

2019-20 Phase Three: Executive Summary for Districts_10252019_16:03

2019-20 Phase Three: Executive Summary for Districts

Trigg County
Tim McGinnis
202 Main St
Cadiz, Kentucky, 42211
United States of America

Last Modified: 12/10/2019
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Description of the District

Describe the district's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the district serves?

Trigg County Public Schools consists of four schools with approximately 1,925 students. Trigg County Primary School is grades preschool thru second grade. Trigg County Intermediate is grades three thru five. Trigg County Middle School is grades six thru eight and Trigg County High School is grades nine thru 12. All schools are on one campus located in Cadiz, which is the county seat of Trigg County. It is a rural community and is beginning to recover from an economic downturn when the largest industry closed in 2009. The community places great value on the education provided to the children of the community. The student population is 82% white, 7% African-American, 7% 2 or More, 3% Hispanic and 1% other. In addition, 63% of students in preschool-12th grade qualify for free or reduced meals.

District's Purpose

Provide the district's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the district embodies its purpose through its program offerings and expectations for students.

Vision: Trigg County Public Schools will empower each student to thrive, compete and excel in an ever changing world. Mission: Empowering the Next Generation with world class knowledge, skills and dispositions essential for success. Graduate Profile: Mastery Learning: Trigg County students will be able to demonstrate mastery and application of learning in all core academic standards. Students will demonstrate mastery of standards, apply learning across content areas and create new ideas based on strong content knowledge. Self-Directed Learner: Trigg County students will learn and demonstrate the skills and dispositions to achieve success. Critical Thinker: Trigg County students will be able to think deeply in order to apply learning, solve problems, create new understanding, and make informed decisions. Collaborator: Engages with a variety of people, builds positive relationships, and is able to work with others to achieve a common goal. Communicator: Exchanges ideas and information in a variety of ways with diverse audiences. Trigg County Public Schools is committed to excellence which requires us to embrace a growth mindset that encompasses ongoing learning, reflection, risk taking, and innovation. Mission: Coordinate programs to assist students in career planning and identification of post-secondary goals. Purpose: -Coordinate programs to assist students in career planning and identification of post-secondary goals. Mission: Coordinate with school guidance counselors to provide career planning and post-secondary opportunity. Purpose: Assist individual students in development of Individual Learning/Graduation Plans. Provide instruction to students and parents in various aspects of career planning and post-secondary opportunities. Monitor and coordinate career and post-secondary exploration experiences and provide support as needed. Serve as a liaison with post-secondary educational entities.

Notable Achievements and Areas of Improvement

Describe the district's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the district is striving to achieve in the next three years.

While much work is still needed, our district decreased the number of students scoring Novice in grades K-8.

Additional Information

Districts Supporting CSI/TSI Schools Only: Describe the procedures for monitoring and providing support for (a) CSI/TSI school(s) so as to ensure the successful implementation of the school improvement plan.

N/A

Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

NA

Attachment Summary

Attachment Name	Description	Associated Item(s)
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**2019-20 Phase One: Continuous Improvement Diagnostic for
Districts_10252019_15:41**

2019-20 Phase One: Continuous Improvement Diagnostic for Districts

Trigg County
Tim McGinnis
202 Main St
Cadiz, Kentucky, 42211
United States of America

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2019-20 Phase One: Continuous Improvement Diagnostic for Districts

The **Comprehensive District Improvement Plan or CDIP** is defined as a *plan developed by the local school district with input of parents, faculty, staff, and representatives of school councils from each school in the district, based on a review of relevant data that includes targets, strategies, activities, and a time schedule to support student achievement and student growth and to eliminate achievement gaps among groups of students.*

The comprehensive school and district improvement plan process is outlined in 703 KAR 5:225. The requirements included in the administrative regulation are key components of the continuous improvement process in Kentucky and ultimately fulfillment of school, district, and state goals under the Kentucky State Plan as required by the Every Student Succeeds Act (ESSA).

While the regulation outlines a timeline for compliance purposes, the plan itself is a strategic and proven approach to improve processes and to ensure students achieve. The timeline for the district's 2019-20 diagnostics is as follows:

Phase One: August 1 - October 1

- Continuous Improvement Diagnostic for Districts

Phase Two: October 1 - November 1

- The Needs Assessment for Districts
- District Assurances
- District Safety Report

Phase Three: November 1 - January 1

- Comprehensive District Improvement Plan
- Executive Summary for Districts
- The Superintendent Gap Assurance

Phase Four: January 1 - December 31

- Progress Monitoring

As superintendent of the district, I hereby commit to implementing continuous improvement processes with fidelity to support student achievement and student growth and to eliminate achievement gaps among groups of students.

Please enter your name and date below to certify.

Tim McGinnis, Interim Superintendent 10/1/19

2019-20 Phase Two: The Needs Assessment for Districts_10252019_15:52

2019-20 Phase Two: The Needs Assessment for Districts

Trigg County
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202 Main St
Cadiz, Kentucky, 42211
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2019-20 Phase Two: The Needs Assessment for Districts

2019-20 Phase Two: The Needs Assessment for Districts

Understanding Continuous Improvement: The Needs Assessment

In its most basic form, continuous improvement is about understanding the **current state** and formulating a plan to move to the **desired state**. The comprehensive needs assessment is a culmination of an extensive review of multiple sources of data collected over a period of time (e.g. 2-3 years). It is to be conducted annually as an essential part of the continuous improvement process and precedes the development of strategic goals (i.e. desired state).

The needs assessment requires synthesis and analysis of multiple sources of data and should reach conclusions about the **current state** of the school/district, as well as the processes, practices and conditions that contributed to that state.

The needs assessment provides the framework for **all** schools to clearly and honestly identify their most critical areas for improvement that will be addressed later in the planning process through the development of goals, objectives, strategies and activities. 703 KAR 2:225 requires, as part of continuous improvement planning for schools, each district complete the needs assessment between October 1 and November 1 of each year and include: (1) a description of the data reviewed and the process used to develop the needs assessment; (2) a review of the previous plan and its implementation to inform development of the new plan; and, (3) perception data gathered from the administration of a valid and reliable measure of teaching and learning conditions.

Protocol

Clearly detail the process used for reviewing, analyzing and applying data results. Include names of school/district councils, leadership teams and stakeholder groups involved. How frequently does this planning team meet and how are these meetings documented?

Trigg County Public Schools (TCPS) uses a variety of methods to review and analyze data results. Upon initial release of the state assessment results, the Board of Education hosts a joint meeting with all four SBDM Councils. During this meeting, the data is examined for patterns and trends and to generate possible solutions. As part of the on-going PLC discussions, teams of teachers analyze data results related to their grade level/content area. Leadership teams within each school examine data (continuous assessment data, instructional rounds, classroom walk-throughs, etc) to identify needs and areas for growth. At the district level, there are administrative staff meetings regularly that examine data to identify areas of improvement and implications for next steps of work. As the district's needs were identified, meetings were held with the Board of Education members, faculty and staff members, and meetings seeking public input from the community. Documentation of meetings is addressed through Board and SBDM Council minutes, minutes of group meetings, and shared documents utilizing Google.

Current State

Plainly state the current condition using precise numbers and percentages as revealed by past, current and multiple sources of data. These should be based solely on data outcomes. Cite the source of data used.

Example of Current Academic State:

- Thirty-four (34%) of students in the achievement gap scored proficient on KPREP Reading.
- From 2017 to 2019, we saw an 11% increase in novice scores in reading among students in the achievement gap.
- Fifty-four (54%) of our students scored proficient in math compared to the state average of 57%.

Example of Non-Academic Current State:

- Teacher Attendance: Teacher attendance rate was 84% for the 2018-19 school year – a decrease from 92% in 2017-18.
- The number of behavior referrals increased from 204 in 2017-18 to 288 in 2018-19.
- Kentucky TELL Survey results indicated 74% of the district's teachers received adequate professional development.

Trigg County High School - There was an increase in Proficient & Distinguished students in Reading from 2017-18 - There was a slight decrease in P&D students in Math from 2017-18 - There was a significant increase in P& D students in Science from 21.2 in 17-19 to 39.5 in 18-19 - There was a significant increase in P&D students in Writing from 26% in 17-18 to 53.1 in 18-19

Trigg County Middle School - There was a slight drop in P&D students in Reading from 64.4% in 17-18 to 60.1% in 18-19 - There was a large increase in P&D students in Math from 36.5% in 17-18 to 44.8% in 18-19 - There was a slight decrease in P&D students in Science from 24.4% in 17-18 to 21.9% in 18-19 - There was an increase in P&D students in Social Studies from 58.6% in 17-18 to 60.5% in 18-19 - There was a significant drop in P&D students in Writing from 36.3% in 17-19 to 19.2% in 18-19

Trigg County Intermediate School - There was a slight increase in P&D students in Reading from 53.6% in 17-19 to 54.7% in 18-19 - There was a significant increase in P&D students in Math from 37.5% in 17-18 to 44.9% in 18-19 - There was almost no change in P&D students in Science from 28.8% in 17-18 to 28.6% in 18-19 - There was an increase in P&D students in Social Studies from 52.7% in 17-18 to 57.6% in 18-19 - There was a significant increase in P&D students in Writing from 33.8% in 17-18 to 42.4% in 18-19

Attached is a chart for each school with the % of students in each performance category (N, A, P, D) from 2011-12 to 2018-19 on the K-Prep Assessment.

ATTACHMENTS

Attachment Name



[K-PREP Student Performance Levels 2012 - 2019](#)

Priorities/Concerns

Clearly and concisely identify areas of weakness using precise numbers and percentages.

NOTE: These priorities will be thoroughly addressed in the Continuous Improvement Planning Diagnostic for Districts.

Example: Sixty-eight (68%) of students in the achievement gap scored below proficiency on the KPREP test in reading as opposed to just 12% of non-gap learners.

When reviewing the data, all schools in Trigg County (Intermediate, Middle, and High) have significant concerns with the percentage of students scoring Proficient and/or Distinguished in all contents (Reading, Math, Science, Social Studies, and Writing). For Trigg County High School, only in Writing were even 50% of all students scoring P/D. At Trigg County Middle School, Reading and Social Studies had approximately 60% of all students scoring P/D. Trigg County Intermediate School had just over 50% of all students scoring P/D in Reading and Social Studies. For the majority of the content areas, less than 1/2 of all students scored P/D. When breaking the data down into student gap groups, the concerns become even more evident. TC Intermediate - P/D students - African-American Students - only 25.7% in Reading, 11.4% in Math, 20% in SS, 20% in Writing, and 0% in Science. - Disability Students - only 32% in Reading, 29% in Math, 20% in SS, 30% in Writing, and 23% in Science. - Free/Reduced students - only 45% in Reading, 35% in Math, 47% in SS, 30% in Writing and 24% in Science TC Middle - P/D Students - African-American - only 40% in Reading, 27% in Math, 38% in SS, 15% in Writing, NA in Science - Disability - 32% in Reading, 7% in Math, 9% in SS, 0% in Writing, 0% in Science - Free/Reduced - only 50% in Reading, 35% in Math, 48% in SS, 10% in Writing, 26% in Science TC High - African American - NA in Reading, NA in Math, NA in SC, NA in Writing - Disability - 8% in Reading, 0 % in Math, 0 % in SC, 10% in Writing - Free/Reduced - 42% in Reading, 23% in Math, 34% in SC, 41% in Writing TCHS was also identified as having a significant achievement gap based on the under performance of students with disabilities. Based on the performance of all students and the performance of specific student populations, Trigg County recognizes a need to provide on-going, job embedded support for staff around the Key Core Work Processes related to data, standards, and environment. These needs will be addressed through the work of the Title I Instructional Supervisor who will assist staff in professional learning, and monitoring for curriculum that is taught at high levels.

Trends

Analyzing data trends from the previous two academic years, which academic, cultural and behavioral measures remain significant areas for improvement?

Students with Disabilities continue to underperform when compared to all students in all academic areas. African American students continue to underperform in all content areas. Free/Reduced students continue to struggle in attaining P/D performance in all content areas.

Potential Source of Problem

Which processes, practices or conditions will the school focus its resources and efforts upon in order to produce the desired changes? Note that all processes, practices and conditions can be linked to the six Key Core Work Processes outlined below:

[KCWP 1: Design and Deploy Standards](#)

[KCWP 2: Design and Deliver Instruction](#)

[KCWP 3: Design and Deliver Assessment Literacy](#)

[KCWP 4: Review, Analyze and Apply Data](#)

[KCWP 5: Design, Align and Deliver Support](#)

[KCWP 6: Establishing Learning Culture and Environment](#)

Trigg County Public Schools will directly focus on the following strategies: KCWP 4: Review, Analyze, and Apply Data
KCWP 5: Design, Align, and Deliver Support
KCWP 6: Establishing Learning Culture and Environment


Strengths/Leverages

Plainly state, using precise numbers and percentages revealed by current data, the strengths and leverages of the school.

Example: Graduation rate has increased from 67% the last five years to its current rate of 98%.

Graduation rate has increased from 91.5 in 2016-17 to 94.2 in 2018-19.

Attachment Summary

Attachment Name	Description	Associated Item(s)
 K-PREP Student Performance Levels 2012 - 2019	Each school's K-Prep Student Performance by content for multiple years.	•

2019-20 Phase Three: Comprehensive Improvement Plan for Districts_10252019_16:03

2019-20 Phase Three: Comprehensive Improvement Plan for Districts

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2019-20 Phase Three: Comprehensive Improvement Plan for Districts

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Rationale

District improvement efforts are a collaborative process involving multiple stakeholders. Through the improvement planning process, leaders focus on priority needs, district funding, and closing achievement gaps between identified subgroups of students. When implemented with fidelity, the Comprehensive District Improvement Plan (CDIP) cultivates an environment that promotes student growth and achievement.

Operational Definitions

Goal: Long-term three to five year targets based on the six (6) required district goals: proficiency, separate academic indicator, achievement gap closure, graduation rate, growth, and transition readiness. Long-term targets should be informed by The Needs Assessment for Districts.

Objective: Short-term target to be attained by the end of the current academic year. There can be multiple objectives for each goal.

Strategy: An approach to systematically address the process, practice, or condition that the district will focus its efforts upon in order to reach its goals or objectives. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six (6) Key Core Work Processes listed below or another established improvement approach (i.e. *Six Sigma*, *ShIPLEY*, *Baldrige*, etc.).

Activity: Actionable steps used to deploy the chosen strategy. There can be multiple activities for each strategy.

Key Core Work Processes: A series of processes identified by the Kentucky Department of Education that involve the majority of an organization's workforce and relate to its core competencies. These are the factors that determine an organization's success and help it prioritize areas for growth.

[KCWP 1: Design and Deploy Standards](#)

[KCWP 2: Design and Deliver Instruction](#)

[KCWP 3: Design and Deliver Assessment Literacy](#)

[KCWP 4: Review, Analyze and Apply Data](#)

[KCWP 5: Design, Align and Deliver Support](#)

[KCWP 6: Establishing Learning Culture and Environment](#)

Measure of Success: Criteria that shows the impact of the work. The **measures** may be quantitative or qualitative, but are observable in some way.

Progress Monitoring: Process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Should include timelines and responsible individuals.

Funding: Local, state, or federal funds/grants used to support (or needed to support) the improvement initiative.

Requirements for Building an Improvement Plan

There are six (6) required district goals:

- Proficiency, separate academic indicator, achievement gap closure, graduation rate, growth, and transition readiness.

The required school goals include the following:

- For elementary/middle school, these include: proficiency, separate academic indicator, achievement gap, and, growth.
- For high school, these include: proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness.

Using the Comprehensive District Improvement Plan Template



a. Develop your Strategic Goals using the [Comprehensive District Improvement Plan Template](#).

b. **Upload** your completed Comprehensive District Improvement Plan in the attachment area below.

You may enter an optional narrative about your Comprehensive District Improvement Plan below. If you do not have an optional narrative, enter N/A.

NA

Attachment Summary

Attachment Name	Description	Associated Item(s)
 TC Board Approved Goals		•
 Trigg County District Goals		•



Comprehensive District Improvement Plan (CDIP) 2019-2023

1: Proficiency Goal

Goal 1: By Spring 2023, 80% of elementary, middle and high school students will score proficient/distinguished in reading and math as measured by state assessment.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: By May of 2020, the proficiency indicator for each school will be Elementary (IS and PS) 73.9 Middle 77.7 High 64.6	KCWP 5: Design, Align and Deliver Support	Develop and implement PLC protocols with an effective cyclical process for standards deconstruction, designing of assessment measures, resource sharing and collaborative lesson creation, and analysis of data.	Administrative Cabinet and PLC agenda and meeting notes	Ongoing	N/A
		Ensure that formative, interim, summative assessment results, as well as universal screener data, are used appropriately.	TAG Review meeting notes; PLC agenda and meeting notes Classroom observations and instructional walkthroughs	Monthly/ongoing	Title I District
		Provide support through professional learning and monitoring to assist teachers in ensuring curriculum is taught at high levels and evidenced by student performance on rigorous common formative assessments.	Instructional walkthroughs and feedback PLC agenda and meeting notes	Monthly/ongoing	Title I District
Objective 2: By May of 2021, the proficiency indicator for each school will be Elementary (IS and PS) 79.3 Middle 81.7 High 69.5					

Goal 1: By Spring 2023, 80% of elementary, middle and high school students will score proficient/distinguished in reading and math as measured by state assessment.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 3: By May of 2022, the proficiency indicator for each school will be Elementary (IS and PS) 84.6 Middle 85.7 High 74.4					
Objective 4: By May of 2023, the proficiency indicator for each school will be Elementary (IS and PS) 90 Middle 89.8 High 79.3					

2: Separate Academic Indicator

Goal 2: By Spring 2023, 80% of elementary, middle and high school students will score Proficient/Distinguished in science, social studies, and writing as measured by state assessment.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: By May of 2020, the separate academic indicator for each school will be Elementary (IS and PS) 70.6 Middle 68.8 High 72.1	KCWP 5: Design, Align and Deliver Support	Same as Goal #1			
Objective 2: By May of 2021, the separate academic indicator for each school will be Elementary (IS and PS) 76.3 Middle 75.5 High 77					
Objective 3: By May of 2022, the separate academic indicator for each school will be Elementary (IS and PS) 82 Middle 82.2 High 81.9					
Objective 4: By May of 2024, the proficiency indicator for each school will be					

Goal 2: By Spring 2023, 80% of elementary, middle and high school students will score Proficient/Distinguished in science, social studies, and writing as measured by state assessment.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Elementary (IS and PS) 87.5 Middle 88.8 High 86.9					

3: Growth

Goal 3 : By Spring 2023, Trigg County will increase the Growth Indicator in TCIS from 58.2 to 59.6 and in TCMS from 59.2 to 60.8 as measured by state assessment.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By Spring 2020, the Growth Indicator will be Elementary (IS and PS) 58.55 Middle 59.6	KCWP 5: Design, Align and Deliver Support	Increase collaboration in data analysis and student progress towards standards mastery, including identification of students in need of intervention supports.	Administrative Cabinet and PLC agenda and meeting notes TAG meeting notes	Monthly/ongoing	Title I District
		Ensure that all users of assessment data use information to benefit student learning.	Administrative Cabinet and PLC agenda and meeting notes TAG meeting notes	Monthly/ongoing	Title I District
		Provide professional development in data collection, data analysis, and monitoring measures (GRREC Data Teams training)	Training Roster PLC agenda and meeting minutes Board and SBDM minutes	Quarterly/ongoing	Title II District
Objective 2 By Spring 2021, the Growth Indicator will be Elementary (IS and PS) 58.9 Middle 60					
Objective 3 By Spring 2022, the Growth Indicator will be Elementary (IS and PS) 59.25 Middle 60.4					
Objective 4 By Spring 2023, the Growth Indicator will be					

Goal 3 : By Spring 2023, Trigg County will increase the Growth Indicator in TCIS from 58.2 to 59.6 and in TCMS from 59.2 to 60.8 as measured by state assessment.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Elementary (IS and PS) 59.6					
Middle 60.8					

4: Achievement Gap

Goal 4: By Spring of 2023, Trigg County will decrease the gap between academic performance of gap students (disability, race and economic status) in the areas of Reading and Math at each school level by 50% as measured by the state assessment.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By Spring 2020, the gap in student achievement will be reduced as noted in the TC State Accountability Goals 2019-23	KCWP 5: Design, Align and Deliver Support	Same as Goal #1			
	KCWP 4: Review, Analyze and Apply Data	Ensure that formative, interim, summative assessment results, as well as universal screener data, are used appropriately to determine tiered intervention needs.	PLC agenda and meeting notes Classroom observations and instructional walkthroughs	Monthly/Ongoing	Title I District
	KCWP 6: Establishing Learning Culture and Environment	Utilize services of the KY ABRI (Academic and Behavioral Response to Intervention) to identify district strengths and areas of need and establish partnership for professional learning	PD Records	Monthly/Ongoing	Title I District Title II District
Objective 2 By Spring 2021, the gap in student achievement will be reduced as noted in the TC State Accountability Goals 2019-23	KCWP 6: Establishing Learning Culture and Environment	Monitor the district's Social Emotional Learning curriculum and provide training related to Trauma-Informed Care for staff	Audit of Curriculum Training Roster PLC agenda and meeting minutes Lesson/Unit plans	Quarterly/ongoing	Title I District Title II District
Objective 3 By Spring 2022, the gap in student achievement will be					

Goal 4: By Spring of 2023, Trigg County will decrease the gap between academic performance of gap students (disability, race and economic status) in the areas of Reading and Math at each school level by 50% as measured by the state assessment.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
reduced as noted in the TC State Accountability Goals 2019-23					
Objective 4 By Spring 2023, the gap in student achievement will be reduced as noted in the TC State Accountability Goals 2019-23					

5: Transition Readiness

Goal 5: By 2023, Trigg County will increase the Transition Indicator Index score from 70.2 to 81.8 as measured by state accountability system.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By Spring 2020, TCHS will increase the Transition Indicator to 73.1	KCWP 5: Design, Align and Deliver Support	Same as Goal #1			
Objective 2 By Spring 2021, TCHS will increase the Transition Indicator to 76					
Objective 3 By Spring 2022, TCHS will increase the Transition Indicator to 78.9					
Objective 4 By Spring 2023, TCHS will increase the Transition Indicator to 81.8					

6: Graduation Rate

Goal 6: By Spring 2023, Trigg County will increase Graduation Indicator from 94.2 to 95.0 as measured by the average of the 4 and 5 year Cohort Graduation Rates.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: By Spring 2020, TCHS will increase the Graduation Indicator to 94.4	KCWP 6: Establishing Learning Culture and Environment	Monitor the district's Social Emotional Learning curriculum and provide training related to Trauma-Informed Care for staff	Audit of Curriculum Training Roster PLC agenda and meeting minutes Lesson/Unit plans	Quarterly/ongoing	Title I District Title II District
		Encourage student opportunity in self-monitoring behavior, including progress monitoring of goals.	Graduate Profile presentations in grades 8, 10, and 12 Self-assessment of Advising programs	Annually/Ongoing	N/A
Objective 2 By Spring 2021, TCHS will increase the Graduation Indicator to 94.6					
Objective 3 By Spring 2022, TCHS will increase the Graduation Indicator to 94.8					
Objective 4 By Spring 2023, TCHS will increase the Graduation Indicator to 95					

7: Transition Goals for Reading and Math (K-8)

Goal 7: By Spring 2023, 80% of exiting 2nd grade students, 5th grade students, and 8th grade students will score “projected proficient” in Reading and Math as measured by TE21 Case Benchmark assessments.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 2019-20 Students in these grades will achieve projected proficiency as noted on TCPS State Accountability Goals 2019-23	KCWP 5: Design, Align and Deliver Support	Same as Goal #1			
Objective 2 2020-21 Students in these grades will achieve projected proficiency as noted on TCPS State Accountability Goals 2019-23	KCWP 5: Design, Align and Deliver Support	Same as Goal #1			
Objective 3 2021-22 Students in these grades will achieve projected proficiency as noted on TCPS State Accountability Goals 2019-23	KCWP 5: Design, Align and Deliver Support	Same as Goal #1			
Objective 4 2022-23 Students in these grades will achieve projected proficiency as noted on TCPS State Accountability Goals 2019-23	KCWP 5: Design, Align and Deliver Support	Same as Goal #1			

8: Transition Goal for ACT

Goal 8: By Spring 2023, 80% of students in 11th grade will score met the KY CPE Benchmark scores for ACT in English (18), Math (19), and Reading (20) as measured by the ACT; and 60% of 9th grade students and 70% of 10th grade students will score “projected proficient” as measured by the CASE Ready assessment.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 2019-20 Students in these grades will achieve proficiency as noted on TCPS State Accountability Goals 2019-23	KCWP 5: Design, Align and Deliver Support	Same as Goal #1			
Objective 2 2020-21 Students in these grades will achieve proficiency as noted on TCPS State Accountability Goals 2019-23	KCWP 5: Design, Align and Deliver Support	Same as Goal #1			
Objective 3 2021-22 Students in these grades will achieve proficiency as noted on TCPS State Accountability Goals 2019-23	KCWP 5: Design, Align and Deliver Support	Same as Goal #1			
Objective 4 2022-23 Students in these grades will achieve proficiency as noted on TCPS State Accountability Goals 2019-23	KCWP 5: Design, Align and Deliver Support	Same as Goal #1			

9: 5 Star Status

Goal 9: Each Trigg County School will obtain 5-Star Status by Fall 2023					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 K-PREP Overall Score for each school will be Elementary (IS and PS) 67.7 Middle 67.5 High 69.5	Implement the activities of Goals #1 – 8		K-PREP Assessment Spring 2020	Ongoing	N/A
Objective 2 K-PREP Overall Score for each school will be Elementary (IS and PS) 71.7 Middle 69.7 High 72.7	Implement the activities of Goals #1 – 8		K-PREP Assessment Spring 2021	Ongoing	N/A
Objective 3 K-PREP Overall Score for each school will be Elementary (IS and PS) 75.7 Middle 71.9 High 75.9	Implement the activities of Goals #1 – 8		K-PREP Assessment Spring 2022	Ongoing	N/A
Objective 4 K-PREP Overall Score for each school will be Elementary (IS and PS) 79.0 Middle 74.0 High 79.0	Implement the activities of Goals #1 – 8		K-PREP Assessment Spring 2023	Ongoing	N/A

Rationale

District improvement efforts are a collaborative process involving multiple stakeholders. Through the improvement planning process, leaders focus on priority needs, district funding, and closing achievement gaps among identified subgroups of students. When implemented with fidelity, the Comprehensive District Improvement Plan (CDIP) cultivates an environment that promotes student growth and achievement.

Operational Definitions

Goal: Long-term three to five year targets based on the six (6) required district goals: proficiency, separate academic indicator, achievement gap closure, graduation rate, growth, and transition readiness. Long-term targets should be informed by The Needs Assessment for Districts.

Objective: Short-term target to be attained by the end of the current academic year. There can be multiple objectives for each goal.

Strategy: An approach to systematically address the process, practice, or condition that the district will focus its efforts upon in order to reach its goals or objectives. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six (6) Key Core Work Processes listed below or another established improvement approach (i.e. *Six Sigma, Shipley, Baldrige, etc.*).

Activity: Actionable steps used to deploy the chosen strategy. There can be multiple activities for each strategy.

Key Core Work Processes: A series of processes identified by the Kentucky Department of Education that involve the majority of an organization's workforce and relate to its core competencies. These are the factors that determine an organization's success and help it prioritize areas for growth.

- [KCWP 1: Design and Deploy Standards](#)
- [KCWP 2: Design and Deliver Instruction](#)
- [KCWP 3: Design and Deliver Assessment Literacy](#)
- [KCWP 4: Review, Analyze and Apply Data](#)
- [KCWP 5: Design, Align and Deliver Support](#)
- [KCWP 6: Establishing Learning Culture and Environment](#)

Measure of Success: Criteria that shows the impact of the work. The **measures** may be quantitative or qualitative, but are observable in some way.

Progress Monitoring: Process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Should include timelines and responsible individuals.

Funding: Local, state, or federal funds/grants used to support (or needed to support) the improvement initiative.

2019-20 Phase Three: The Superintendent Gap Assurance_10252019_16:04

2019-20 Phase Three: The Superintendent Gap Assurance

Trigg County
Tim McGinnis
202 Main St
Cadiz, Kentucky, 42211
United States of America

Last Modified: 12/10/2019
Status: Locked

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2019-20 Phase Three: The Superintendent Gap Assurance

2019-20 Phase Three: The Superintendent Gap Assurance

Gap Target Assurance

As superintendent of the district, I hereby certify that (please select one):

- No school within my district failed to meet its targets to reduce the gap in student achievement for any student group for both of the last two (2) consecutive years.
- The following school(s) failed to meet its/their targets to reduce the gap in student achievement for any student group for both of the last two (2) consecutive years. (Please list the names of any school being reported pursuant to KRS 158.649(9) in the comment box below.)**

COMMENTS

Please enter your comments below.

Trigg County High School Trigg County Middle School Trigg County Primary School

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2019-20 Phase Two: District Assurances_10252019_15:56

2019-20 Phase Two: District Assurances

Trigg County
Tim McGinnis
202 Main St
Cadiz, Kentucky, 42211
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Last Modified: 10/25/2019
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2019-20 Phase Two: District Assurances

2019-20 Phase Two: District Assurances

Introduction

Assurances are a required component of the CDIP process (703 KAR 5:225). Please read each assurance and indicate whether your district is in compliance by selecting the appropriate response (Yes, No or N/A). If you wish to provide further information or clarify your response, space for comments is provided. Comments are optional. You may upload any supporting documentation as needed.

Title I

1. Pursuant to Section 1112(e)(1)(B)(ii), all schools in the district give timely notice to parents of students taught for four or more consecutive weeks by a teacher who does not meet applicable state certification requirements at the grade level and subject area assigned. Section 1112(c)(6) of ESSA also requires districts provide an assurance to KDE that all teachers and paraprofessionals working in a program supported by Title I, Part A funds meet applicable certification requirements. Finally, KRS 161.020 prohibits a person from holding a public school position for which certificates may be issued, unless he or she holds a certificate for the position, issued by the Education Professional Standards Board.

- Yes**
- No
- N/A

2. Pursuant to Section 1116(a)(3)(B) of ESSA, the district ensures that parents and family members of students receiving services under Title I, Part A are involved in decisions regarding the allotment of federal funding for parental involvement activities.

- Yes**
- No
- N/A

3. Pursuant to Section 1116(c)(1) of ESSA, the district ensures that each school served under Title I, Part A convenes an annual meeting, at a convenient time, to inform parents of their school's participation and explain requirements under Title I, Part A, including the right of parents to be involved.

- Yes**
- No
- N/A

4. Pursuant to Section 1112(a)(1)(A) of ESSA, the district ensures that its plan was developed with timely and meaningful consultation with teachers, principals, other school leaders, paraprofessionals, other appropriate school personnel, and with parents of children served under Title I, Part A.

- Yes**
- No
- N/A

5. Pursuant to Section 1117(b)(1) and in order to ensure timely and meaningful consultation, the district ensures that it consults with appropriate officials at private schools within and outside the district that serve students residing in the district. This consultation occurs during development of the district's programs under Title I, Part A and is done with the goal of reaching an agreement on how to provide equitable services to eligible private school students. This assurance is also required pursuant to Section 1112(c)(2) of ESSA.

- Yes**
- No

N/A

6. Our district complies with Section 1113(c)(3) of ESSA, which requires a portion of Title I, Part A funds be set-aside for neglected institutions in the district, and ensures such funds are spent on identified student needs as required by the Code of Federal Regulations (CFR).

Yes

No

N/A

7. The district ensures that child counts submitted to KDE pursuant to Title I, Part D, which is found in Sections 1401-1432 of ESSA, are supported by appropriate documentation.

Yes

No

N/A

8. Pursuant to Sections 1423(3) of ESSA, the district ensures that participating schools coordinate with facilities working with delinquent children to ensure such children are participating in a comparable education program.

Yes

No

N/A

9. Pursuant to Section 1118(b), the district ensures it uses Title I funds only to supplement not supplant funds that would, in the absence of federal funds, be made available from state and local sources. To demonstrate this, the district uses a methodology that allocates funding in a way that ensures a school receiving Title I funds is allocated all state and local funds it would otherwise receive were it not receiving Title I funds.

Yes

No

N/A

10. Pursuant to Section 1118(c), the district ensures it has established and implemented a district-wide salary schedule; a policy to ensure equivalence among schools in teachers, administrators, and other staff; and, a policy to ensure equivalence among schools in the provision of curriculum materials and instructional supplies.

Yes

No

N/A

Title II

11. The district provides professional development for staff that is in accordance with the purpose of Title II of ESSA; addresses the needs of all students; and, strives to ensure all students are college, career and transition ready as intended by Section 2103 of ESSA, which governs the local use of Title II funding.

- Yes**
- No
- N/A

12. Pursuant to Section 2103(b)(2)(C) of ESSA, the district prioritizes Title II funds to schools implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

- Yes**
- No
- N/A

13. If Title II funds are used by the district for the purpose of reducing class size to a level that is evidence-based, as permitted by Section 2103(b)(3)(D), the district ensures schools are first allocated funds according to mandated cap size requirements prior to using federal funds to provide additional staff.

- Yes**
- No
- N/A

All Programs

14. The district ensures that personnel compensated from federal program funds are performing assignments aligned to the program purpose and in accordance with the program plan and that appropriate documentation of such work is maintained. This ensures the use is in compliance with 2 CFR 200.430.

- Yes**
- No
- N/A

15. The district maintains proper time and effort documentation for all personnel paid with federal funds according to specific federal program requirements and in compliance with 2 CFR 200.430.

- Yes**
- No
- N/A

Individual Learning Plan (ILP)

16. Pursuant to 704 KAR 3:305(2), the district ensures that an individualized learning plan (ILP), which adheres to the [Kentucky Department of Education's Self-Implementation Rubric](#), is being implemented with fidelity for all students in grades 6 to 12.

- Yes**
- No
- N/A

Attachment Summary

Attachment Name	Description	Associated Item(s)
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