

2019-20 Phase Three: Executive Summary for Schools_12122019_13:26

2019-20 Phase Three: Executive Summary for Schools

Trigg County Middle School

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206 Lafayette Street
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United States of America

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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 Middle School (TCMS) is a small rural school located on the Kentucky/Tennessee border. The county seat of Trigg County is Cadiz, Kentucky and is known as the Gateway to Land Between the Lakes National Recreation Park. The student population is 467 students and includes grades six thru eight. TCMS is staffed with a principal, assistant principal, two guidance counselors, a school nurse, seven classified staff, a library media specialist and 29 teachers. Trigg County Middle serves a community that is primarily rural and the majority of jobs in our community do not require a college degree. The public school system is the largest employer with the local hospital the second with several large corporate farms in the mix. Male: 46.47% Female: 53.3% Free/Reduced lunch: 59.3% White: 85.22% Black: 6.4% Hispanic: 1.5% Asian: 0.64% American Indian or Alaskan Native .21% Two or more: 6%

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.

Philosophy--Trigg County Middle School functions under the premise that its purpose is to provide an education for every child. Education, in this context means the opportunities and experiences necessary to acquire and utilize knowledge. Each child's maturation level, abilities, skills, needs, interests, attitudes and goals are considered. Equal opportunities are provided for every student regardless of race, creed, sex or attitude. Trigg County Middle School contends that each student has the right to maximize personal, innate abilities. The school's collective goal is to prepare every child to be a successful, functional citizen who is capable of assuming a place in this ever changing, informational and democratic society. The educational process of Trigg County Middle School is a collective process with students, parents, faculty, administration, members of the board of education, and community members, each meeting the challenge of performing individually designated tasks. The process is accomplished through mutual respect and cooperation and takes place utilizing all aspects of the human and physical environment. The interrelationships and support among these six components lead the student to develop ethically, emotionally, academically and physically. Our school vision is "Preparing Each Student For the Future." Our mission statement is, "Trigg County Middle School will be a high performing school whereby each student is provided rigorous, engaging, relevant activities every day in an atmosphere that is conducive to learning. Each student will leave TCMS prepared for the future." TCMS has a commitment to supporting our districts core values of continuous improvement, relationships, authentic experiences, mastery learning, and personalized learning. At least one of these values can be connected to every learning experience we provide for our students. We believe in our district's graduate profile that is rooted in mastery of the standards but also respects that in order for our students to be effective citizens they also need to know how to communicate, think critically, collaborate with others, and be self-directed in their learning. We believe that students must have opportunities for authentic experiences that allow students to show their learning to a variety of audiences. This is why we believe students need experiences with project based learning, student led conferences and defenses of learning. TCMS is constantly reviewing course offerings to enrich and meet the goal of every child being College and Career Ready. Along with the Core courses of Mathematics, Reading, English, Social Studies, Science, Arts and Humanities,

and Practical Living, TCMS also offers advanced courses in Math including Pre Algebra, Algebra 1, and Geometry. TCMS also offers Robotics, Spanish, World Cultures, as well as career exploration, technology topics, and health during enrichment to enhance the educational experience for our students. Students are also offered classes in Art, Drama, PE, Band, and Music during their Explore rotations. The staff at Trigg County Middle School teachers and staff believe working together we can help support the social/emotional wellbeing of our students. We use knowledge and tools gained from implementing Capturing Kids Hearts. We increased our focus on our school culture and climate to better build relationships with our students and one another. We are utilizing programs such as Project Wisdom and Overcoming Obstacles to support and foster those relationships. We know that great gains in mastery of the content can be made when students feel important and connected to their school. We continue to have a school wide advisory program that is grade level specific and meets daily. This time is focused on mentoring, weekly goal setting, and reflection. Students have a one on one mentoring session with their Teacher where they review their action plans set to accomplish their goals as well as reviewing their mastery of standards through Infinite Campus. We are a PBIS school that has school wide expectations and recognizes students that live up to those expectations with monthly and nine week reward programs. All of these systems in place support our values and embody our purpose to help prepare all of our students for the future.

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 Middle School has embraced our District of Innovation model and is striving to provide learning that is meaningful and applicable in the 21st century. TCMS will continue to reflect and improve on our process we use to develop problem based learning experiences that are intended for students to reach a deeper level of learning. We will use our professional learning communities both grade level and content level to collaborate to refine our tasks/products we are helping our students to produce. We will also use the support of district instructional leaders to review PBL plans to ensure the rigor of these projects that we know need to be improving. Achievements of these improvements can be evidenced by student participation in our exhibition nights that are held twice a year in December and in April. Over 60% of our students are in attendance and present their learning through their project presentations. Parent survey data shows that 92.1% of students were able to communicate their learning of content standards. Student led conference survey data shows that 87.6% of parents had a better understanding of the Graduate Profile after their students self directed conference that included their mastery progress and goals for the year. All eighth grade students will present a defense of their learning at the end of the school year in order to show why they are ready and prepared to move on to High School. This presentation is assessed by teachers, students, and community members. This is held in conjunction with operation preparation in which students use their chosen career interest to be paired up with adults that are currently working in that same field. **POSITIVE FROM DATA:** According to the results of the 2018-19 K-Prep assessment TCMS increased the total number of proficient/distinguished students in Math by 8% and decreased the total number of Novice in Math by 4.2%. Students with disabilities decreased the number of novice by 30% in the last five years. 6th grade Math students decreased their number of Novice by 15% and 7th grade Math students increased their number of Proficient and distinguished students by 16.1%. 8th grade Math students increased their number of Proficient and distinguished students by 12.1%. TCMS had 60% of our students are scoring proficient/distinguished in reading and 23% of our those students scored distinguished. Teachers will continue to review curriculum and common assessments for alignment to the standards. They will continue to work together to better use the data from both formative and summative assessments to provide interventions for students who have not mastered their grade

level content. Teachers will also use other assessment data from MAP and TE21 to determine progress of their students and to review the effectiveness of instructional strategies used to present content.

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.

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.

None at this time.

Attachment Summary

Attachment Name	Description	Associated Item(s)
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**Trigg County Middle School 2019-20 Phase One: Continuous Improvement
Diagnostic for Schools_10072019_14:51**

2019-20 Phase One: Continuous Improvement Diagnostic for Schools

Trigg County Middle School

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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.

Amy Breckel October 7, 2019

Trigg County Middle School 2019-20 Phase Two: The Needs Assessment for Schools_10072019_14:57

2019-20 Phase Two: The Needs Assessment for Schools

Trigg County Middle School

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2019-20 Phase Two: The Needs Assessment for Schools

2019-20 Phase Two: The Needs Assessment for Schools

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?

On September 30th data results were presented to the entire faculty and staff, this meeting was set up through email and there was a presentation for documentation. On Oct. 2nd the ELA department met to go over Reading and Writing data to create a plan of action and discuss goals. All teachers in that content area were present as well as the District Instructional Supervisor and the Principal. This team meets once a month to go over ongoing assessment data. Evidence was calendar invite for the meeting as well a principal's notes from the meeting. On Oct. 2nd the TCMS SBDM council met to review school data. All members were present except one. The council used a set of questions to go through and analyze the data as well as consider further action steps and school goals. This group meets once a month and is documented through meeting minutes. On October 4, the Principal, Superintendent, and Assistant Superintendent met to review and analyze data and discuss future school goals. This is documented on the Trigg County Public Schools - State Accountability Goals page. On October 22 the district Cabinet members met to discuss and review data and future goals. This is attended by all principals, Superintendent, Assistant Superintendent, DOSE, and district instructional supervisors. This group meets every Tuesday and the meetings are documented by agendas. Oct. 24 the joint SBDM council and Board Meeting took place, where district data and school specific data is presented to the SBDM councils of all schools in the district as well as the Board of Education. Proposed action steps are presented and the opportunity for feedback is given by stakeholders present at the meeting.

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.

TCMS attained a score of 59.2 a High Growth rating according to our KPREP state test results for 2018-19. Students with disabilities attained a growth score of 78.9 in Reading. This was higher than the score for all students at 56.5 on KPREP in 2018-19. African American students attained a growth score of 66.2 in Math. This was higher than the score for all students at 61.8 on KPREP in 2018-19. From 2017 to 2019 the total number of Proficient and Distinguished student in math increased by 8%. There were 105 distinguished student in reading across all grades on the 2018-19 KPREP test. From 2015 to 2019 Novice decreased by 31.2 % among students with disabilities in Reading on the KPREP assessment.

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.

55% of all students in Math scored either Apprentice or Novice in Math on the 2018-19 KPREP test. 19.2% of all students scored proficient/distinguished in Writing on the 2018-19 KPREP test. 40.5% of African American students scored Proficient/Distinguished on the KPREP test in reading as opposed to 62.2% of non-gap learners. 27% of African American students scored Proficient/Distinguished on the KPREP test in Math as opposed to 48% of non-gap learners. 31.7% of students with disabilities scored Proficient and there were not Distinguished students with disabilities in Reading as opposed to 62.2% of non-gap learners. 7.3% of students with disabilities scored Proficient and there were no Distinguished students with disabilities in Math as opposed to 48% of non-gap learners.

Trends

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

No significant movement of students to Proficient and Distinguished has occurred over the past two years in Reading and Writing for our African American students. No significant movement of students to Proficient and Distinguished has occurred over the past two years in Math, Social Studies, and Writing for our students with disabilities.

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](#)

Review, Analyze and Apply Data - The Case 21 assessment will be administered three times this year. Teachers will use data tracking sheets to compare student performance on KPREP, CASE, and classroom assessments. Teachers will meet in content area PLCs once a month to review data sheets and analyze performance and instructional strategies used to teach the standards that were assessed. Classroom assessments will be reviewed in Grade level PLCs and will analyze individual questions for DOK levels. Design and Deliver Instruction - The beginning of each school day will begin in Synergy in which students will work to become better self-directed learners. They will keep goal setting notebooks where they will review their performance in each of their classes and write reflections in regards to actions they are taking are helping them to be successful. Teachers will turn in their PBL planning document to have it reviewed by admin team to ensure fidelity of assessment and alignment to standards. Design and Deliver Instruction - Math teachers are implementing Envision Math with fidelity to ensure it is aligned to standards and assessed at the correct level of rigor.

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%.

Increased the total number of proficient/distinguished students in Math by 8%. Decreased the total number of Novice in Math by 4.2%. Students with disabilities have decreased the number of novice by 30% in the last five years. 6th grade Math students decreased their number of Novice by 15%. 7th grade Math students increased their number of Proficient and distinguished students by 16.1%. 8th grade Math students increased their number of Proficient and distinguished students by 12.1%. 60% of our students are scoring proficient/distinguished in reading. 23% of our students are scoring distinguished in reading.

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2019-20 Phase Three: Closing the Achievement Gap Diagnostic _12122019_16:45

2019-20 Phase Three: Closing the Achievement Gap Diagnostic

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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.

Attached below.

II. Achievement Gap Analysis

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

With 57.1% of our student population categorized as Economically Disadvantaged, TCMS has several supports in place to meet both academic and social/emotional needs of our student population. TCMS 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. TCMS also provides academic support for students identified through our MAP Universal Screener who are not at benchmark. TAG (Targeted Assistance and Growth) supports are provided throughout the day above and beyond the core curriculum. TCMS utilizes strategies from Capturing Kids Hearts. Each classroom creates a social contract where they take ownership of the expectations set in the classroom. Teachers provide daily opportunities for students to share with one another to build a community of learners within the classroom. TCMS also has continued implementation of an advisory program that meets daily and allows for students to meet with a mentor and discuss topics such as goal setting, curriculum challenges, bullying, and other social emotional issues. We believe that if students feel connected with their classes that our GAP population performance will improve. Having each student conduct their own student led conference also reinforces the importance of self-awareness of their academic achievements and deficiencies. Teachers are using data tracking sheets to have individual conversations with students who are then in return able to collect evidences to use in their conference to communicate their success and their challenges.

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

African American--TCMS has continued to lowered the number of students scoring Novice in Math from 51.2% in 2016-17 to 22.5% in 2017-18 to 21.6% in 2018-19. Students with two or more races --TCMS has lowered the number of students scoring Novice in Reading from 15.6% to 10% which is lower than the performance of Non-Gap identified students who scored 15.7% Novice in Reading. Students with disabilities - TCMS has lowered the number of students scoring Novice in Reading from 50% to 29.3%.

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.

African American--TCMS continues to see improvement with lowering the number of students scoring Novice in reading from 48.8% in 2016-17 to 32.4% in 2018-19. We did see a slight increase from the 25% Novice score in 2019-20. We still this is an area that has shown improvement. Students with disabilities--TCMS has lowered the number of students scoring Novice in Math from 59.5% in 2016-17 to 47.4% in 2017-18 to 36.6% in 2018-19. The growth indicator for students with disabilities was 78.9 in Reading compared to 56.5 of all students. The growth indicator for African American students was 66.2 in reading. In Math the growth rating for African American students was 66.2 compared to the score of all students of 61.8. We believe this is a good indication of progress in closing GAPS and acknowledges movement of students who are working towards proficiency but not have reached that bar just yet.

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.

African American---although we are seeing reduction in Novice in reading our African American students still are scoring 20% lower than our Non- Gap group in the Proficient/Distinguished category. African American students score 42.5% in P/D in 2017-18 and 40.5% in 2018-19 while non Gap students scored 62.2% P/D in 2018-19. Students with Disabilities---while the number of Novice scores in Math decreased significantly most of the students only moved to the Apprentice category. The number of students scoring Proficient/ Distinguished decreased from 9.6% in 2016-17 to 2.6% in 2017-18 and 7.3% in 2018-19.

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

In the past four years our school district and school have been heavily focused on defining what deeper learning means and how to show evidence of that in our classrooms. We developed a Graduate profile and identified 5 competencies that we believe each student needs to be proficient in before they graduate from High School in our district. One of the tools used was project based learning and another was the implementation of programs to personalize learning. Authentic learning experiences and personalized instruction can lead to closing gaps among student performance. What was lost in this transition was the focus on crucial best practices in instruction such as data based decision making instructional moves, differentiating content lessons, and the use solid planning of instruction. As we begin to place an emphasis on these items in combination with the tools needed for deeper learning we will begin to see gaps decrease like we did last year. TCMS has struggled to provide a cohesive, aligned curriculum aligned to the Kentucky Academic Standards. This must be our first step which will include the adoption of a new Math curriculum and a new ELA curriculum in 6th and 8th grade with the hopes of moving to 7th grade in 2020-21.

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.

On September 30th data results were presented to the entire faculty and staff, this meeting was set up through email and there was a presentation for documentation. On Oct. 2nd the ELA department met to go over Reading and Writing data to create a plan of action and discuss goals. All teachers in that content area were present as well as the District Instructional Supervisor and the Principal. This team meets once a month to go over ongoing assessment data. Evidence was calendar invite for the meeting as well a principal's notes from the meeting. On Oct. 2nd the TCMS SBDM council met to review school data. All members were present except one. The council used a set of questions to go through and analyze the data as well as consider further action steps and school goals. This group meets once a month and is documented through meeting minutes. On October 4, the Principal, Superintendent, and Assistant Superintendent met to review and analyze data and discuss future school goals. This is documented on the Trigg County Public Schools - State Accountability Goals page. On October 22 the district Cabinet members met to discuss and review data and future goals. This is attended by all principals, Superintendent, Assistant Superintendent, DOSE, and district instructional supervisors. This group meets every Tuesday and the meetings are documented by agendas. Oct. 24 the joint SBDM council and Board Meeting took place, where district data and school specific data is presented to the SBDM councils of all schools in the district as well as the Board of Education. Proposed action steps are presented and the opportunity for feedback is given by stakeholders present at the meeting.

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.)

Math is the targeted content area that needs the most significant attention. Teachers will work to ensure a cohesive, sequential and viable math curriculum based on Kentucky Core Academic Standards. With guidance from Central Office personnel and school level administration, teachers will conduct curriculum audit/reviews to ensure that all units of study provide application and rigor within the learning process. This will include PD for the implementation of new math curriculum, Envision Math. Teachers will be provided PD from the Envision company on how to use the resources of this program in their classrooms. Particularly in the area of identify groups of students and providing remediation during class time through small group instruction. Teachers will submit data after each common assessment and describe the process that will be used to remediate and then the results of any re-assessment. Special Ed Teachers will work with our District Special Ed Coordinator to attend professional development provided by educational coops that address instructional strategies to be used in our special ed classrooms. ESS tutoring is being provided after school in both reading and math for students in need. Many students volunteer to attend tutoring while others have been identified by the classroom teacher and referred to tutoring. ESS daytime tutoring will begin in January and will target GAP students who are underperforming and are in need of further remediation. A half time Math teacher will also be used to identify students needs through the review of CASE 21 assessment and STAR data. GAP students will then be pulled to remediate and re-assess standards that student did not master.

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).

Trigg County Middle school will increase reading proficiency for students with disabilities from 31.7 to 34.8 by 2021-22 as measured by the state assessment. Trigg County Middle school will increase math proficiency for African American students from 27.0 to 30.3 by 2021-22 as measured by the state assessment.

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.

Please see attached sheet.

Attachment Summary

Attachment Name	Description	Associated Item(s)
 Measurable Gap Goal		•

2019-20 Phase Three: Comprehensive Improvement Plan for Schools_11272019_11:39

2019-20 Phase Three: Comprehensive Improvement Plan for Schools

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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.

N/A

Attachment Summary

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

Comprehensive School Improvement Plan (CSIP)

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](#)
- [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, 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.

Explanations/Directions

Goal: Include 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	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Include short-term targets to be attained by the end of the current academic year. There can be multiple objectives for each goal.</p>	<p>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 above or another established improvement approach (i.e. <i>Six Sigma, Shipley, Baldrige, etc.</i>).</p>	<p>Include actionable steps used to deploy the chosen strategy. There can be multiple activities for each strategy.</p>	<p>List the criteria that shows the impact of the work. The measures may be quantitative or qualitative, but are observable in some way.</p>	<p>Discuss the 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. Progress monitoring ensures that plans are being revisited and an opportunity to determine whether the plan is working.</p>	<p>List the funding source(s) used to support (or needed to support) the improvement initiative.</p>

1: Proficiency Goal

Goal 1 (State your proficiency goal.): Trigg County Middle School will increase its reading proficiency for all students from 60.1 in 2018-19 to 65.5 in 2021-2022 and math proficiency from 44.8 in 2018-19 to 52.3 by 2021-2022 as measured by the state assessment.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Trigg County Middle School will increase its reading proficiency for all students from 60.1 in 2018-2019 to 61.9 in 2019-2020 and math proficiency from 44.8 in 2018-19 to 47.3 by 2019-20 as measured by the state assessment	Design and Deliver Instruction	Ensure congruency is present between standards, learning targets, and assessment measures	STAR, Case 21, classroom assessments, classroom observations	Monthly after school content PLC meetings. Growth Day meetings. 3 for the year District Congruency document from 3 District PD days in July Teachers, Principal, District Instructional Leadership team	Title II Funds
		Implementation of new Envision Math curriculum in grades 6-8. All Math teachers will complete 4 days of Math PD to ensure fidelity of the program.	STAR, Case 21, classroom assessments, classroom observations	On Going PD with Envision Help Center Math Content PLC after school meetings once a month. Principal/Teachers	Title I Funds
		Ensure rigor and fidelity of assessments and instruction	STAR, Case 21, classroom assessments, classroom observations	PLC meetings both grade level and content level review of assessments completed monthly. Principal/Teachers	
		PBL planning process will go through multiple feedback loops through PLC tuning protocols, instructional leadership team, and one on one feedback session with teachers. This is to increase the rigor and relevance, and alignment of PBLs being implemented.	STAR, Case 21, classroom assessments, classroom observations	Community feedback, Teacher feedback, District Level Administrator feedback – 3 meetings per project delivered to students. Principal/Teachers	
	Design and Deliver Assessment Literacy	Teachers will review items from assessment banks from CASE 21, STAR, and Envision Math to embed them in their classroom assessments. PLCs will review assessments for congruency to the standard and the DOK levels of the questions.	STAR, Case 21, classroom assessments, classroom observations	Weekly Admin Classroom observations Monthly Math PLC meetings School Admin Team	

Goal 1 (State your proficiency goal.): Trigg County Middle School will increase its reading proficiency for all students from 60.1 in 2018-19 to 65.5 in 2021-2022 and math proficiency from 44.8 in 2018-19 to 52.3 by 2021-2022 as measured by the state assessment.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	Review, Analyze, and Apply Data	Create and monitor a "Watch List" for students performing below proficiency. Teachers will create and monitor Data tracking sheets to identify students.	STAR, Case 21, classroom assessments, classroom observations	Update list after each benchmark and screening test. October, January, March Teachers	
		Content PLC Data Disaggregation monitoring measures are in place to support holistic planning for high fidelity of reading and math resources and instructional delivery of standards.	STAR, Case 21, classroom assessments, classroom observations	Weekly Lesson plans Release days for Data Disaggregation after CASE results are available. 3 times a year. Teachers and Principal	Title II funds
		Teachers will use information from data analysis completed during PLC meetings to reteach standards not mastered. They may use questions from the assessments as Bellringers, exit slips, and questions included on their classroom assessments. They will also use this information to create instructional groups in their classes.	STAR, Case 21, classroom assessments, classroom observations	Weekly Lesson plans and Classroom observations Teachers and Principal	

2: Separate Academic Indicator

Goal 2 (State your separate academic indicator goal.): Trigg County Middle School will increase its Separate Academic Indicator for all students from 62.1 for all students in 2018-19 to 67.1 by 2021-22 as measured by the state assessment.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Trigg county Middle School will increase its Separate Academic Indicator for all students from 62.1 in 2018-19 to 64.6 by 2019-2020 as measured by the state assessment.	Design and Deliver Instruction	Ensure congruency is present between standards, learning targets, and assessment measures	STAR, Case 21, classroom assessments, classroom observations	Monthly after school content PLC meetings. Growth Day meetings. 3 for the year District Congruency document from 3 District PD days in July Teachers, Principal, District Instructional Leadership team	
		Teachers will teach with fidelity how to break down writing prompts to understand what the question is asking students to do.	STAR, Case 21, classroom assessments, classroom observations	Monthly after school content PLC meetings. Growth Day meetings. 3 for the year Weekly Lesson plans Teachers School Admin	
		Create a school wide writing program to include a common pre-writing graphic organize tool to be used across the curriculum.	STAR, Case 21, classroom assessments, classroom observations	Weekly Classroom observations Weekly Lesson Plans Teachers School Admin	
		Design multiple opportunities for students to increase their writing stamina in on-demand writing assessments.	STAR, Case 21, classroom assessments, classroom observations	Release days for Data Disaggregation after CASE results are available. 3 times a year. Teachers and Principal	Title II funds
		Ensure rigor and fidelity of assessments and instruction	STAR, Case 21, classroom assessments, classroom observations	PLC meetings both grade level and content level review of assessments.	
	Design and Deliver Assessment Literacy	PLCs will review assessments for congruency to the standard and the DOK levels of the questions. PLCs will review assessments for	STAR, Case 21, classroom assessments, classroom observations	PLC meetings both grade level and content level review of assessments. Lesson Plans and Unit Plans	

Goal 2 (State your separate academic indicator goal.): Trigg County Middle School will increase its Separate Academic Indicator for all students from 62.1 for all students in 2018-19 to 67.1 by 2021-22 as measured by the state assessment.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		congruency to the standard and the DOK levels of the questions.			
		Science PLCs will analyze the delivery of TCTs and make instructional decisions on the increased use of these types of assessments in their classrooms, but broken down in smaller chunks.	STAR, Case 21, classroom assessments, classroom observations	Monthly after school content PLC meetings. Growth Day meetings three times a year. Weekly Lesson plans Teachers and Principal	

3: Achievement Gap

Goal 3 (State your achievement gap goal.): Trigg County Middle school will increase reading proficiency for students with disabilities from 31.7 to 41.0 and math proficiency for African American students from 27.0 to 37.0 by 2021-22 as measured by the state assessment					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Trigg County Middle school will increase reading proficiency for students with disabilities from 31.7 to 34.8 and math proficiency for African American students from 27.0 to 30.3 by 2021-22 as measured by the state assessment	Design and Deliver Instruction	Ensure congruency is present between standards, learning targets, and assessment measures	STAR, Case 21, classroom assessments, classroom observations	Monthly after school content PLC meetings. Growth Day meetings. 3 for the year District Congruency document from 3 District PD days in July Teachers, Principal, District Instructional Leadership team	
		Increased individual feedback given to students on results of assessment and progress toward mastery of standards.	STAR, Case 21, classroom assessments, classroom observations	Weekly Classroom observations Weekly Lesson Plans Monthly updated mentoring document Teachers and Principal	
		Dedicated time allocated each day for goal setting and reflection on student progress towards mastery.	STAR, Case 21, classroom assessments, classroom observations	Weekly Classroom observations Monthly updated mentoring document Teachers and Principal	
		New RTI reading and Math resources. Pearson Success maker is being used with fidelity and students scoring below the 25% are being identified to use the program five days a week.	STAR, Case 21, classroom assessments, classroom observations	Individual STAR progress monitoring graphs TAG committee members	Title I Funds
	Review, Analyze and Apply Data	Ensure item analysis methods are occurring within PLCs to evaluate instructional effectiveness and determine if instructional adjustments are needed, and if so, determine what those adjustments will be and how will they be measured.	STAR, Case 21, classroom assessments, classroom observations	Release days for Data Disaggregation after CASE results are available. 3 times a year. Teachers and Principal	Title II Funds

Goal 3 (State your achievement gap goal.): Trigg County Middle school will increase reading proficiency for students with disabilities from 31.7 to 41.0 and math proficiency for African American students from 27.0 to 37.0 by 2021-22 as measured by the state assessment

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Create and monitor a "Watch List" for students performing below proficiency. Teachers will create and monitor Data tracking sheets to identify students.	STAR, Case 21, classroom assessments, classroom observations	Update list after each benchmark and screening test. October, January, March Teachers	

4: Growth

Goal 4 (State your growth goal.): Trigg County Middle School will decrease the number of all students falling below the average cut score for Projected Proficiency on KPREP by 30% by 2022 according to the CASE 21 benchmark assessment in Reading and Math.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Trigg County Middle School will decrease the number of all students falling below the average cut score for Projected Proficiency on KPREP by 15% by June 2020 according to the CASE 21 benchmark assessment in Reading and Math.	Review, Analyze, and Apply Data	Create and monitor a "Watch List" for students performing below proficiency. Teachers will create and monitor Data tracking sheets to identify students.	STAR, Case 21, classroom assessments, classroom observations	Update list after each benchmark and screening test. October, January, March Teachers	
		Teachers will use information from data analysis completed during PLC meetings to reteach standards not mastered. They may use questions from the assessments as Bellringers, exit slips, and questions included on their classroom assessments. They will also use this information to create instructional groups in their classes.	STAR, Case 21, classroom assessments, classroom observations	Weekly Lesson plans Weekly Classroom observations Teachers and Principal	
		PLC Data Disaggregation monitoring measures are in place to support holistic planning for high fidelity of reading and math resources and instructional delivery of standards.	STAR, Case 21, classroom assessments, classroom observations	Release days for Data Disaggregation after CASE results are available. 3 times a year. Weekly Lesson Plans Teachers and Principal	

Goal 4 (State your growth goal.): Trigg County Middle School will decrease the number of all students falling below the average cut score for Projected Proficiency on KPREP by 30% by 2022 according to the CASE 21 benchmark assessment in Reading and Math.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding

2019-20 Phase Two: School Assurances_10292019_23:27

2019-20 Phase Two: School Assurances

Trigg County Middle School

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Cadiz, Kentucky, 42211
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Last Modified: 12/10/2019

Status: Locked

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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

Attachment Summary

Attachment Name	Description	Associated Item(s)
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