

## 2019-20 Phase Three: Executive Summary for Schools\_10252019\_16:10

2019-20 Phase Three: Executive Summary for Schools

### **Trigg County High School**

Shannon Burcham  
203 East Main Street  
Cadiz, Kentucky, 42211  
United States of America

Last Modified: 12/11/2019

Status: Open

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## 2019-20 Phase Three: Executive Summary for Schools

### 2019-20 Phase Three: Executive Summary for Schools

#### Description of the School

Describe the school'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 school serves?

Trigg County High School (TCHS) is a small rural school in Western Kentucky located on the Kentucky/Tennessee boarder. The county seat of Trigg County (population 14,000) is Cadiz, Kentucky and is known as the Gateway to Land Between the Lakes National Recreation Park. The student population is 621 students and includes grades nine thru 12. TCHS is staffed with a principal, 1 assistant principal, two Guidance Counselors, 1 College and Career Counselor, a school nurse, media specialist, and 40 teachers. Trigg County High School serves a community that is primarily rural and the largest employer is the public school system with the local hospital being the second and several large corporate farms in the mix. Our current demographic information: Male: 54.1% Female: 46.0% Free/Reduced lunch: 50.39% White: 81.33% Black: 8.0% Hispanic: 4.0% Asian: 0.79% American Indian/Alaskan: 0.32% Two or more: 5.9% Special Education: 8.77%

#### School's Purpose

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

The Vision of Trigg County High School is to create an innovative learning environment where students, staff, and faculty promote a passion for learning through a cognitively challenging curriculum that is personalized, fosters tolerance and diversity, and teaches the academic and social skills necessary for students to realize their potential as 21st century citizens in both academic and career settings. Our Mission at Trigg County High School is to provide a safe and positive environment that will prepare each student for college and career success. Core Values shared across the TCPS district include a commitment to the following: Mastery Learning: A commitment to support ALL students in mastering world class knowledge and skills; regular ongoing formative assessment by teachers, and high quality corrective instruction (interventions). Personalized Learning: A commitment to be learner centered allowing for student voice; pacing is driven by individual student needs, tailored to learning preferences and customized to the specific interests of different learners. Authentic Learning: A commitment to immerse students in authentic and meaningful applications of the world class knowledge and skills with a variety of assignments, projects, tasks, experiences, and assessments; connecting what students are taught in school to real-world issues and problems. Continuous Improvement: A commitment to excellence which requires us to embrace a growth mindset that encompasses ongoing learning, reflection, risk taking, and innovation, for students and staff. Relationships: A commitment to know and be known as demonstrated through trusting interactions, investing time, and taking a personal interest with and among students, teachers, and community members to ensure every individual feels valued. Our students have opportunities to grow and excel in many areas including academics, leadership, athletics, music, drama, art, and vocational programs. Although a small school located in a rural setting, Trigg County High School provides its students opportunities often found in larger school systems. Trigg County High School's educational program meets the needs of all students through an increasingly personalized approach to learning. One example of this effort is the adoption and use of the Summit Personalized Learning Platform/System by approximately 12 teachers and 400 students beginning with the 2016-17 school year. TCHS expanded use of the Summit Personalized Learning Platform in the years

since, with approximately 85% of students & parents electing into the platform. Approximately 18 teachers and 550 students are utilizing the Summit platform for the 2019-20 school year. This personalized system of learning provides rigorous, deeper learning experiences that allow students the opportunity to move ahead, receive a variety of interventions, and develop their abilities to become self-directed learners. Additionally, TCHS continues its partnership with the Cadiz/Trigg County Rotary Club and Murray State University to provide our students a unique learning experience known as Thoroughbred Academy. Thoroughbred Academy identifies Junior and Senior students who have met the Council on Postsecondary Education (CPE) ACT benchmarks and offers them the opportunity to take 12 college credit hours per year for two years. This effort as well as others, has led to nearly 500 enrollments in Dual-Credit courses at TCHS and a record number of placements in internship and Co-Op experiences.

#### Notable Achievements and Areas of Improvement

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

Trigg County High School met their goal of being a proficient high school based upon the Kentucky Accountability system for four (4) consecutive years from 2012 thru 2016. Upon return to a formal accountability system, TCHS was rated a 3 STAR high school in the fall of 2019. Trigg County Public Schools has been designated as a District of Innovation with TCHS as a catalyst of innovation for the district. Furthermore, TCHS, staff, and students have been recognized across the nation for their efforts to re-think the educational experience. The TCHS staff has embraced Project Based Learning as form of inquiry-based learning that is contextual, creative and shared, where students collaborate on projects that require critical thinking and communication. TCHS and its staff are striving to improve the proficiency levels of all students through a strategically planned implementation of blended, project-based, and personalized learning. Three populations of students at TCHS which have performed at lower levels on the state accountability assessments include the following: African-American, students with disabilities, and students qualifying for free or reduced lunch. Of the three populations, the most significant gaps in performance generally occur within our students with disabilities, followed by African-American student performance and our free and reduced lunch population. The barrier that prevents closure of achievement gaps across all populations is a system of traditional "school structures that force students to learn the same thing, on the same day, in the same place with other students who are their same age...". (<http://www.ascd.org/publications/educationaleadership/dec16/vol74/num04/Getting-Schools-Ready-for-the-World.aspx>) Often the gaps that exist at an early age, continue into high school and may even widen over time. Trigg County High School is committed to the development of a personalized learning experience that will mentor students, build relationships, take into account their interests and passions, and provide opportunities for exploration of pathways in a variety of career and technical settings. Trigg County High School continues to refine a number of initiatives designed to better meet the needs of each student. Through the integration of technology and the ongoing development of a system of personalized learning, our teachers and staff are working to provide a deeper learning experience for all students that will ensure that each student demonstrates mastery of core knowledge, application of a broader set of skills, and demonstrates the ability to transfer their knowledge and skills across a variety of problem-based and authentic learning experiences. In doing so, we have committed to and will continue to develop our collective capacity to facilitate higher levels of learning for all students. Specific initiatives that will continue to evolve and improve include: Implementation of a model of standards-based grading (to facilitate mastery learning); Integration of a variety of models of blended learning to individualize learning for each student; Dual-Credit offerings (grades 11-12); and Authentic learning experiences for all students through Intersession, internships, Co-Op, and project-based learning experiences.

**Additional Information**

**CSI/TSI Schools Only:** Describe the procedures used to create the school's improvement plan and briefly state the specific efforts to address the causes of low student performance and resource inequities.

NA

**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

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## Attachment Summary

Attachment Name	Description	Associated Item(s)
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**2019-20 Phase One: Continuous Improvement Diagnostic for  
Schools\_10232019\_15:40**

2019-20 Phase One: Continuous Improvement Diagnostic for Schools

**Trigg County High School**

Shannon Burcham  
203 East Main Street  
Cadiz, Kentucky, 42211  
United States of America

Last Modified: 10/28/2019

Status: Locked

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## 2019-20 Phase One: Continuous Improvement Diagnostic for Schools

### 2019-20 Phase One: Continuous Improvement Diagnostic for Schools

The **Comprehensive School Improvement Plan or CSIP** is defined as a *plan developed by the school council, or successor, and charter schools with the input of parents, faculty, and staff, 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 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 school's 2019-20 diagnostics is as follows:

#### **Phase One: August 1 - October 1**

- Continuous Improvement Diagnostic for Schools

#### **Phase Two: October 1 - November 1**

- The Needs Assessment for Schools
- School Assurances
- School Safety Report

#### **Phase Three: November 1 - January 1**

- Comprehensive School Improvement Plan
- Executive Summary for Schools
- Closing the Achievement Gap Diagnostic for Schools
- Title I Annual Review\* Diagnostic

#### **Phase Four: January 1 - December 31**

- Progress Monitoring

***As principal of the school, 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.

Shannon Burcham 10-28-2019

## 2019-20 Phase Two: The Needs Assessment for Schools\_10252019\_16:07

2019-20 Phase Two: The Needs Assessment for Schools

### **Trigg County High School**

Shannon Burcham  
203 East Main Street  
Cadiz, Kentucky, 42211  
United States of America

Target Completion Date: 11/01/2019

Last Modified: 11/01/2019

Status: Open

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## 2019-20 Phase Two: The Needs Assessment for Schools

### 2019-20 Phase Two: The Needs Assessment for Schools

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## 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 school 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. Further, as required by Section 1114 of the Every Student Succeeds Act (ESSA), Title I schools implementing a schoolwide program must base their Title I program on a comprehensive needs assessment.

## 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?

TELL survey data  
Joint BOE & SBDM Council meeting on October 24, 2019 to discuss/review KPREP data by groups. Content Professional Learning Committee (PLC) meetings have been held during released time on Wednesdays through the month of October to review Planning meetings with Teachers. Student Led Conferences Data has been reviewed by SBDM members, teachers and staff. The Success Team will review data related to Students with Disabilities population to address classification of Targeted Support and Improvement (TSI). SBDM participated in a joint SBDM/Board meeting, specifically focusing on the supporting students with disabilities and increasing their likelihood of success in school and beyond through a National School Reform Faculty (NSRF) Dilemma Protocol. Success Team will meet quarterly with documentation in a shared Google document.

## 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 62% of the school's teachers received adequate professional development.

Thirty-nine (39.5%) of students scored proficient in science compare to the state average of 29.9%. Sixty (60%) of students with disabilities scored novice on the On Demand Writing 11th grade assessment. Fifty (50%) of students scored proficient or higher in reading on the ACT assessment. From 2017 to 2019, TCHS saw a 3.1% growth in the proficiency indicator.

## 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 Schools.

**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.

Ninety-one (91%) of students with disabilities scored below proficient on the ACT test in Reading as compared to 50.3% of the overall population. Seventy-two (72%) of students with disabilities scored novice on the ACT in math as compared to 27.7% of the overall population.



## Trends

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

Trigg County High School has made no significant gain in moving students with disabilities to Proficient over the past two years in Reading and Writing. Mathematics continues to remain an area of concern with only 35.1% of all students scoring proficient or above.

## 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](#)

Deploy Standards  
Design, Align and Deliver Support

## 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%.

Trigg County High School demonstrated growth in all indicators from the 2017-18 to 2018-19. Most significant growth in the Separate Academic indicator from 49.1 in 2017-18 to 67.2 in 2018-19. The Trigg County High School graduation rate has increased from 91.5 in 2016-17 to 94.2 in 2018-19. Trigg County High School exceeded the state average in reading, writing and science and was only 0.2 from the state average in math.

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## Attachment Summary

Attachment Name	Description	Associated Item(s)
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## 2019-20 Phase Three: Closing the Achievement Gap Diagnostic \_10252019\_16:11

2019-20 Phase Three: Closing the Achievement Gap Diagnostic

**Trigg County High School**

Shannon Burcham  
203 East Main Street  
Cadiz, Kentucky, 42211  
United States of America

Last Modified: 12/11/2019

Status: Open

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## 2019-20 Phase Three: Closing the Achievement Gap Diagnostic

### 2019-20 Phase Three: Closing the Achievement Gap Diagnostic

#### Rationale

The **Closing the Achievement Gap Report** is required by KRS 158.649, which requires the school-based decision making council, or the principal if no council exists to set the school's targets for eliminating any achievement gap. The targets should be established with input from parents, faculty, and staff and submitted to the superintendent for consideration and the local board of education for adoption.

In addition to being a legal mandate, the Closing the Achievement Gap Report is also a vital component of the continuous improvement process. The report is designed to underscore a school's trend data (i.e. two-year window) relating to its individual gap groups. Upon completion of the **Closing the Achievement Gap Report**, schools will have already engaged in a significant piece of school improvement work by intentionally focusing on the gaps that exist among its underserved student populations.

## I. Achievement Gap Group Identification

Schools should use a variety of measures and analysis to conduct its annual Closing the Achievement Gap Report pursuant to KRS 158.649.

Complete the [Achievement Gap Group spreadsheet](#) and attach it.

See attachment.

### **ATTACHMENTS**

#### **Attachment Name**

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 [TCHS Gap Groups & Measurable Gap Goals](#)



## II. Achievement Gap Analysis

A. Describe the school's climate and culture as they relate to its achievement gap population.

More than 50% of the TCHS student population falls into the Gap category. TCHS has several supports in place to meet the academic and social/emotional needs of our student population. TCHS relies heavily on our guidance department and Youth Services Center to provide and coordinate services to meet the emotional needs of our students. We are fortunate to have added counseling support from Mountain Comprehensive Care (MCC) and Pennyroyal Mental Health, both outside agencies. TCHS has also adopted and been awarded for implementation of the Sources of Strength (SOS) program which provides support through outreach directed by students. TCHS provides the opportunity for additional academic supports for students of color, students with disabilities, students who are economically disadvantaged, and/or identified as having a historical or current deficits in performance in math and/or reading. TAG (Targeted Assistance and Growth) supports are provided throughout the day and beyond.

B. Which achievement gaps has the school successfully **closed**? Use specific data from the previous two academic years when analyzing trends.

African-American performance in the Transition indicator for the graduating class of 2019 exceeded that of the general population and white students.

C. Based upon the analysis of the school's achievement gap data, identify the gap groups and content areas where the school has **shown improvement**. Use specific data from the previous two academic years when analyzing trends.

70% of African-Americans were academic or career ready compared to 68.2% total & 67.8% white students in the Transition Indicator for 2019.

D. Based upon the analysis of the gap data, identify the gap groups and content areas where the school has **lacked progression or regressed**. Use specific data from the previous two academic years when analyzing trends.

Performance of gap groups (African-American, Disabilities, Econ. Disadvantaged) meeting benchmarks on the ACT (measures of proficiency in Reading and Math for 2019) continues to lag behind the overall population and saw decreases across all groups and measures.

E. Describe the processes, practices and/or conditions that have prevented the school from closing existing and persistent achievement gaps.

As students enter high school there have historically been gaps in the performance of certain populations in the areas of reading and mathematics. With the state assessment being tied to the ACT and measured through student proficiency on the Reading and Math sections, gaps have been made increasingly evident. The shift from one measure - EOC to ACT & now to assessments that were field-tested last year, & finally to assessments tied to Kentucky Core Standards next year, should help teachers and students better connect classroom assessments to state assessments. Curriculum alignment, assessment, instruction, and interventions tied to standards that are directly measured on classroom & state assessments will make a tremendous difference moving forward (at TCHS and in all high schools in the Commonwealth-e.g. disability population performance on ACT).

F. Describe the process used to involve teachers, leaders, and other stakeholders in the continuous improvement and planning process as it relates to closing the achievement gap. List the names and roles of strategic partners involved.

Math is the overall area targeted for improvement in all groups. High School teachers and staff along with staff and stakeholders across the district have met to review the current status of Math instruction and performance across the district. The district-wide Math Study Group reviewed current mathematics approaches, reviewed research about mathematics instruction, and made recommendations to improve student competency/learning of mathematics. Furthermore, district and school level personnel have engaged in a process of curriculum alignment and tied our existing efforts explicitly to the KCWPs. Students are being identified for their need of support (Tier I, II, III) and teachers are working in PLCs to address students' needs.

G. Describe in detail the school's professional development plan related to its achievement gaps.

*(Note: School-based decision making councils, or principals in schools where no council exists, are required by KRS 158.649(8) to submit revisions to the school improvement plan describing the use of professional development funds to reduce achievement gaps for review and approval by the superintendent. Superintendents shall report, pursuant to KRS 158.649(9), to the local school board and Commissioner of Education schools failing to meet targets to reduce the gap in student achievement for any student group two years in a row, and improvement plans for those schools will be subject to review and approval by KDE.)*

All professional learning is tied to curriculum, assessment, and student learning. Learning for adults extends beyond the four required days in summers to PLCs centered around the competencies of our Graduate Profile, PLCs focusing on Curriculum/Content, & data meetings on everything from proficiency, to transition, to graduation and beyond. PBIS meetings occur on a routine basis and a variety of supports are in place to better meet the needs of all students at TCHS. Math is targeted by TCHS as well as the district as the content area that needs the most significant attention. Teachers are working to ensure a cohesive, sequential and viable math curriculum based on Kentucky Core Content Standards is in play. Teachers are continuously engaged in curriculum work to ensure units of study provide application and rigor within the learning process. Teachers provide a variety of interventions and ESS services throughout the day and after school.

### III. Planning the Work

#### Closing the Achievement Gap Goals

List all measurable goals for each identified gap population and content area for the current school year. This percentage should be based on trend data identified in Section II and based on data such as universal screeners, classroom data, ACT, and Response to Intervention (RTI). Content areas should never be combined into a single goal (i.e., Combined reading and math should always be separated into two goals – one for reading and one for math – in order to explicitly focus on strategies and activities tailored to the goal).

See Attachment.

#### **ATTACHMENTS**

##### **Attachment Name**

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 [TCHS Gap Groups & Measurable Gap Goals](#)

#### Closing the Achievement Gap

- Step 1: Download the [Closing the Achievement Gap Summary](#) spreadsheet.
- Step 2: Complete your findings and answers.
- Step 3: Upload the Completed Closing the Achievement Gap Plan Summary spreadsheet.

See Attachment.




#### **ATTACHMENTS**

##### **Attachment Name**

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 [TCHS Gap Groups & Measurable Gap Goals](#)

## Attachment Summary

Attachment Name	Description	Associated Item(s)
 CSIP		•
 TCHS Gap Groups & Measurable Gap Goals	Number & Percentage of populations. Goals, Strategies, Activities & Measures.	• I • III
 TCHS Gap Groups & Measurable Gap Goals		• III

## **2019-20 Phase Three: Comprehensive Improvement Plan for Schools\_10252019\_16:10**

2019-20 Phase Three: Comprehensive Improvement Plan for Schools

### **Trigg County High School**

Shannon Burcham  
203 East Main Street  
Cadiz, Kentucky, 42211  
United States of America

Last Modified: 12/11/2019

Status: Open

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## 2019-20 Phase Three: Comprehensive Improvement Plan for Schools

### 2019-20 Phase Three: Comprehensive Improvement Plan for Schools

#### Rationale

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

#### Operational Definitions

**Goal:** Long-term three to five year targets based on the five (5) required school level goals. Elementary/middle schools must have goals for proficiency, separate academic indicator, gap, growth, and transition readiness. High schools must have goals for proficiency, separate academic indicator, gap, graduation rate, and transition readiness. Long-term targets should be informed by The Needs Assessment for Schools.

**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 school 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*, *Shipleigh*, *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 School Improvement Plan Template


- a. Develop your Strategic Goals using the [Comprehensive School Improvement Plan Template](#).
- b. **Upload** your completed Comprehensive School Improvement Plan in the attachment area below.

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

See Attached Plan



## Attachment Summary

Attachment Name	Description	Associated Item(s)
 CSIP-TCHS 2019-20		•

## Trigg County High School - Comprehensive School Improvement Plan (CSIP) 2019-20

### Rationale

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

### Operational Definitions

**Goal:** Long-term three to five year targets based on the required school level goals. Elementary/middle schools must have goals for proficiency, separate academic indicator, achievement gap, and growth. High schools must have goals for proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness. Long-term targets should be informed by The Needs Assessment for Schools.

**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 school 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](#)
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- [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**

- The required school goals include the following:
  - For high school, these include: proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness.

<b>CSIP Goals</b>	<b>Current</b>	<b>Y1</b>	<b>Y2</b>	<b>Y3</b>	<b>Y4</b>	<b>Index (2)</b>	<b>Index (4)</b>
<b>Proficiency (Index)</b>	(+3.1) 59.7	63	67	71	74	67	74
<b>Separate Academic (Index)</b>	(+9.1) 67.2	69	71	73	75	71	75
<b>Transition (Index)</b>	(+18.1) 70.2	73.1	76	78.9	81.8	76	81.8
<b>Graduation +</b>	(+1.9) 95.1	95.3	95.6	95.8	96	95.6	96
<i>Index</i>	66.3	70	73	76	79		
<b>Gap</b>	<b>Initial</b>	<b>2019-20</b>	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>	73.16	78.69
African-American	36.3	32	27.1	22.5	18.2		
Disability	50.6	44.3	38	31.7	25.3		
Econ. Disadvantaged	21.1	18.6	15.9	13.25	10.6		
<b>ACT (Academic Readiness)</b>	<b>Initial</b>	<b>2019-20</b>	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>		
9 English	56.2	57.5	58.2	60	60		
9 Reading	33.6	40.3	46.8	53.4	60		
9 Math	32.1	39	46	53	60		
10 English		60	63.3	66.7	70		
10 Reading		45	53.3	61.6	70		
10 Math		40	50	60	70		
11 English	47.9	<b>55.9</b>	63.9	71.9	<b>80</b>		
11 Reading	51.3	<b>58.5</b>	65.7	72.9	<b>80</b>		
11 Math	36.3	<b>47.3</b>	58.2	69.1	<b>80</b>		
	45	<b>54</b>	63	72	<b>80</b>		
<b>4 Star</b>							
<b>65</b>	Proficiency	<b>5.3</b>					
<b>85</b>	Transition	<b>14.8</b>					
<b>70</b>	Separate Academic	<b>2.8</b>					
<b>95</b>	Graduation	<b>0.8</b>					
<b>5 Star</b>							
<b>74</b>	Proficiency	<b>14.3</b>					
<b>88</b>	Transition	<b>17.8</b>					
<b>75</b>	Separate Academic	<b>7.8</b>					
<b>97</b>	Graduation	<b>2.8</b>					

Strategies	Activities	Measures of Success
<p><b>KCWP2:</b> Design and Deliver Instruction</p>	<p>TCHS will routinely hold PLC meetings to review the alignment of standards to assessments. Instruction will be aligned to Kentucky Core Standards and delivered in teacher classrooms (or across our academy settings in grades 9 &amp; 10).</p>	<p><b>PLC Agendas &amp; Related Documents;</b> <b>Data Meeting Agendas &amp; Related Documents;</b> <b>Lesson Plans;</b> <b>Observations &amp; Look-For Data;</b> <b>Classroom Assessments;</b> <b>Classroom Assessment Data;</b> <b>Meeting Agendas &amp; Related Documents;</b> <b>Student-Led Conferences;</b> <b>Exhibitions of Learning;</b> <b>Defenses of Learning;</b> <b>Intersession Reflections;</b> <b>Student Gallup Poll &amp; Surveys;</b> <b>Staff Surveys;</b> <b>Assessment Data</b></p>
<p><b>KCWP3:</b> Design and Deliver Assessment Literacy</p>	<p>Collaborative development of customized learning and intervention plans for students in Tier II &amp; Tier III.</p>	
<p><b>KCWP4:</b> Review, Analyze, Apply Data Results</p>	<p>GLTs will meet independently on a bi-weekly basis to review student progress, norms and structures, and provide feedback for alignment to a shared vision.</p>	
<p><b>KCWP5:</b> Design, Align, Deliver Support Processes</p>	<p>Consistent provision of interventions for specific populations of students in need of support.</p>	
<p><b>KCWP6:</b> Establishing Learning Culture and Environment</p>	<p>Integration and implementation of Sources of Strength (SEL), PBIS (Behavioral), the Self-Directed Learning Cycle and elements of our Graduate Profile into the learning continuum at TCHS.</p>	

## 1: Proficiency Goal

Goal 1: By Spring 2023, Trigg County High School will increase the proficiency index from 59.7 to 74.0 as measured by the grade 10 Reading and Math state proficiency assessments.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p><b>Objective 1:</b> By May 2020, TCHS will increase the proficiency index from 59.7 to 63 as measured by the grade 10 Reading and Math state proficiency assessments.</p>	<p>KCWP2: Design and Deliver Instruction</p>	<p>TCHS will routinely hold PLC meetings to review the alignment of standards to assessments. Instruction will be aligned to Kentucky Core Standards and delivered in teacher classrooms (or across our academy settings in grades 9 &amp; 10).</p>	<ul style="list-style-type: none"> <li>● PLC Agendas</li> <li>● PLC Documents</li> <li>● Data Meeting Documents</li> <li>● Lesson Plans</li> <li>● Observations &amp; Look-For Data</li> <li>● Classroom Assessments</li> <li>● Classroom Assessment Data</li> </ul>	<p>Monthly/Ongoing</p>	<p>Title I, Title II, or SBDM</p>
	<p>KCWP3: Design and Deliver Assessment Literacy</p>	<p>Collaborative development of customized learning and intervention plans for students in Tier II &amp; Tier III.</p>	<ul style="list-style-type: none"> <li>● PLC Agendas</li> <li>● PLC Documents</li> <li>● Data Meeting Documents</li> <li>● Lesson Plans</li> <li>● Observations &amp; Look-For Data</li> <li>● Classroom Assessments</li> </ul>	<p>Monthly/Ongoing</p>	<p>Title I, Title II, or SBDM</p>

			<ul style="list-style-type: none"> <li>● Classroom Assessment Data</li> </ul>		
	KCWP4:Review, Analyze, Apply Data Results	GLTs will meet independently on a bi-weekly basis to review student progress, norms and structures, and provide feedback for alignment to a shared vision.	<ul style="list-style-type: none"> <li>● PLC Agendas</li> <li>● PLC Documents</li> <li>● Data Meeting Documents</li> <li>● Lesson Plans</li> <li>● Observations &amp; Look-For Data</li> <li>● Classroom Assessments</li> <li>● Classroom Assessment Data</li> </ul>	Monthly/Ongoing	Title I, Title II, or SBDM
	KCWP5:Design, Align, Deliver Support Processes	Consistent provision of interventions for specific populations of students in need of support.	<ul style="list-style-type: none"> <li>● PLC Agendas</li> <li>● PLC Documents</li> <li>● Data Meeting Documents</li> <li>● Lesson Plans</li> <li>● Observations &amp; Look-For Data</li> <li>● Classroom Assessments</li> <li>● Classroom Assessment Data</li> </ul>	Monthly/Ongoing	Title I, Title II, or SBDM

## 2: Separate Academic Indicator

Goal 2: By Spring of 2023, TCHS will increase the Separate Academic Indicator (science, social studies, and writing scores) from 67.2 to 75 as measured by state assessments.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p><b>Objective 1:</b> By May of 2020, TCHS will increase the Separate Academic Indicator Index (science, social studies and writing scores ) from 67.2 to 69 as measured by state assessments.</p>	<p>KCWP2: Design and Deliver Instruction</p>	<p>TCHS will routinely hold PLC meetings to review the alignment of standards to assessments. Instruction will be aligned to Kentucky Core Standards and delivered in teacher classrooms (or across our academy settings in grades 9 &amp; 10).</p>	<ul style="list-style-type: none"> <li>● PLC Agendas</li> <li>● PLC Documents</li> <li>● Data Meeting Documents</li> <li>● Lesson Plans</li> <li>● Observations &amp; Look-For Data</li> <li>● Classroom Assessments</li> <li>● Classroom Assessment Data</li> </ul>	<p>Monthly/Ongoing</p>	<p>Title I, Title II, or SBDM</p>
	<p>KCWP3: Design and Deliver Assessment Literacy</p>	<p>Collaborative development of customized learning and intervention plans for students in Tier II &amp; Tier III.</p>	<ul style="list-style-type: none"> <li>● PLC Agendas</li> <li>● PLC Documents</li> <li>● Data Meeting Documents</li> <li>● Lesson Plans</li> <li>● Observations &amp; Look-For Data</li> <li>● Classroom Assessments</li> <li>● Classroom Assessment Data</li> </ul>	<p>Monthly/Ongoing</p>	<p>Title I, Title II, or SBDM</p>



	<p>KCWP4:Review, Analyze, Apply Data Results</p>	<p>GLTs will meet independently on a bi-weekly basis to review student progress, norms and structures, and provide feedback for alignment to a shared vision.</p>	<ul style="list-style-type: none"> <li>● PLC Agendas</li> <li>● PLC Documents</li> <li>● Data Meeting Documents</li> <li>● Lesson Plans</li> <li>● Observations &amp; Look-For Data</li> <li>● Classroom Assessments</li> <li>● Classroom Assessment Data</li> </ul>	<p>Monthly/Ongoing</p>	<p>Title I, Title II, or SBDM</p>
	<p>KCWP5:Design, Align, Deliver Support Processes</p>	<p>Consistent provision of interventions for specific populations of students in need of support.</p>	<ul style="list-style-type: none"> <li>● PLC Agendas</li> <li>● PLC Documents</li> <li>● Data Meeting Documents</li> <li>● Lesson Plans</li> <li>● Observations &amp; Look-For Data</li> <li>● Classroom Assessments</li> <li>● Classroom Assessment Data</li> </ul>	<p>Monthly/Ongoing</p>	<p>Title I, Title II, or SBDM</p>

### 3: Achievement Gap

Goal 3: By Spring of 2023, TCHS will decrease the gap between academic performance of gap students (disability, race, and economic status) in the areas of Reading and Math by 50% as measured by the state assessment.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p><b>Objective 1:</b> By Spring of 2020, TCHS will decrease the gap between academic performance of gap students (disability, race, and economic status) in the areas of Reading and Math by 12.5% as measured by the state assessment.</p>	<p>KCWP2: Design and Deliver Instruction</p>	<p>TCHS will routinely hold PLC meetings to review the alignment of standards to assessments. Instruction will be aligned to Kentucky Core Standards and delivered in teacher classrooms (or across our academy settings in grades 9 &amp; 10).</p>	<ul style="list-style-type: none"> <li>● PLC Agendas</li> <li>● PLC Documents</li> <li>● Data Meeting Documents</li> <li>● Lesson Plans</li> <li>● Observations &amp; Look-For Data</li> <li>● Classroom Assessments</li> <li>● Classroom Assessment Data</li> </ul>	<p>Monthly/Ongoing</p>	<p>Title I, Title II, or SBDM</p>
	<p>KCWP3: Design and Deliver Assessment Literacy</p>	<p>Collaborative development of customized learning and intervention plans for students in Tier II &amp; Tier III.</p>	<ul style="list-style-type: none"> <li>● PLC Agendas</li> <li>● PLC Documents</li> <li>● Data Meeting Documents</li> <li>● Lesson Plans</li> <li>● Observations &amp; Look-For Data</li> <li>● Classroom Assessments</li> <li>● Classroom Assessment Data</li> </ul>	<p>Monthly/Ongoing</p>	<p>Title I, Title II, or SBDM</p>
	<p>KCWP4: Review, Analyze, Apply Data Results</p>	<p>GLTs will meet independently on a bi-weekly basis to review student progress, norms and structures, and provide feedback for</p>	<ul style="list-style-type: none"> <li>● PLC Agendas</li> <li>● PLC Documents</li> <li>● Data Meeting Documents</li> <li>● Lesson Plans</li> <li>● Observations &amp; Look-For Data</li> </ul>	<p>Monthly/Ongoing</p>	<p>Title I, Title II, or SBDM</p>

		alignment to a shared vision.	<ul style="list-style-type: none"> <li>• Classroom Assessments</li> <li>• Classroom Assessment Data</li> </ul>		
	KCWP5:Design, Align, Deliver Support Processes	Consistent provision of interventions for specific populations of students in need of support.	<ul style="list-style-type: none"> <li>• PLC Agendas</li> <li>• PLC Documents</li> <li>• Data Meeting Documents</li> <li>• Lesson Plans</li> <li>• Observations &amp; Look-For Data</li> <li>• Classroom Assessments</li> <li>• Classroom Assessment Data</li> </ul>	Monthly/Ongoing	Title I, Title II, or SBDM
<b>Population</b>		<b>Initial</b>		<b>2020</b>	
<b>African-American</b>		36.3		32	
<b>Disability</b>		50.6		44.3	
<b>Econ. Disadvantaged</b>		21.1		18.6	

#### 4: Transition Readiness

Goal 4: By Spring of 2023, TCHS will increase the Transition Index (Academic & Career Readiness) from 70.2 to 81.8 as measured by state defined measures.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p><b>Objective 1:</b> By May of 2020, TCHS will increase the Transition Index (Academic &amp; Career Readiness ) from 70.2 to 73.1 as measured by state measures.</p>	<p>KCWP2: Design and Deliver Instruction</p>	<p>TCHS will routinely hold PLC meetings to review the alignment of standards to assessments. Instruction will be aligned to Kentucky Core Standards and delivered in teacher classrooms (or across our academy settings in grades 9 &amp; 10).</p>	<ul style="list-style-type: none"> <li>● PLC Agendas</li> <li>● PLC Documents</li> <li>● Data Meeting Documents</li> <li>● Lesson Plans</li> <li>● Observations &amp; Look-For Data</li> <li>● Classroom Assessments</li> <li>● Classroom Assessment Data</li> </ul>	<p>Monthly/Ongoing</p>	<p>Title I, Title II, Perkins, or SBDM</p>
	<p>KCWP3:Design and Deliver Assessment Literacy</p>	<p>Collaborative development of customized learning and intervention plans for students in Tier II &amp; Tier III.</p>	<ul style="list-style-type: none"> <li>● PLC Agendas</li> <li>● PLC Documents</li> <li>● Data Meeting Documents</li> <li>● Lesson Plans</li> <li>● Observations &amp; Look-For Data</li> <li>● Classroom Assessments</li> <li>● Classroom Assessment Data</li> </ul>	<p>Monthly/Ongoing</p>	<p>Title I, Title II, Perkins, or SBDM</p>
	<p>KCWP4:Review, Analyze, Apply Data Results</p>	<p>GLTs will meet independently on a</p>	<ul style="list-style-type: none"> <li>● PLC Agendas</li> </ul>	<p>Monthly/Ongoing</p>	<p>Title I, Title II, Perkins, or SBDM</p>

		<p>bi-weekly basis to review student progress, norms and structures, and provide feedback for alignment to a shared vision.</p>	<ul style="list-style-type: none"> <li>● PLC Documents</li> <li>● Data Meeting Documents</li> <li>● Lesson Plans</li> <li>● Observations &amp; Look-For Data</li> <li>● Classroom Assessments</li> <li>● Classroom Assessment Data</li> </ul>		
	<p>KCWP5:Design, Align, Deliver Support Processes</p>	<p>Consistent provision of interventions for specific populations of students in need of support.</p>	<ul style="list-style-type: none"> <li>● PLC Agendas</li> <li>● PLC Documents</li> <li>● Data Meeting Documents</li> <li>● Lesson Plans</li> <li>● Observations &amp; Look-For Data</li> <li>● Classroom Assessments</li> <li>● Classroom Assessment Data</li> </ul>	<p>Monthly/Ongoing</p>	<p>Title I, Title II, Perkins, or SBDM</p>

## 5: Graduation Rate

Goal 5: By Spring of 2023, TCHS will increase the Graduation Rate from 95.1 to 96.0 as measured by the average of the 4 and 5-year Cohort Graduation Rates.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p><b>Objective 1:</b> By Spring of 2020, TCHS will increase the Graduation Rate from 95.1 to 95.3 as measured by the average of the 4 and 5-year Cohort Graduation Rates.</p>	<p>KCWP2: Design and Deliver Instruction</p>	<p>TCHS will routinely hold PLC meetings to review the alignment of standards to assessments. Instruction will be aligned to Kentucky Core Standards and delivered in teacher classrooms (or across our academy settings in grades 9 &amp; 10).</p>	<ul style="list-style-type: none"> <li>● PLC Agendas</li> <li>● PLC Documents</li> <li>● Data Meeting Documents</li> <li>● Lesson Plans</li> <li>● Observations &amp; Look-For Data</li> <li>● Classroom Assessments</li> <li>● Classroom Assessment Data</li> </ul>	<p>Monthly/Ongoing</p>	<p>Title I, Title II, or SBDM</p>
	<p>KCWP3: Design and Deliver Assessment Literacy</p>	<p>Collaborative development of customized learning and intervention plans for students in Tier II &amp; Tier III.</p>	<ul style="list-style-type: none"> <li>● PLC Agendas</li> <li>● PLC Documents</li> <li>● Data Meeting Documents</li> <li>● Lesson Plans</li> <li>● Observations &amp; Look-For Data</li> <li>● Classroom Assessments</li> <li>● Classroom Assessment Data</li> </ul>	<p>Monthly/Ongoing</p>	<p>Title I, Title II, or SBDM</p>
	<p>KCWP4: Review, Analyze, Apply Data Results</p>	<p>GLTs will meet independently on a</p>	<ul style="list-style-type: none"> <li>● PLC Agendas</li> </ul>	<p>Monthly/Ongoing</p>	<p>Title I, Title II, or SBDM</p>

		bi-weekly basis to review student progress, norms and structures, and provide feedback for alignment to a shared vision.	<ul style="list-style-type: none"> <li>• PLC Documents</li> <li>• Data Meeting Documents</li> <li>• Lesson Plans</li> <li>• Observations &amp; Look-For Data</li> <li>• Classroom Assessments</li> <li>• Classroom Assessment Data</li> </ul>		
	KCWP5: Design, Align, Deliver Support Processes	Consistent provision of interventions for specific populations of students in need of support.	<ul style="list-style-type: none"> <li>• PLC Agendas</li> <li>• PLC Documents</li> <li>• Data Meeting Documents</li> <li>• Lesson Plans</li> <li>• Observations &amp; Look-For Data</li> <li>• Classroom Assessments</li> <li>• Classroom Assessment Data</li> </ul>	Monthly/Ongoing	Title I, Title II, or SBDM
	KCWP6: Establishing Learning Culture and Environment	Integration and implementation of Sources of Strength (SEL), PBIS (Behavioral), the Self-Directed Learning Cycle and elements of our Graduate Profile into the learning continuum at TCHS.	<ul style="list-style-type: none"> <li>• Meeting Agendas &amp; Related Documents</li> <li>• Data Meeting Documents</li> <li>• Lesson Plans</li> <li>• Observations &amp; Look-For Data</li> </ul>	Monthly/Ongoing	Title I, Title II, or SBDM

			<ul style="list-style-type: none"><li>• Classroom Assessments</li><li>• Classroom Assessment Data</li><li>• Exhibitions</li><li>• Defenses &amp; Related Documents</li><li>• Student Led Conferences &amp; Related Documents</li><li>• Intersession Schedule &amp; Reflections</li><li>• Student Gallup Poll &amp; Surveys</li><li>• Staff Surveys</li></ul>		
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## 6: Transition Goal for ACT

Goal 6 : 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
<p><b>Objective 1:</b> By May of 2020, 54% 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.</p>	<p>KCWP2: Design and Deliver Instruction</p>	<p>TCHS will routinely hold PLC meetings to review the alignment of standards to assessments. Instruction will be aligned to Kentucky Core Standards and delivered in teacher classrooms (or across our academy settings in grades 9 &amp; 10).</p>	<ul style="list-style-type: none"> <li>● PLC Agendas</li> <li>● PLC Documents</li> <li>● Data Meeting Documents</li> <li>● Lesson Plans</li> <li>● Observations &amp; Look-For Data</li> <li>● Classroom Assessments</li> <li>● Classroom Assessment Data</li> </ul>	<p>Monthly/Ongoing</p>	<p>Title I, Title II, or SBDM</p>
	<p>KCWP3:Design and Deliver Assessment Literacy</p>	<p>Collaborative development of customized learning and intervention plans for students in Tier II &amp; Tier III.</p>	<ul style="list-style-type: none"> <li>● PLC Agendas</li> <li>● PLC Documents</li> <li>● Data Meeting Documents</li> <li>● Lesson Plans</li> <li>● Observations &amp; Look-For Data</li> <li>● Classroom Assessments</li> </ul>	<p>Monthly/Ongoing</p>	<p>Title I, Title II, or SBDM</p>

			<ul style="list-style-type: none"> <li>● Classroom Assessment Data</li> </ul>		
	KCWP4:Review, Analyze, Apply Data Results	GLTs will meet independently on a bi-weekly basis to review student progress, norms and structures, and provide feedback for alignment to a shared vision.	<ul style="list-style-type: none"> <li>● PLC Agendas</li> <li>● PLC Documents</li> <li>● Data Meeting Documents</li> <li>● Lesson Plans</li> <li>● Observations &amp; Look-For Data</li> <li>● Classroom Assessments</li> <li>● Classroom Assessment Data</li> </ul>	Monthly/Ongoing	Title I, Title II, or SBDM
	KCWP5:Design, Align, Deliver Support Processes	Consistent provision of interventions for specific populations of students in need of support.	<ul style="list-style-type: none"> <li>● PLC Agendas</li> <li>● PLC Documents</li> <li>● Data Meeting Documents</li> <li>● Lesson Plans</li> <li>● Observations &amp; Look-For Data</li> <li>● Classroom Assessments</li> <li>● Classroom Assessment Data</li> </ul>	Monthly/Ongoing	Title I, Title II, or SBDM
<b>Grade Level Area</b>		<b>Initial</b>		<b>2020</b>	
<b>9 English</b>		56.2		57.5	
<b>9 Reading</b>		33.6		40.3	

<b>9 Math</b>	32.1	39
<b>10 English</b>		60
<b>10 Reading</b>		45
<b>10 Math</b>		40
<b>11 English</b>	47.9	55.9
<b>11 Reading</b>	51.3	58.5
<b>11 Math</b>	36.3	47.3

## 2019-20 Phase Two: School Assurances\_10252019\_16:08

2019-20 Phase Two: School Assurances

**Trigg County High School**

Shannon Burcham  
203 East Main Street  
Cadiz, Kentucky, 42211  
United States of America

Last Modified: 10/29/2019

Status: Open

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## 2019-20 Phase Two: School Assurances

### 2019-20 Phase Two: School Assurances

## Introduction

Assurances are a required component of the CSIP process (703 KAR 5:225). Please read each assurance and indicate whether your school 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.

## Teacher Performance

1. The Every Student Succeeds Act (ESSA) requires each school to report data regarding ineffective teachers. An ineffective teacher receives a summative effectiveness rate of “Ineffective” as determined through the local performance evaluation system that meets the requirements established by KRS 157.557. An ineffective teacher consistently fails to meet expectations as determined by a trained evaluator, in competencies identified as the performance criteria in the Kentucky Framework for Teaching.

Responses to this assurance will be collected in the [Kentucky Teacher Performance survey](#). Responses to each survey question should be based on data from the 2018-19 school year. Once you have completed the survey, return to the 2019-20 Phase Two: School Assurances diagnostic to certify that your school has completed the survey and to complete the remaining assurances on the diagnostic.

I certify this school has completed the Kentucky Teacher Performance survey.

- Yes**
- No
- N/A



## Title I Schoolwide Programs

2. If the school is implementing a schoolwide program, the school developed a comprehensive plan during a 1-year period or qualifies for an exception under Section 1114(b)(1) of the Every Student Succeeds Act (ESSA).

- Yes**
- No
- N/A

3. If the school is implementing a schoolwide program, the school developed a comprehensive plan with the involvement of parents and other members of the community to be served as well as individuals who will carry out such plan (e.g. teachers, administrators, classified staff, etc.) as required by Section 1114(b)(2) of ESSA.

- Yes**
- No
- N/A

4. If the school is implementing a schoolwide program, the school developed a comprehensive plan that will remain in effect for the duration of the school's participation under Title I, Part A of ESSA as required by Section 1114(b)(3) of ESSA.

- Yes**
- No
- N/A

5. If the school is implementing a schoolwide program, the school developed a comprehensive plan that is available to district leadership, parents, and the public and in an understandable and uniform format as required by Section 1114(b)(4) of ESSA.

- Yes**
- No
- N/A

6. If the school is implementing a schoolwide program, the school developed a comprehensive plan that, to the extent appropriate and applicable, coordinates with other federal, state, and local programs, including but not limited to the implementation of improvement activities in schools identified for comprehensive or targeted support and improvement, as required by Section 1114(b)(5) of ESSA.

- Yes**
- No
- N/A

7. If the school is implementing a schoolwide program, the school developed a comprehensive plan that is based on a comprehensive needs assessment, which included a review of academic achievement data, and includes, among other items, a description of the strategies the school will implement to address school needs as required by Section 1114(b)(6) of ESSA.

- Yes**
- No
- N/A

8. If the school is implementing a schoolwide program, the school developed, pursuant to Section 1114(b)(7), a comprehensive plan that includes a description of the strategies to be implemented to address school needs, including how such strategies: (1) provide opportunities for all children; (2) use methods and instructional strategies that strengthen the academic program in the school, increase learning time, and provide an enriched and accelerated curriculum; and, (3) address the needs of all children through, for example, the following activities: school-based mental health programs; a tiered model to prevent and address behavioral problems; professional development to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers; and/or, strategies for assisting preschool children transition to local elementary school programs.

- Yes**
- No
- N/A

## Title I Targeted Assistance School Programs

9. If the school is implementing a targeted assistance school program, participating students are identified in accordance with Section 1115(c) and on the basis of multiple, educationally related, objective criteria.

- Yes
- No
- N/A**

10. If the school is implementing a targeted assistance school program, the school serves participating students using resources under Title I, Part of ESSA to meet challenging state academic standards as required by Section 1115(b)(2)(A) of ESSA.

- Yes
- No
- N/A**

11. If the school is implementing a targeted assistance school program, the school serves, pursuant to Section 1115(b)(2)(B) of ESSA, participating students using methods and instructional strategies to strengthen the academic program of the school, which may include, for example, expanded learning time, summer programs, and/or a tiered model to prevent and address behavioral problems.

- Yes
- No
- N/A**

12. If the school is implementing a targeted assistance school program, the school serves participating students by coordinating with and supporting the regular educational program as required by Section 1115(b)(2)(C) of ESSA.

- Yes
- No
- N/A**

13. If the school is implementing a targeted assistance school program, the school serves participating students by providing professional development to, for example, teachers, administrators, classified staff, and/or other school personnel who work with participating students as required by Section 1115(b)(2)(D) of ESSA.

- Yes
- No
- N/A**

14. If the school is implementing a targeted assistance school program, the school serves, pursuant to Section 1115(b)(2)(E) of ESSA, participating students by implementing strategies to increase the involvement of parents of participating students in accordance with Section 1116 of ESSA.

- Yes
- No
- N/A**

15. If the school is implementing a targeted assistance school program, the school serves participating students, to the extent appropriate and applicable, by coordinating with other federal, state, and local programs, including but not limited to the implementation of improvement activities in schools identified for comprehensive or targeted support and improvement, as required by Section 1115(b)(2)(F) of ESSA.

- Yes
- No
- N/A**

16. If the school is implementing a targeted assistance school program, the school serves participating students by reviewing the progress of participating students on an ongoing basis and revising the targeted assistance program, if necessary, to provide additional assistance to meet challenging state academic standards as required by Section 1115(b)(2)(G) of ESSA.

- Yes
- No
- N/A**

## Schools Identified for Targeted Support and Improvement

17. If identified for targeted support and improvement pursuant to Section 1111(d)(2) of ESSA, the school developed and implemented a plan to improve student outcomes that, among other items, was informed by all indicators, including student performance against long-term goals; included evidence-based interventions; and, approved by local leadership. For reference, “evidence-based” is defined in ESSA Section 8101(21).

- Yes
- No
- N/A**

## All School Programs

18. The school 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

19. The school collects and publicly disseminates, in compliance with Kentucky's Consolidated State Plan and in alignment with Section 1111(g)(1)(B), data through the School Report Card that addresses students' access to effective/experienced teachers.

- Yes**
- No
- N/A

20. The school ensures that, if the Title I application includes funding for certified or classified positions (e.g. counselors, nurses, media specialists, etc.), there is documentation indicating such is needed to improve student achievement. This ensures the use is reasonable and necessary in compliance with the Code of Federal Regulations (CFR), including 2 CFR 200.403 and 200.405.

- Yes
- No
- N/A**

21. The school ensures that all teachers and paraprofessionals working in a program supported with Title I, Part A funding meet applicable state certification and licensure requirements as required by Section 1111(g)(2)(J) of ESSA.

- Yes
- No
- N/A**

22. The school distributes to parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that complies with Section 1116(c)-(f) of ESSA and is in an understandable and uniform format as required by Section 1116(b) of ESSA. For reference, Section 1116(b) of ESSA allows existing parent and family engagement policies the school may have in place to be amended to meet the requirements under Title I, Part A.

- Yes**
- No
- N/A

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## Attachment Summary

Attachment Name	Description	Associated Item(s)
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