

2019-20 Phase Three: Executive Summary for Schools_08282019_13:28

2019-20 Phase Three: Executive Summary for Schools

Trigg County Primary School

Lindsey Kinslow
205 East Main Street
Cadiz, Kentucky, 42211
United States of America

Last Modified: 12/04/2019

Status: Locked

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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?

Located in rural western Kentucky, Trigg County Primary School serves approximately 500 students, preschool through the second grade. We provide an educational atmosphere that challenges all students to reach their highest academic potential. Due to a high free/reduced lunch rate (K-2), we are a school wide Title I program. The closing of our largest manufacturing business, Johnson Control, took a toll on employment in our city and although efforts are continually being made to bring jobs to the area, this has not changed in several year. We work with both our school and local civic organizations to provide assistance for our families through our Family Resource Center, Early Childhood Council, PTA, RSVP program, and many more. This helps us promote academic growth and eliminate educational barriers for our students. Even though our community has a high rate of retired citizens, they support our innovative programming, celebration of academic success, instructional resources, volunteering to read and many other aspects of our school. Due to the low economic rate and being located near Fort Campbell Army Base, our families are transient. Therefore, our staff provides classroom Response to Intervention (Rti) strategies immediately to increase academic skills in weak areas. Trigg County Primary has a daily attendance rate of 95.34%. Our staff exhibits a diversity of talent with three National Board Certified teachers, regional cadre membership, state-wide innovative programming and a 22:1 student to teacher ratio. Using several formative assessments (STAR, Case 21, Common Assessments, Brigance), we foster activities that are aligned with the Kentucky Core Academic Standards and integrate differentiated instructional practices.

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.

During the 2018-2019 summer professional development, our staff reviewed our thoughts concerning our vision, mission, and values. This is a conversation that we like to foster every summer before beginning a new school year to ensure all are on the same page and focused on what is important as we begin the year. We had a parent night that included a presentation about our various school wide programs and Title I program. Parents provided feedback about Trigg County Primary School and moving towards 21st century skills. With providing instruction in communication and collaboration (related to our graduate profile), implementing personalized learning, training in project-based learning, and refining our standards-based grading procedures, we have worked to really understand the mission and vision of our school and how it relates to the overall future success of our students. Currently, Trigg County Primary School's vision is an educational environment where students learn skills and are supported by teachers, staff, parents, and the community to build dreams and to reach goals. Our motto is "We are all STARS". Trigg County Primary School's mission is to educate all students academically and socially in a safe, non-threatening environment. Through the involvement of our parents, students, school family, and community, our students will be provided with diverse learning opportunities to help them to become independent learners. Our Values are STAR: Smile and be positive, Treat others with kindness, Accept responsibility, and Represent the best you. Trigg County Primary School embodies our mission, vision, and values through our variety of programming and school expectations. We try to ensure a safe school environment, academic focus for our students, and

intervention programs to students to help them reach their highest potential. Using our school-wide Positive Behavior Intervention System (PBIS) and the CHAMPS program, that are monitored by our safe school committee meetings and providing weekly positive awards, we will see an increase of positive behavior throughout our preschool-second grade program. School-wide CHAMPS has provided teachers with consistent, research-based interventions to use with all our students. During the PBIS/Safe school committee's meetings, data is examined and suggestions are offered for teachers to monitor. Our school also has behavioral targeted assistant and growth (Rti) program that provides research-based programs and weekly monitoring for our Tier 2 and Tier 3 students. Students of good character can become student ambassadors through completing a resume and providing two references. Student ambassadors are selected each nine weeks and are trained in communication skills so they can greet guests, state learning targets, and provide strong examples of student work. This allows our students leadership positions in each classroom. Students of the Month and positive office referrals are another way our school has taken on a proactive approach towards student behavior success. Students of the Month are selected by each homeroom teacher because of the habits of success and positive role models for the classroom. Students pictures appear on a front office display and names appear in the PAWS (Parents Active With Students) newsletter. Students may also receive a positive behavior referral from our staff. If a student has been caught showing one of our value statements to other students, they can be referred to the front office. The students name and actions are shared with all students over our morning announcements. To focus on academic growth from birth to entering kindergarten, we offer our Future Wildcats events. This program is family centered with hands-on activities. With help from our community, imagination library books and other materials are given to all families. Through mini-sessions of targeted school readiness skills, our staff uses modeling, parent/child talk, art projects, gross motor movement, social/emotional development strategies and other techniques to increase parent/child teaching. Using the KY Brigance Screener, our kindergarten teachers provide classroom interventions to increase readiness skills. Interventions can be seen in all classrooms such as Lexia, IXL, Brain Pop Jr, Mystery Science, EnVision online, and Open Court. An instructional flow chart shows other interventions used daily in classrooms preschool through the second grade. Another resource is our volunteers and RSVP personnel. They provide a weekly one on one session or small group session to improve reading fluency and comprehension. Volunteers also build a relationship that promotes educational excellence. We also use daytime ESS personnel which allows certified, retired teachers to return and assist in the classroom with small group and one on one direct instruction. These knowledgeable teachers provide training on skills to reduce educational gaps. Our academic targets assistance and growth (Rti) provides research-based, scientific interventions that are monitored weekly or twice weekly. The academic TAG committee meets every 6 weeks to determine if progress is occurring with the student and analyze the data to improve our students' weak areas. Each Tier 2 or Tier 3 academic TAG student has their own data charted and examined regularly by the school. Classroom teachers meet with the TAG team to examine data, discuss progress and review interventions being used in the regular classroom. The school and community celebrate academic success with assistance from the Cadiz Rotary Club providing awards. Each classroom chooses a student to be awarded in the areas of reading, math and most improved. All classroom teachers monitor using formative assessments and then provide individual interventions to increase academic growth. We have also started monitoring and celebrating student and teacher attendance in a more intentional way. We all know that students must be present for learning to occur so we have encouraged attendance through school-wide recognition, nine weeks awards for perfect attendance and much more.

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 Primary School students transition into Trigg County Intermediate School beginning in third grade. We are two schools located in one building. We have implemented a district wide assessment, STAR, to monitor student academic growth. Last year, 59% of our students reached the end of the year target in reading and 65% in math. Our highest scores in reading were foundational skills and literature/information and in mathematics our highest scores were geometry and measurement/data. Our areas of improvement were language and writing for reading and operations and numbers in mathematics. This fall our SBDM council implemented ESS services to begin before the second assessment of our district-wide assessment. With additional assistance earlier in the year, students could close the gap in academic knowledge so that extra personnel and time will ensure "catch-up" growth with students. During the summer, teachers and TAG members met and began interventions on the first day of school for TAG students and those students that repeatedly return to our TAG services. Our teachers will continue their professional development in various areas related to our district graduate profile including communication and collaboration. We used time over the summer to create rubrics for each school level related to these components of our profile and now all staff have been trained and their implementation is monitored. Project-based learning is another big focus for the school year with protocols in place to help the planning of and reflection of each project in all grade levels. We have also spent a great deal of time refining our standards-based report card to ensure rigor of assessments and accuracy of reporting. These areas of development will ensure mastery learning, authentic learning, continuous improvement, personalized learning, and relationships, our district core values. The implementation of our science standards will be achieved through PBL units and activities for deeper learning of subject matter. Our school is participating in the PIMSER science grant to administration and teachers in providing rigorous, age appropriate units for mastery learning of science standards. Throughout the year, time is provided for teachers to have additional training in suggested areas of growth. Teachers specializing in specific areas will implement on-going job embedded professional development through "Want to Know More" sessions for our staff. Trigg County Primary School is striving to shift the pedagogy in the classroom. Plans have been developed to create a school of next generation learning and 21st century thinkers. Our professional development action plan will create units using the graduate profile competencies in conjunction with project based learning to implement personalized learning in our classrooms and will evaluate student achievement through the use of standards based grading. To improve instruction in the classroom, our professional development action plan must also include continued learning of formative assessment strategies, goal setting, differentiated instruction, individualized instruction, personalized instruction, and revising our plans as needed to ensure mastery of learning. We have just purchased a new reading series that will provide consistency and fidelity with reading instruction and the use of resources in each classroom.

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.

N/A

Attachment Summary

Attachment Name	Description	Associated Item(s)
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**2019-20 Phase One: Continuous Improvement Diagnostic for
Schools_08282019_13:25**

2019-20 Phase One: Continuous Improvement Diagnostic for Schools

Trigg County
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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.

Lindsey Kinslow, principal Trigg Primary School 10/07/2019

2019-20 Phase Two: The Needs Assessment for Schools_08282019_13:26

2019-20 Phase Two: The Needs Assessment for Schools

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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?

To review, analyze, and apply data results, we involve a variety of stakeholders. This information is shared and discussed during faculty meetings as well as during weekly PLC conversations related to their specific team/content. All data is analyzed and results are brought to be discussed with administration during PLC time. Small groups such as the SBDM and the leadership team in the building have met several times to look at overall trends in data. SBDM is given an update at least once a month related to data results. This information is shared with parents through conferences, letters home, norm-referenced assessment results, classroom formative data, etc. Most meetings are documented through google docs as all teams have a folder to keep their meeting notes together. Other information is documented through email and/or Remind messages to verify parent communication. We have also implemented Coffee and Conversations in the past two years, which is an opportunity for parents and community members to come in and discuss various items with the principal and assistant principal.

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.

See attached needs assessment document 2019-2020

ATTACHMENTS

Attachment Name

 [2019-2020 Needs 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.

45% of our students in first grade are below or well below the norm based on AimsWeb reading data, an assessment that is given to all students three times per year. This number is higher than the other 2 grade levels, which allows us to see that attention needs to be paid to students as they transition to first grade with reading and to evaluate the accuracy of the overall assessments given in first grade to determine if we are accurately measuring their performance. To assist in the accuracy of our measurements, we have adopted a new benchmark system for this school year to compare the methods of assessment.

Trends

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

ELA has consistently been an area for the primary school to focus on based on the scores over the past two years. We do understand that the NWEA assessment changes format between first and second grade which does skew our data slightly. Students have the test questions read to them in kindergarten and first grade and this does not happen in second grade. The test ultimately goes from one that measures a child's ability to listen and follow directions to one that measures a child's ability to read and comprehend. This does affect the drop in performance on the fall NWEA assessment for our second graders but this is still a significant area for improvement. We have placed a school-wide focus on reading and how to incorporate research based practices effectively in every classroom. We are providing PD, coaching/mentoring as needed, modeling, observation data, PLC conversations, analysis of assessments, etc. to ensure our instruction is strong and effective for all students to increase their performance related to literacy. This year, we have purchased a new reading series that will really place a strong emphasis on research-based practices and provide a much needed resource for fidelity of instruction from class to class.

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](#)

Delivery of instruction
Review, analyze, and apply data results


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%.

59% of our first grade students in math according to our NWEA assessment are at or above the norm. Only 16% of our kindergarten students in math according to our AimsWeb assessment are well below the norm. Only 6% of our first grade students in math according to our AimsWeb assessment are well below the norm. Our 3 year trend for kindergarten readiness is 55%. 93.1% of our staff states this is a good place to work and learn according to the TELL survey. There have only been 14 office referrals since the beginning of the year, 7 of which are related to bus and the other 7 being classified as "classroom disturbance". We placed a large emphasis in the past three years on math instruction and our scores show this has been helpful for our students. We have also really worked to bring some more structure and intention to our kindergarten readiness programs and this has increased the overall number of students ready for kindergarten curriculum and instruction. We have also been intentional with PLC discussions to ensure teachers are working on standards, assessments, differentiation, and reflective data.

Attachment Summary

Attachment Name	Description	Associated Item(s)
 2019-2020 Needs Assessment		•

2019-20 Phase Three: Closing the Achievement Gap Diagnostic _08282019_13:29

2019-20 Phase Three: Closing the Achievement Gap Diagnostic

Trigg County
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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 attached gap group spreadsheet

ATTACHMENTS

Attachment Name

 [Trigg Primary Gap Group Sheet](#)

II. Achievement Gap Analysis

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

Trigg County Primary School embodies our mission, vision, and values/beliefs through a variety of programming and school expectations. We try to ensure a safe school environment, academic focus for students, and intervention programs to reach their highest potential. Using our school-wide PBIS program that is monitored by our Safe School committee monthly and providing weekly positive awards with our Wildcat Den, we will see an increase of positive behavior throughout our preschool-second grade program. School wide PBIS has provided teachers with consistent, research-based interventions to use with all our students. During the Safe School Committee's monthly meetings, data is examined and suggestions are offered for teachers to monitor. The district has established a behavior cadre, trained by Western Kentucky Co-op that may create behavioral plans and specific interventions for students. Our school also has Behavioral Targeted Assistance and Growth (RTI) program that monitors our Tier 2 and 3 students. In a proactive move to focus on academic growth from birth to entering kindergarten, we offer Future Wildcats, a combination of Born Learning Academy and Ready, Set, Kindergarten as well as PLAYSchool. These programs are family centered with hands-on activities and materials given to all families. Through mini lessons or targeted school readiness skills, our staff use modeling, parent/child talk, art projects, gross motor movement, social/emotional development strategies, and other techniques to increase parent/child teaching. Using the KY Brigance Screener, our kindergarten teachers provide classroom interventions to increase the readiness skills for all students. Interventions can be seen in all classrooms such as Lexia, IXL, Brain Pop Jr, Mystery Science, EnVision online, and Open Court. An instructional flow chart shows other interventions used daily in classrooms preschool through second grade. Another resource is our volunteers and RSVP personnel that provide one on one tutoring for students in specific areas as well as small group reteaching when needed. The use of daytime ESS personnel allows certified, retired teachers to return and assist in the classroom with small group and one on one direct instruction. Our Academic Targeted Assistance and Growth (RTI) provides research based, scientific interventions that are monitored weekly or twice monthly. The academic TAG committee meets monthly to determine if progress is occurring with the student and analyze the data to improve our students' weak areas. Each Tier 2 or Tier 3 academic TAG students have their own data charted and examined regularly by the school and district. The school and community celebrate academic success with assistance from the Cadiz Rotary Club providing awards as well as our local lodge providing awards for perfect attendance every year. Each classroom chooses a student to be awarded monthly related to character traits that are taught intentionally and monitored throughout the year. All classroom teachers monitor using formative assessments and then provide individual interventions to increase academic growth. We also have a culture that centers around data and action. In weekly PLC meetings, standards are addressed as well as assessments to ensure congruency. We then discuss ways to differentiate instruction based on formative data and evaluate summative data at the end of an instructional unit to determine next steps for students that are still in need of the content. We offer standards based grading in reading and math, which allows us to monitor student progress related to specific standards and not an overall letter grade average in the subject area in question.

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

Because we are a primary school, we monitor areas that we can control instead of utilizing KPrep data that cannot show calendar year growth for our students. With that being said, we look at our free/reduced lunch children which makes up over half of our school and compare their growth to

that of students that are not classified this way. This is not an area that has seen a complete closure of gap. We also look at our kindergarten students, which come in as a new group of children every year. We continue to look at increasing those that are entering "ready" for kindergarten by a heavy focus on community outreach but this is not an area that is at 100%.

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.

Because we are the Primary School, we do not have delivery targets on the School Report Card as the other schools do. In order to identify gap groups, we look at those coming in ready for kindergarten as well as our academic concerns that fall below the 25th percentile school wide. Our last three year trend showed 42% of our students coming to kindergarten "ready" while our current three year trend shows 55%. We have put a lot of work into improving this for our students and it has clearly shown substantial improvement in the past few years. We have become very intentional with our outreach programs to ensure that all activities and informational sessions were focused on the areas that would be covered on our Brigance screener. We have also reached out to local daycares and in home services to try to share the information as well. All areas identified are basic skills that a child needs to master before entering school so it became a natural assessment tool to guide our progress. We implemented PLC meetings weekly in preschool to mirror those done in grades K-2 already and increased our focus on TAG services to 3 year old students not officially eligible for preschool yet. The preschool teachers were also given time to work directly with kindergarten teachers to increase communication in the school and better prepare for the areas of biggest need as students transitioned to kindergarten.

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.

While we continue to show improvement in kindergarten readiness and overall TAG supports, this is still an area that we will continue to find ways to improve to help increase student growth and success. We have a TAG staff that works with all identified students of concern in our school based on benchmark data trends and classroom observations and formative/summative assessments. We also use teacher input and meetings every six weeks to ensure students are getting the optimal instruction to focus on their specific areas of concern. Instructional strategies are constantly changing to best suit the student need. Progress monitoring is done weekly or bimonthly depending on the Tier a student falls into and progress is reported to parents along with report cards and progress reports to keep them in the loop regarding progress. We are working to create classroom environments with more intentional differentiation to better meet the individual needs of students and have purchased a research based reading and math program to offer teachers consistency and fidelity with reading and math instruction as well as solid practices to help students that are struggling to master the content. Classroom assessments are being reevaluated during PLC meetings to ensure assessments really math the level needed to master a standard. We have switched to a school wide standards based grading system in ELA, Math, and habits of success to make sure we assess students based on individual standards instead of just an overall average for a subject. We continue to work at decreasing the number of students that fall into this percentile but it is a work in progress and one that I would like to see more of a progression.

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

As mentioned, we provide additional services for our students based on their academic performance; however, we have some students that seem to struggle with attendance which creates a barrier for success. We also have some that require additional services in the area of speech and their phonetic deficits affect their academic performance. We have also placed a new emphasis on the fidelity of phonetic instruction to ensure all phonetic skills are being addressed in an accurate way early on. We also have data to show that Trigg County is a population that changes quite frequently when looking at early childhood situations. We have seen that although we offer a variety of services for families before entering school, there are many are not benefiting as they move into the area as school begins or leave before enrollment. Funding for ESS tutors is also a concern because the money we receive only really gives us 4-6 weeks of this type of targeted instruction.

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.

We have various school level committees and all teachers serve on at least one. Each committee(made up of teachers, parents, and community members as needed) is given a charge at the beginning of the year. They meet as needed to discuss the areas they are charged with and determine next steps to continue to increase the success of our students. We have a guiding coalition that meets as needed with administration to report out any information that is needed and to share any concerns or successes that need to be highlighted. All information is collected from the various groups to develop our CSIP. After school level input is applied, we utilize district level feedback and data to refine our CSIP. The CSIP is then presented during a faculty meeting and discussed to ensure all strategies and goals are a direct reflection of the needs of our school. At this point, the CSIP is brought to our school SBDM council for review and adoption. After the CSIP has been developed, approved, and submitted, we have a committee that is in charge of monitoring the success and suggesting any changes that need to be made to the strategies that have been created.

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.)

Professional development this year is focused on literacy, as we have seen more of an overall deficit in this area than math. Resources have typically been more limited in reading than math as well so we are constantly looking for more research based strategies and resources to help teachers in this area. We are excited to note that our school board helped us purchase a research based reading series this year so that teachers have more consistency and fidelity with reading resources and instruction. We also offer "Want to know More" sessions based on specific teacher need that are open to all but only attended by those that need that specific area of PD. During every faculty meeting this year, a literacy strategy is modeled and discussed based on John Hattie's effect size focus on areas that make the most difference. School-wide rubrics are used for areas such as collaboration and communication and this work has been refined over the summer to create a more solid progression from elementary to secondary school level. Extended school

services are used beginning in February. Our funds continue to be cut in this area but we do what we can with the money we have. We hire several retired educators to come and work during the school day with a targeted population of students. These students are typically ones that need just a little extra help with certain concepts to move them into the norm. Resources are provided for the tutors based on the specific areas of concern for those identified students. They are placed in small groups and have 3-4 days a week of targeted instruction. We have transitioned to STAR and Case 21 for reading and math benchmark data to track student progress.

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 attached achievement gap goals and school improvement plan

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 attached closing the achievement gap summary

Attachment Summary

Attachment Name	Description	Associated Item(s)
 Trigg Primary Gap Group Sheet		•

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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 goals

Attachment Summary

Attachment Name	Description	Associated Item(s)
 2019-2020 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.

1: Proficiency Goal

Goal 1 (State your proficiency goal.): By May 2025, 80% of Primary students will reach proficiency in reading as measured by Case 21 benchmark assessment.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By May 2020, 69% of students at Trigg County Primary School will reach proficiency in reading as measured by Case 21 benchmark assessment.	Design and Deliver Instruction	Ensure congruency is present between standards, learning targets, and assessment measures	STAR, Case 21, classroom assessments, classroom observations		
		Ensure rigor and fidelity of assessments and instruction	STAR, Case 21, classroom assessments, classroom observations		
	Review, Analyze, and Apply Data	Create and monitor a "Watch List" for students performing below proficiency.	STAR, Case 21, classroom assessments, classroom observations		
		Create and monitor an intense focus in PLC to ensure data is reviewing and instructional changes are made as needed.	STAR, Case 21, classroom assessments, classroom observations		

2: Achievement Gap

Goal 2 (State your achievement gap goal.): By 2025, the student population falling below the 25th percentile will be reduced by 15% according to Case 21 and STAR assessments in reading and math.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1 By May 2020, the student population falling below the 25th percentile will be reduced by 5% according to Case 21 and STAR assessments in reading and math.</p>	<p>Design and Deliver Instruction</p>	<p>Analyze formative assessment measures to inform best instructional practices and use this data to increase intentionality in the classroom.</p>	<p>STAR, Case 21, classroom assessments, classroom observations</p>		
		<p>Ensure congruency is present between standards, learning targets, and assessment measures.</p>	<p>STAR, Case 21, classroom assessments, classroom observations</p>		
		<p>Ensure that instructional modifications are made based upon the immediate feedback gained from formative assessments.</p>	<p>STAR, Case 21, classroom assessments, classroom observations</p>		

3: Growth

Goal 3 (State your growth goal.): By May 2025, 80% of Primary students will reach proficiency in math as measured by Case 21 benchmark assessment.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By May 2020, 60% of students at Trigg County Primary School will reach proficiency in math as measured by Case 21 benchmark assessment.	Design and Deliver Instruction	Ensure congruency is present between standards, learning targets, and assessment measures	STAR, Case 21, classroom assessments, classroom observations		
		Ensure rigor and fidelity of assessments and instruction	STAR, Case 21, classroom assessments, classroom observations		
	Review, Analyze, and Apply Data	Create and monitor a "Watch List" for students performing below proficiency.	STAR, Case 21, classroom assessments, classroom observations		
		Create and monitor an intense focus in PLC to ensure data is reviewing and instructional changes are made as needed.	STAR, Case 21, classroom assessments, classroom observations		

4: Transition Readiness

Goal 4 (State your transition readiness goal.): :By 2025, 80% of entering kindergarten students will be school ready as evidenced by the Brigance state screener.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By September 2020, 65% of entering kindergarten students will be school ready as evidenced by the Brigance state screener.	Design and Deliver Instruction	Develop a clearly defined RtI school process as well as a method for documentation	Brigance Screener, Teaching Strategies Gold Checklists, classroom observations, child readiness event attendance		
		Establish communication protocols for parents/guardians.	Brigance Screener, Teaching Strategies Gold Checklists, classroom observations, child readiness event attendance		

2019-20 Phase Two: School Assurances_08282019_13:27

2019-20 Phase Two: School Assurances

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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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