other learning gains and state learning gains.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

In the 2022 school year ELA learning gains were at 51%, in the 2024 year learning gains were at 56%. Although learning gains are improving, they are low in comparison to other learning gains and state learning gains. The specific measurable outcome the school plans to achieve is 57% learning gains for all students taking the ELA Fast Assessment in grades 6-10.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

This area will be monitored through progress monitoring data including PM 1 Assessment and PM 2 to monitor for student growth. Interventions will be monitored through the MTSS process and monthly teacher meetings. Progress will be monitored in the classroom by ELA and reading teachers.

Person responsible for monitoring outcome

Charlotte Mercer

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Teachers will utilize the district approved interventions including: Sonday System, Achieve3000, Iready, StudySync Test Preparation.

Rationale:

These are district and state approved intervention materials for students who have scored level 1 or 2 on their FAST Assessment.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence, Tier 2 – Moderate Evidence, Tier 3 – Promising Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

ELA and reading teachers will work closely with the reading coach, guidance, and administration to monitor student learning gains, fidelity of interventions, and student growth.

Person Monitoring:

Emily Andriaccio/Charlotte Mercer

By When/Frequency:

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

MTSS meetings will occur monthly, teacher monitoring with walk throughs and fidelity checks, student data chats, and progress monitoring assessments. Admin and instructional coach will meet bi-weekly to address concerns with tier 1 instruction, pacing, and classroom interventions.

Area of Focus #3

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Benchmark-aligned instruction, Differentiation, Instructional Coaching, Intervention, Math, Student Engagement**Area of Focus Description and Rationale**

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

The Area of Focus is Math, Instructional Practice. Learning gains and achievement in Math will impact all areas of achievement and graduation rate. In preparation for college and career readiness student proficiency in Math parallels success in the post graduation world. In the 2022 school year Math learning gains were at 58%, in the 2024 year learning gains were at 60%. Although learning gains are improving, they are low in comparison to other learning gains and state learning gains.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

In the 2022 school year Math learning gains were at 58%, in the 2024 year learning gains were at 60%. Although learning gains are improving, they are low in comparison to other learning gains and state learning gains. The specific measurable outcome the school plans to achieve is 61% learning gains for all students taking the Math Assessment in grades 6-8. Algebra EOC, and Geometry EOC.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

This area will be monitored through progress monitoring data including PM 1 Assessment and PM 2 to monitor for student growth. Interventions will be monitored through the MTSS process and monthly teacher meetings. Progress will be monitored in the classroom by Math teachers.

Person responsible for monitoring outcome

Cheri Langford / Charlotte Mercer

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Teachers will utilize Math nation curriculum including intervention stepping stones. Teachers will follow district curriculum map and give students formative assessments, progress monitoring data, and teacher feedback.

Rationale:

Strong tier 1 instruction aligns with the curriculum, pacing guide, and standards mastery. Providing effective professional learning along with accountability, tier 1 instruction should be paramount in the success of a minimum of 61% students achieving a math gain.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence, Tier 2 – Moderate Evidence, Tier 3 – Promising Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Math teachers will work closely with the instructional coach, guidance, and administration to monitor student learning gains, fidelity of interventions, and student growth.

Person Monitoring:

Cheri Langford/ Charlotte Mercer

By When/Frequency:

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Monthly MTSS meetings, teacher monitoring with walk throughs and fidelity checks, student data chats, progress monitoring assessments.

IV. Positive Culture and Environment

Area of Focus #1

Multiple Early Warning Signs

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

The Area of Focus is to address students will multiple early warning signs. Specifically for the graduating class of 2029. In addressing multiple warning signs multitiered system of support will monitor and provide interventions in the areas of attendance, discipline, and course failures.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Student discipline will decrease by 10% through the use Positive behavioral support interventions, counseling, and building relationships with at least one positive adult on campus.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Monthly MTSS meetings, teacher monitoring with walk throughs and fidelity checks, student data chats, progress monitoring assessments. Monthly meetings will address specific grade level teacher concerns, behavioral and attendance concerns. Student led conferences will be held in the classroom and with support facilitation teachers to identify student goals and action steps to achieve goals. Guidance and administration will also meet with students who struggle in any one or more of the areas of academic, attendance, or behavior. Utilizing positive behavioral support intervention in common areas along with alignment of the expectations in the classroom will further increase the climate and culture of the school.

Person responsible for monitoring outcome

Emily Andriaccio

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Positive Behavior Intervention Support

Rationale:

PBIS is an evidence based intervention that will assist students in all areas of achievement,

academic, behavior and attendance. Aligning school wide PBIS for student rewards along with classroom expectations will create a cohesive climate where students know what is expected of them and how to earn rewards in the school setting.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence, Tier 2 – Moderate Evidence, Tier 3 – Promising Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action Step #1

PBIS Committee Meetings

Person Monitoring:

Emily Andriaccio

By When/Frequency:

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The PBIS committee will meet monthly and will review expectations in the school common areas as well as in the classroom. The committee will look at referrals and determine if there is a significant amount of referrals being written in a specific area. The committee will identify specific rewards that students can earn throughout the year as well as daily rewards and incentives. The goal of this intervention is to intrinsically motivate students to meet school expectations while earning additional rewards throughout the school year.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in ESEA Section 1114(b). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership, and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESEA 1114(b)(4))

List the school's webpage where the SIP is made publicly available.

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

Positive Relationships With Parents, Families and other Community Stakeholders

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage where the school's Parental and Family Engagement Plan (PFEP) is made publicly available. (ESEA 1116(b-g))

No Answer Entered

Plans to Strengthen the Academic Program

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP. (ESEA Section 1114(b)(7)ii))

No Answer Entered

How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESEA Sections 1114(b)(5) and 1116(e)(4))

No Answer Entered

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESEA 1114(b)(7)(iii)(I))

No Answer Entered

Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESEA 1114(b)(7)(iii)(II))

No Answer Entered

Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. (20 U.S.C. 1400 et seq. and ESEA 1114(b)(7)(iii)(III)).

No Answer Entered

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESEA section 11149b)(7)(iii)(V)).

No Answer Entered

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESEA 1114(b)(7)(iii)(V))

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI or CSI (ESEA Sections 1111(d)(1)(B)(4) and (d)(2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process to review the use of resources to meet the identified needs of students.

No Answer Entered

Specifics to Address the Need

Identify the specific resource(s), rationale (i.e., data) and plan to address the need(s) (i.e., timeline).

No Answer Entered

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2024-25 UniSIG funds but has chosen not to apply.

No

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00