

**HL Trigg Community
School
SIP
2019-2020**

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People

We have the following people at HLT:

2 Middle School Teachers

3 High School Teachers

1 CTE Business Teacher

1 EC Teachers

1 EC Teachers Assistant

1 Teacher Assistant Computers

1 Counselor

3 Support People

OVERVIEW OF SCHOOL

Percentage Economically Disadvantaged

80-100% of Students across the school are economically disadvantaged.

Students stay varies

Semester, year,

Dependent on individual's goals and success

Two Worlds

Alternative Model

Option A: Participates in SPG (School Performance Grade)

Option B: Participates in Alternative Schools' Progress Model

Option C: Proposes their own Accountability Model

All Students on June 30 are assigned back to their home school per NCDPI

ESSA model also

- 1. Statement of the innovation the state expects for students, including using adaptive environments, personalized learning, and 2. Empowered educators.**
- 2. Establishes goals for student performance using end-of-grade and end-of-course exams and goals for closing achievement gaps**
- 3. Continues the School Performance Grades model, in which schools earn an A-F grade based on proficiency measures and student-growth targets.**
- 4. Our scores return because we lack 30 students in a subgroup**

Alternative Schools Options

Option A Participates in SPG (School Performance Grade)

Option B: Participates in Alternative Schools' Progress Model

Option C: Proposes their own Accountability Model

We chose Option B:

Student Persistence (20%)

School Achievement (20%)

School Growth (60%)

Designations

1) Progressing—indicates a change of at least +3 points above the previous year

2) Maintaining—indicates a change between -2.9 and +2.9 points compared to the previous year

3) Declining—indicates a change of at least -3 points below the previous year

HL Trigg Designations

Maintaining Level 2018-19

Declining Level 2017-2018

Current Student Makeup 2019-2020

Over all Student Body

Middle School has 8 Males and 1 Female

High School 14 Males and 8 Females

Overall: 20 Black/African American

7 White

1 Hispanic/Latino

3 Two or more Races

Alternative Learning Program Reasons for Attendance

2019-2020	
Middle School	6 students
Placed after Hearing	2
ALP-Academic difficulty	2
Student and/or parent choice	2
High School	21
ALP-Academic difficulty	6
ALP-Attendance problems	2
Placed after Hearing	4
ALP-Placed due to chronic misbehavior	2
ALP-Placed instead of long-term suspensn	2
ALP-Student and/or parent choice	4
ALP-Transfer from ALP or other facility	1

Typical Trigg Student

1. Not meeting state/local proficiency standards
2. Grade retention
3. Alienation from school life
4. Tardiness and/or poor school attendance
5. Negative peer influence
6. Unmanageable behavior
7. Substance abuse and other health risk behaviors
8. Abuse and neglect
9. Others (Could include Social/Emotional, Mental Health)

Test Score Data Middle School 2018-19

2018-2019 School Year		
6th Grade	Class	2018-2019
2 Students	ELA	Not Proficient
2 Students	Math	Not Proficient
7th Grade	Class	2018-2019
5 Students	ELA	Not Proficient
5 Students	Math	Not Proficient
8th Grade	Class	2018-2019
4 Students	ELA	Not Proficient
4 Students	Math	Not Proficient
4 Students	Science	1 Proficient, 3 Not Proficient

Middle School Testing Goals 2019-20

Currently 2019-2020				
2019-2020 6th grade	Class	Students Last Year Results		
Currently no students				
7th Grade 2019-2020		Students Last Year Results	Goal 2019-2020	Result will be
2 Students	ELA	0 Proficient	Increase Proficient by 50%	50% Proficient
2 Students	Math	0 Proficient	Increase Proficient by 50%	50% Proficient
Currently				
8th Grade 2019-2020		Students Last Year Results	Goal 2019-2020	Result will be
6 Students	ELA	3 Not Proficient 3 No Scores	Increase Proficient by 50%	50% Proficient
6 Students	Math	3 Not Proficient 3 No Scores	Increase Proficient by 50%	50% Proficient
6 Students	Science	????	Increase Proficient by 50%	50% Proficient

High School Test Data 2018-19

2018-2019 School Year	
Biology	2018-2019
3 Students	Not Proficient (1 within 1 point)
English II	2018-2019
4 Students	Not Proficient (2 within 9 points)
Math I	2018-2019
5 Students	Not Proficient (2 within 7 points)

High School Testing Goals 2019-20

	Currently 2019-2020		
2019-2020 Biology Spring	Students Last Year	Goals 2019-2020	Result will be
Students		Increase Individual Proficient by 50%	50% Proficient
English II 2019-2020			
5 Students	Students were all Not Proficient in English	Increase Individual Proficient by 50%	50% Proficient
2019-2020 Math I Spring			
Math I		Goal 2019-2020	
Students		Increase Individual Proficient by 50%	50% Proficient

Growth

Growth is occurring because we are at a “maintaining” Level

Professional Development Budget

“Fair Isn’t Always Equal” PLC \$300

Improvement Science \$4700

Using Differentiated Teaching Strategies \$3000

EC Focus with NHS \$2000

Participating with Middle Schools and High Schools

MTSS Training All

Focused Across Curriculum Learning

Work with District Coaches

DPI Evaluation Tool

State Audit ALP Every 3 Years Ours Should be 2020-21

Seven Standards ALP Evaluate on:

1. Mission
2. Leadership
3. Climate/Culture
4. Professional Development
5. Curriculum/Instruction
6. Assessment
7. Parent/Community Involvement

**Self-Evaluation Using State Evaluation Tool
Did a self-evaluation Spring 2019 Using ALP
Monitoring Instrument**

**All areas were MI (Meets but needs improvement) or M
(Meets Standard)**

We will Self-Monitor at the End of Fall Semester

Then We will Self-Monitor Yearly Then After

Progress Monitoring

Effectiveness of teaching - Pearson Work with District Personnel On going

PLC's-Meet weekly Every Wed

TE21's benchmarks as designated by the district

Interim Reports based on district dates

PBIS/MTSS daily/weekly

Lesson Plans-Viewed weekly

Success Transitions 2018-2019

16 High School Students Transition Back to Home School:

2 Transition at Semester Passed 7 of 8 classes

3 Middle School Students Transition

6 Students who Graduated from ECPPS

Continue to develop and adjust the transition process

GOALS

- 1. Be assigned a “Progressing” designation.**
- 2. Increase proficiency and Growth in each tested area.**
- 3. Increase hands-on learning through across curriculum instruction and off site learning.**
- 4. Increase positive interaction in our schools and community**

- 5. Provide increased methods of Differentiation through PLC “Fair Isn’t Always Equal.**

The above 4 goals will be accomplished by:

1. **Increased Persistence Percentage by being innovative and creative to keep students in school and to bring students back**
2. **Increase our Student Achievement and Growth through real world opportunities and increase in test scores, through across curriculum work**
3. **Increase Growth through Real World Opportunities and across curriculum work**
4. **Focus on specific Individual needs of each student through relationship building and individualized learning**

GOAL IMPLEMENTATION

1. Provide increased methods of Differentiation through PLC “Fair Isn’t Always Equal.

The above goal will be accomplished by:

- 1. Work group based on book “Fair Isn’t Always Equal”**
- 2. Staff will present each chapter for discussion and implementation**
- 3. Staff will develop and present lessons with differentiation.**
- 4. Administration will check for differentiation through lesson plans.**
 - a. Design based on learning styles**
 - b. Continually assess and adjust the lesson to meet needs**

Opportunities to meet our goals:

Phone calls daily, attendance/relationships

Real World Opportunities through Speakers being brought in. Scheduling now Business, Schools, Colleges-Real world connections-work opportunities-

Reading Volunteers reading with students building relationships and reading skills

Raised beds/Across Curriculum and Community History (Applied Lowes grant)

Field trip connections (Women in Math ECSU)

In the community how do we respond when we tell people we work at HL Trigg? We must respond positive with, “We have great students. They just made a poor choice. I cannot say that I never made a bad choice. How about you?” Developing positive image.