

CDIP Phase II: Equitable Access to Effective Educators District Diagnostic_11132017_12:01

CDIP Phase II: Equitable Access to Effective Educators District Diagnostic

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

Target Completion Date: 12/19/2017
Last Modified: 12/14/2017
Status: Locked

TABLE OF CONTENTS

Equitable Access to Effective Educators District Diagnostic 3

ATTACHMENT SUMMARY 5

CDIP Phase II: Equitable Access to Effective Educators District Diagnostic

Equitable Access to Effective Educators District Diagnostic

Equity Data Analysis:

Provide a brief analysis of the completed district data chart. Include any trends, note-worthy data points or perceptions the data has provided related to equitable access to effective educators. This data analysis should be included in the Comprehensive District Improvement Plan needs assessment. The analysis should address items and/or themes highlighted in yellow. **NOTE:** Attachments Required

The teaching staff of Trigg County Public Schools are teaching all courses in their certification areas. The majority of staff are experienced (4 or more years of experience). Only Trigg County Middle School has 24% of staff who have less than 4 years of experience. The number of KTIP or new teachers is only 3% for the district. The percentage of teacher turnover is less than 10% for the district. While there are 3 school administrators who have less than 3 years of experience, they each have more than 15 years of teaching experience. Two of them have multiple years of experience within the district. Student population notes: There is a very small number of ELL students - less than 1% of the student population. Free-Reduced numbers/percentages decrease as the grade level increases. Concerns are that older students may not want to return the forms for embarrassment and that middle and high school teachers may not be as diligent about ensuring that students return the forms.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Barriers and Root Causes:

Identify your district's **barriers** to ensuring equitable access to effective educators for the students most at-risk (students experiencing poverty, minority students, English Learners, students with disabilities) in the district. Explain the **reasons** why these barriers exist. **NOTE:** Attachments Optional

With small numbers of KTIP and/or new to school/district, our support structures are not as specific as they could be. The district struggles to recruit and retain minority teachers and administrators to match the percentage of minority students. Being located in rural western Kentucky, recruitment of staff is often difficult.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Goal Setting:

Complete the District Equity Measures tab within the Equity Workbook. Updated and/or new measures should reflect the analysis of data, barriers, and root causes as listed above. Review the equity measures within this diagnostic and the goals in your CDIP. How are the concerns that have surfaced in the District Equity Measures, analysis of data, barriers and reasons for the barriers reflected in current CDIP goal(s)?

- If so, insert the associated CDIP goal(s) in the cell below.
- If not, create new SMART goal(s) to include in your CDIP to reflect this concern and insert it in the cell below.

***Goals should be set high enough to encourage and inspire increased effort while still being attainable.

NOTE: Attachments Optional

Increase the average combined reading and math proficiency rates for all students in the Gap Group (non-duplicated) to 71.3% (elementary), 67.7% (middle), and 64.8% (high) in 2019.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Strategies and Activities:

Identify **at least one** strategy and activity to address **each goal** identified above that is/will be embedded in the Comprehensive District Improvement Plan. Strategies could include, but are not limited to, recruitment; hiring and placement of teachers and/or students; providing supports for on-going, job-embedded professional learning to improve educator effectiveness; and strategies to retain educators, particularly in high needs schools. Once implemented, these should assist the district in meeting the equity-related goals set in the previous section.

***The purpose is to ensure that equitable access to effective educators is incorporated into district planning.



NOTE: Attachments Optional

Ensure implementation of the District Strategic Plan (attached) which addresses teaching and learning (Deeper Learning); personalized learning; and professional learning of employees. The district's Strategic Plan specifically identifies the strategies and actions necessary to address teacher recruitment and engagement; on-going professional learning, and how to retain educators. See attached.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
 District Equity Data FY18	District Equity Data Worksheet	,
 District Strategic Plan	District Strategic Plan for FY 17	,

Phase II: The Needs Assessment District Diagnostic_Trigg

Phase II: The Needs Assessment District Diagnostic

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

Target Completion Date: 12/20/2017
Last Modified: 12/14/2017
Status: Locked

TABLE OF CONTENTS

Understanding Continuous Improvement: The Needs Assessment 3
ATTACHMENT SUMMARY..... 6

Phase II: The Needs Assessment District Diagnostic

Understanding Continuous Improvement: The Needs Assessment

Rationale: 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 (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 (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. **As required by Section 1008 of the Every Student Succeeds Act (ESSA), Title I schools must base their program upon a thorough needs assessment.**

Protocol

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

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

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

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:

- 32% of non-duplicated gap students scored proficient on KPREP Reading.
- We saw a 10% increase among non-duplicated gap students in Reading from 2015 to 2016.
- 34%% of our students scored proficient in math compared to the state average of 47%.

Example of Non-Academic Current State:

- Teacher Attendance: Teacher attendance rate was 87% for the 2016 schools year – a decrease from 92% in 2015.
- The number of behavior referrals has decreased to 198 in 2017 from 276 in 2016.

See attached

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Priorities/Concerns

Clearly and concisely identify areas of weakness using **precise numbers and percentages** as revealed by the analysis of academic and non-academic data points.

Example: 68% of students in non-duplicated gap scored below proficiency on KPREP test in reading as opposed to just 12% of non-gap learners.

See attached

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Trends

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

Trigg County continues to have concerns about the academic performance of GAP students and students with disabilities. These concerns have been a driving force in the development of the District Strategic Plan.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

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 school improvement strategies outlined below:

[1- Deployment of Standards](#)

[2- Delivery of Instruction](#)

[3- Assessment Literacy](#)

[4- Review, Analyze and Apply Data Results](#)

[5- Design, Align and Deliver Support Processes with Sub-group Focus](#)

[6- Establish a Learning Culture and Environment](#)

The District's Strategic Plan connects directly with the improvement strategies of Deployment of Standards, Delivery of Instruction, and Review, Analyze and Apply Data Results.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Strengths/Leverages

Plainly state, using precise numbers and percentages revealed by current data.



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

The College and Career Readiness indicator has been a noted success for multiple years.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
 District Strategic Plan	District Strategic Plan for FY 17	
 K-PREP Score Summary for Trigg	Summary of assessment scores for Trigg County from 2011 to 2017	,

Measures	2016-2017 Baseline	2017-2018	2018-2019
Working Conditions -- Managing Student Conduct	85.30%	88.00%	
Working Conditions -- Community Engagement and Support	88.50%	90.00%	
Working Conditions -- School Leadership	90.20%	92.00%	
Percentage of New and KTIP Teachers	7.60%	5.00%	
Percentage of Teacher Turnover	11.30%	10.00%	
Additional District Measures (Optional)			
Example: Overall Effectiveness of Teachers and Leaders (not required)			
Example: Student Achievement (SGG, MSGP, Other district measures) (not required)			

Phase III: Executive Summary for Districts_Trigg

Phase III: Executive Summary for Districts

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

Target Completion Date: 12/20/2017
Last Modified: 12/14/2017
Status: Locked

TABLE OF CONTENTS

Executive Summary 3
ATTACHMENT SUMMARY..... 5

Phase III: Executive Summary for Districts

Executive Summary

Description of the District

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

Trigg County Public Schools consists of four schools with approximately 2,050 students. Trigg County Primary School is grades preschool -2. Trigg County Intermediate is grades 3 - 5. Trigg County Middle School is grades 6-8 and Trigg County High School is grades 9 - 12. All schools are on one campus located in Cadiz, which is the county seat of Trigg County. It is a rural community and is beginning to recover from an economic downturn when the largest industry closed in 2009. The community places great value on the education provided to the children of the community. The student population is 86% white, 12% African-American, and 2% other. In addition, nearly 60% of students in preschool-12th grade qualify for free or reduced meals. Trigg County Public Schools was designated as a District of Innovation in 2014. We have focused on changing our instructional environment with a commitment to achieving our Vision. Our vision is "Trigg County Public Schools will empower each student to thrive, compete and excel in an every changing world."

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

District's Purpose

Provide the district's purpose statement and ancillary content such as mission, vision, values, and/or beliefs.

Describe how the district embodies its purpose through its program offerings and expectations for students.

Vision: Trigg County Public Schools will empower each student to thrive, compete and excel in an ever changing world. Mission: Empowering the Next Generation with world class knowledge, skills, and dispositions essential for success. "Knowing your purpose in life, growing to reach your maximum potential, and sowing seeds that benefit others." - John Maxwell Johnmaxwell.com,. (2016). The John Maxwell Company. Retrieved 25 February 2016, from <http://www.johnmaxwell.com/blog/what-i-believe-about-success> Slogan: Empowering the Next Generation Core Values: Mastery Learning: A commitment to support ALL students in mastering world class knowledge and skills; regular ongoing formative assessment by teachers, and high quality corrective instruction (interventions). Personalized Learning: A commitment to be learner centered allowing for student voice; pacing is driven by individual student needs, tailored to learning preferences and customized to the specific interests of different learners. Authentic Learning: A commitment to immerse students in authentic and meaningful applications of the world class knowledge and skills with a variety of assignments, projects, tasks, experiences, and assessments; connecting what students are taught in school to real-world issues and problems. Continuous Improvement: A commitment to excellence which requires us to embrace a growth mindset that encompasses ongoing learning, reflection, risk taking, and innovation, for students and staff. Relationships: A commitment to know and be known as demonstrated through trusting interactions, investing time, and taking a personal interest with and among students, teachers, and community members to ensure every individual feels valued.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Notable Achievements and Areas of Improvement

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

Our district vision and mission are the guiding factors to all instructional approaches utilized within our district. We recognize the need to employ a competency-based approach to teaching and learning that incorporates the kind of student-centered, problem-based approach to mastering content. As a result, we have begun transforming our learning environment to reflect this approach and have been designated as a "District of Innovation" in Kentucky. Over the past four years, we have trained approximately 90% of staff in project based learning with either the Buck Institute or High Tech High's approaches to project based learning. In addition, we have a number of students who are utilizing the Summit Basecamp model to personalized learning. We will continue to refine our skills with project based learning and how to fully utilize blended learning over the next several years as we begin to transition to a competency based model. Our first step towards this was implementation of Standards Based grading practices in English Language Arts for all grades across the district. Additional content areas will be standards-based by the Fall of 2018.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Additional Information

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

Our district has developed a five year strategic plan focus on our Vision and Mission. This plan is truly the guiding force for all initiatives that we consider.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
-----------------	-------------	---------

Phase III: Goal Builder for Districts_12142017_14:40

Phase III: Goal Builder for Districts

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

Target Completion Date: 12/20/2017
Last Modified: 12/14/2017
Status: Locked

TABLE OF CONTENTS

Comprehensive School Improvement Plan 3

ATTACHMENT SUMMARY..... 4

Phase III: Goal Builder for Districts

Comprehensive School Improvement Plan

Understanding Continuous Improvement: Goals, Objectives, Strategies and Activities

Rationale: The development of goals and objectives to be obtained through strategies and activities is an essential component of executing a continuous improvement plan. In short, the Needs Assessment completed during Phase II expresses the school or district's CURRENT STATE, while goals, objectives, strategies and activities should succinctly plot the school or district's course to the DESIRED STATE. Here are the operational definitions of each integral component of the Goal Builder.

Goal: Long-term target based on Kentucky Board of Education Goals. Schools may supplement with individual or district goals.

Objective: Short-term target to be attained by the end of the current school year.

Strategy: Research-based approach inspired by the 6 Key Core Work Processes designed to systematically address the process, practice or condition that the school/district will focus its efforts upon in order to reach its goals/objectives.

Activity: The actionable steps used to deploy the chosen strategy.

Key Core Work Processes A series of processes 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.

Upload your completed Goal Builder in the attachment area below:



You may enter an optional narrative about your Goal Builder below. If you do not have an optional narrative, enter N/A.

Trigg County Public Schools have 5 goals: Proficiency, Gap, Growth (K-8), Graduation Rate (HS only) and Transition Readiness. The activities listed in the Goal Builder are based upon the District's Strategic Plan.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
 District Goal Builder 12-14-17	Goals for the District	
 Trigg County Strategic Plan - Working Copy for FY 17	District Strategic Plan	

Understanding Continuous Improvement: Goals, Objectives, Strategies and Activities

Rationale: The development of goals and objectives to be obtained through strategies and activities is an essential component of executing a continuous improvement plan. In short, the Needs Assessment completed during Phase II expresses the school or district's CURRENT STATE, while goals, objectives, strategies and activities should succinctly plot the school or district's course to their DESIRED STATE. Here are the operational definitions of each:

Goal: Long-term target based on Kentucky Board of Education Goals. Schools may supplement with individual or district goals.

Objective: Short-term target to be attained by the end of the current school year.

Strategy: Research-based approach based on the 6 Key Core Work Processes designed to systematically address the process, practice or condition that the school/district will focus its efforts upon in order to reach its goals/objectives.

Activity: The actionable steps used to deploy the chosen strategy.

Key Core Work Processes: A series of processes 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.

Guidelines for Building an Improvement Plan

- There are 5 required District Goals: Proficiency, Gap, Graduation rate, Growth, and Transition readiness.
- There are 4 required school-level goals:
For elementary/middle school: Proficiency, Gap, Growth, and Transition readiness.
For high school: Proficiency, Gap, Graduation rate, and Transition readiness.
- There can be multiple objectives for each goal.
- There can be multiple strategies for each objective.
- There can be multiple activities for each strategy.

1: Proficiency

Goal 1: **Proficiency:** By 2019, the district will increase the combined (reading and math) percentage of proficient/distinguished students to 75.4% (elementary), 73.6% (middle), and 70.5% (high).

Which Strategy will the school/district use to address this goal? <i>(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)</i> <ul style="list-style-type: none">KCWP 1: Design and Deploy StandardsKCWP 2: Design and Deliver InstructionKCWP 3: Design and Deliver Assessment LiteracyKCWP 4: Review, Analyze and Apply DataKCWP 5: Design, Align and Deliver SupportKCWP 6: Establishing Learning Culture and Environment	Which Activities will the school/district deploy based on the strategy or strategies chosen? <i>(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.</i> <ul style="list-style-type: none">KCWP1: Design and Deploy Standards - Continuous Improvement ActivitiesKCWP2: Design and Deliver Instruction - Continuous Improvement ActivitiesKCWP3: Design and Deliver Assessment Literacy - Continuous Improvement ActivitiesKCWP4: Review, Analyze and Apply Data - Continuous Improvement ActivitiesKCWP5: Design, Align and Deliver Support - Continuous Improvement ActivitiesKCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities	Identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.
--	---	---

Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: By May of 2018, increase the combined reading and math percentage of proficient/distinguished HS students to 64.5% as measured by state assessment.	<ul style="list-style-type: none">KCWP 1: Design and Deploy Standards	Ensure curricular alignment reviews are conducted continuously during both PLC's, Growth Days and during summer PD	Minutes and next steps from District and School level alignment meetings		
		Ensure implementation of the District Strategic Plan (attached) which addresses teaching and learning (Deeper Learning); personalized learning; and professional learning of employees.	As defined in District Strategic Plan		
	<ul style="list-style-type: none">KCWP 2: Design and Deliver Instruction	Ensure congruency is present between standards, learning targets, and assessment measures	MAP, AIMSweb, formative and summative data, classroom observations		
		Develop a clearly defined RtI school process as well as a method for documentation	MAP, AIMSweb, formative and summative data, classroom observations		
Objective 2: By May of 2018, increase the combined reading and math percentage of proficient/distinguished MS	<ul style="list-style-type: none">KCWP 1: Design and Deploy Standards	Ensure regularly-scheduled curriculum meetings to review the alignment between standards, learning targets, and assessment measures.	Minutes and next steps from District and School level alignment meetings		
		Ensure implementation of the District Strategic Plan (attached) which addresses teaching and learning (Deeper Learning); personalized learning; and professional learning of employees.	As defined in District Strategic Plan		

Goal 1: **Proficiency:** By 2019, the district will increase the combined (reading and math) percentage of proficient/distinguished students to 75.4% (elementary), 73.6% (middle), and 70.5% (high).

students from 42.6% to 68.3% as measured by the Kentucky State Assessment.	<ul style="list-style-type: none"> KCWP 2: Design and Deliver Instruction 	Ensure congruency is present between standards, learning targets, and assessment measures	MAP, AIMSweb, formative and summative data, classroom observations		
		Refine the RtI/TAG school process as well as a method for documentation	MAP, AIMSweb, formative and summative data, classroom observations		
<p>Objective 3:</p> <p>Increase the elementary combined reading and math proficiency for all students 60% by 2018 as measured by the Kentucky State Assessment.</p>	<ul style="list-style-type: none"> KCWP 2: Design and Deliver Instruction 	Ensure congruency is present between standards, learning targets, and assessment measures.	MAP, AIMSweb, Formative and Summative Assessments, Classroom Observations		
		PLC Data Disaggregation monitoring measures are in place to support holistic planning for high fidelity instructional delivery of the standards.	MAP, AIMSweb, Formative and Summative Assessments, Classroom Observations		
		Ensure implementation of the District Strategic Plan (attached) which addresses teaching and learning (Deeper Learning); personalized learning; and professional learning of employees.	As defined in District Strategic Plan		

2: Gap

Goal 2: **Gap:** Increase the average combined reading and math proficiency rates for all students in the Gap Group (non-duplicated) to 71.3% (elementary), 67.7% (middle), and 64.8% (high) in 2019.

Which Strategy will the school/district use to address this goal? <i>(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)</i> <ul style="list-style-type: none">KCWP 1: Design and Deploy StandardsKCWP 2: Design and Deliver InstructionKCWP 3: Design and Deliver Assessment LiteracyKCWP 4: Review, Analyze and Apply DataKCWP 5: Design, Align and Deliver SupportKCWP 6: Establishing Learning Culture and Environment	Which Activities will the school/district deploy based on the strategy or strategies chosen? <i>(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)</i> <ul style="list-style-type: none">KCWP1: Design and Deploy Standards - Continuous Improvement ActivitiesKCWP2: Design and Deliver Instruction - Continuous Improvement ActivitiesKCWP3: Design and Deliver Assessment Literacy - Continuous Improvement ActivitiesKCWP4: Review, Analyze and Apply Data - Continuous Improvement ActivitiesKCWP5: Design, Align and Deliver Support - Continuous Improvement ActivitiesKCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities	Identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.
--	--	---

Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: By May of 2018, increase the average combined reading and math proficiency rates for all HS students in the Gap group (non-duplicated) to 57.7% as measured by the state assessment.	<ul style="list-style-type: none">KCWP 2: Design and Deliver Instruction	Ensure congruency is present between standards, learning targets, and assessment measures.	Lesson Plans Unit Plans PBL's Curriculum Maps PLC minutes		
		Ensure curricular alignment reviews are an ongoing action of the PLC's planning process.	Review of PLC minutes Review of Teacher Unit and Lesson Plans Classroom Observations		
		Ensure implementation of the District Strategic Plan (attached) which addresses teaching and learning (Deeper Learning); personalized learning; and professional learning of employees.	As defined in District Strategic Plan		
Objective 2: By May of 2018, increase the average combined reading and math proficiency rates for all MS students in the Gap Group (non-duplicated) 61.2% as measured by the state assessment.	<ul style="list-style-type: none">KCWP 1: Design and Deploy Standards	Ensure congruency is present between standards, learning targets, and assessment measures.	Lesson Plans Unit Plans PBL's Curriculum Maps PLC minutes		
		Ensure curricular alignment reviews are an ongoing action of the PLC's planning process.	Review of PLC minutes Review of Teacher Unit and Lesson Plans		

Goal 2: **Gap:** Increase the average combined reading and math proficiency rates for all students in the Gap Group (non-duplicated) to 71.3% (elementary), 67.7% (middle), and 64.8% (high) in 2019.

			Classroom Observations		
		Ensure implementation of the District Strategic Plan (attached) which addresses teaching and learning (Deeper Learning); personalized learning; and professional learning of employees.	As defined in District Strategic Plan		
Objective 3: Increase the combined reading and math proficiency for all IS students in the non-duplicated gap group 55% by 2018 as measured by state assessments.	<ul style="list-style-type: none">KCWP 2: Design and Deliver Instruction	Ensure congruency is present between standards, learning targets, and assessment measures.	State assessment, MAP, AIMSweb, Formative and Summative Assessments, Classroom Observations		
		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.	State assessment, MAP, AIMSweb, Formative and Summative Assessments, Classroom Observations		
		Increase the level of formative feedback given that provides students what they need to increase mastery level.	State assessment, MAP, AIMSweb, Formative and Summative Assessments, Classroom Observations		
		Ensure implementation of the District Strategic Plan (attached) which addresses teaching and learning (Deeper Learning); personalized learning; and professional learning of employees.	As defined in District Strategic Plan		

3: Graduation rate

Goal 3: Increase the Graduation Rate from 95.1% to 97% by 2020, as measured by the 5-Year Cohort Graduation Rate.

Which Strategy will the school/district use to address this goal? <i>(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)</i> <ul style="list-style-type: none">KCWP 1: Design and Deploy StandardsKCWP 2: Design and Deliver InstructionKCWP 3: Design and Deliver Assessment LiteracyKCWP 4: Review, Analyze and Apply DataKCWP 5: Design, Align and Deliver SupportKCWP 6: Establishing Learning Culture and Environment	Which Activities will the school/district deploy based on the strategy or strategies chosen? <i>(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.</i> <ul style="list-style-type: none">KCWP1: Design and Deploy Standards - Continuous Improvement ActivitiesKCWP2: Design and Deliver Instruction - Continuous Improvement ActivitiesKCWP3: Design and Deliver Assessment Literacy - Continuous Improvement ActivitiesKCWP4: Review, Analyze and Apply Data - Continuous Improvement ActivitiesKCWP5: Design, Align and Deliver Support - Continuous Improvement ActivitiesKCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities	Identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.
--	---	---

Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: increase the Graduation Rate from 95.1% to 97% by 2018 as measured by the 5 year Cohort Graduation Rate	<ul style="list-style-type: none">KCWP 4: Review, Analyze and Apply Data	Utilize the Persistence to Graduation Tool/Early Warning Tool to assist in identifying students at risk for remediation, failure, and /or untimely graduation.	PLC meeting minutes Connection activities Counseling Logs		
		Ensure implementation of the District Strategic Plan (attached) which addresses teaching and learning (Deeper Learning); personalized learning; and professional learning of employees.	As defined in District Strategic Plan		

4: Growth

Goal 4: **Growth:** By 2020, the number of students reaching the NWEA MAP Projected Proficiency cut score for KY State Assessment will increase by 10% at the Intermediate School and increase the average combined reading and math growth in grades 6-8 from 42.6% to 73.6% by 2020 as measured by the state assessment.

Which Strategy will the school/district use to address this goal? (<i>The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.</i>) <ul style="list-style-type: none">KCWP 1: Design and Deploy StandardsKCWP 2: Design and Deliver InstructionKCWP 3: Design and Deliver Assessment LiteracyKCWP 4: Review, Analyze and Apply DataKCWP 5: Design, Align and Deliver SupportKCWP 6: Establishing Learning Culture and Environment	Which Activities will the school/district deploy based on the strategy or strategies chosen? (<i>The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.</i>) <ul style="list-style-type: none">KCWP1: Design and Deploy Standards - Continuous Improvement ActivitiesKCWP2: Design and Deliver Instruction - Continuous Improvement ActivitiesKCWP3: Design and Deliver Assessment Literacy - Continuous Improvement ActivitiesKCWP4: Review, Analyze and Apply Data - Continuous Improvement ActivitiesKCWP5: Design, Align and Deliver Support - Continuous Improvement ActivitiesKCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities	Identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.
--	--	---

Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: By May 2018, increase the average combined reading and math growth in grades 6-8 68.3% as measured by the state assessment.	<ul style="list-style-type: none">KCWP 1: Design and Deploy Standards	Ensure that vertical curriculum mapping is occurring to identify instructional gaps, including planning for the introduction of the standard, development and gradual release phases, and arrival at standards mastery.	Classroom Observations Lesson Plans Continuous assessment scores (i.e., MAP)		
		Ensure implementation of the District Strategic Plan (attached) which addresses teaching and learning (Deeper Learning); personalized learning; and professional learning of employees.	As defined in District Strategic Plan		
Objective 2: By July 2018, all students falling below the 54% (average cut score for 3 rd , 4 th , and 5 th for Projected Proficiency on KPREP) will decrease by 5% according to the NWEA MAP benchmark assessment in reading.	<ul style="list-style-type: none">KCWP 4: Review, Analyze and Apply Data	Implement PLC data teams methodologies, including collection and charting of data, analysis of strengths and obstacles to student learning, and monitor assessment measures.	State assessment and MAP		
		Ensure that curricular delivery and assessment measures provide for all pertinent information needs for students.	State assessment, MAP, AIMSweb, Formative and Summative Assessments, Classroom Observations		
		Ensure implementation of the District Strategic Plan (attached) which addresses teaching and learning (Deeper Learning); personalized learning; and professional	As defined in District Strategic Plan		

Goal 4: **Growth:** By 2020, the number of students reaching the NWEA MAP Projected Proficiency cut score for KY State Assessment will increase by 10% at the Intermediate School and increase the average combined reading and math growth in grades 6-8 from 42.6% to 73.6% by 2020 as measured by the state assessment.

		learning of employees.			
--	--	------------------------	--	--	--

5: Transition readiness

Goal 5: **CCR/Transition Readiness:** By 2019, the percentage of students who are College and Career Ready will be 100% based on Senior Capstone Defense of Learning Rubrics and expectations established using the Trigg County Public Schools Graduate Profile; increase the percentage of 8th grade students meeting benchmark in both math and reading to 90% as measured by MAP (Measures of Academic Progress); and increase the percentage of 5th grade students meeting benchmark in both math and reading as measured by MAP (Measures of Academic Progress).

Which Strategy will the school/district use to address this goal? (<i>The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.</i>) <ul style="list-style-type: none">KCWP 1: Design and Deploy StandardsKCWP 2: Design and Deliver InstructionKCWP 3: Design and Deliver Assessment LiteracyKCWP 4: Review, Analyze and Apply DataKCWP 5: Design, Align and Deliver SupportKCWP 6: Establishing Learning Culture and Environment	Which Activities will the school/district deploy based on the strategy or strategies chosen? (<i>The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.</i>) <ul style="list-style-type: none">KCWP1: Design and Deploy Standards - Continuous Improvement ActivitiesKCWP2: Design and Deliver Instruction - Continuous Improvement ActivitiesKCWP3: Design and Deliver Assessment Literacy - Continuous Improvement ActivitiesKCWP4: Review, Analyze and Apply Data - Continuous Improvement ActivitiesKCWP5: Design, Align and Deliver Support - Continuous Improvement ActivitiesKCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities	Identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.
--	--	---

Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: By 2018, 95% of graduates will be College and Career Ready based on successful completion of Senior Capstone Defense Rubrics.	<ul style="list-style-type: none">KCWP 1: Design and Deploy Standards	Ensure curricular alignment reviews are an ongoing action of the PLC's planning process.	Review and Reflection of student performance on Senior Capstone Defense.		
		Ensure implementation of the District Strategic Plan (attached) which addresses teaching and learning (Deeper Learning); personalized learning; and professional learning of employees.	As defined in District Strategic Plan		
Objective 2:		Ensure that vertical curriculum mapping is occurring to identify instructional gaps,	PLC meeting notes		

Goal 5: **CCR/Transition Readiness:** By 2019, the percentage of students who are College and Career Ready will be 100% based on Senior Capstone Defense of Learning Rubrics and expectations established using the Trigg County Public Schools Graduate Profile; increase the percentage of 8th grade students meeting benchmark in both math and reading to 90% as measured by MAP (Measures of Academic Progress); and increase the percentage of 5th grade students meeting benchmark in both math and reading as measured by MAP (Measures of Academic Progress).

By May of 2018, the percentage of 8 th grade students meeting benchmark in both math and reading will increase to 85% as measured by MAP.	<ul style="list-style-type: none"> KCWP 1: Design and Deploy Standards 	including planning for the introduction of the standard, development and gradual release phases, and arrival at standards mastery.	Curriculum meeting notes Unit and Lesson plans		
		Ensure implementation of the District Strategic Plan (attached) which addresses teaching and learning (Deeper Learning); personalized learning; and professional learning of employees.	As defined in District Strategic Plan		
Objective 3: Increase the percentage of 5 th grade students meeting benchmark in both math and reading as measured by MAP.	<ul style="list-style-type: none"> KCWP 2: Design and Deliver Instruction 	Ensure congruency is present between standards, learning targets, and assessment measures.	MAP, KPREP		
		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.	MAP, Formative Assessment Data		
		Ensure implementation of the District Strategic Plan (attached) which addresses teaching and learning (Deeper Learning); personalized learning; and professional learning of employees.	As defined in District Strategic Plan		

CDIP Phase III: The Superintendent Gap Assurance_Trigg

CDIP Phase III: The Superintendent Gap Assurance

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

Target Completion Date: 12/20/2017
Last Modified: 12/14/2017
Status: Locked

TABLE OF CONTENTS

GAP Target Assurance 3
ATTACHMENT SUMMARY..... 4

CDIP Phase III: The Superintendent Gap Assurance

GAP Target Assurance

As superintendent of the district, I hereby certify that:

- ☐ No school in the district has failed to meet its gap target for two (2) consecutive years.
- ☒ **The following School(s) have failed to meet their gap target for two (2) consecutive years and are listed in the text box provided below.**

COMMENTS


Please enter your comments below.

Trigg County High School Trigg County Middle School Trigg County Intermediate School Trigg County Public Schools is driven to provide an educational environment that addresses each student's needs. As a result, we are implementing the District's Strategic Plan that is focused on creating a personalized learning experience with a competency based assessment system.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
 District Strategic Plan	District Strategic Plan	

Trigg County Public Schools Strategic Plan

Proposed Vision:

Trigg County Public Schools will empower each student to thrive, compete and excel in an ever changing world.

Proposed Mission:

Empowering the Next Generation with world class knowledge, skills, and dispositions essential for success.

*“Knowing your purpose in life, growing to reach your maximum potential,
and sowing seeds that benefit others.” - John Maxwell*

*Johnmaxwell.com
Johnmaxwell.com,. (2016). The John Maxwell Company. Retrieved 25 February 2016, from
<http://www.johnmaxwell.com/blog/what-i-believe-about-success>*

Slogan:

Empowering the Next Generation

Core Values:

Mastery Learning: A commitment to support ALL students in mastering world class knowledge and skills; regular ongoing formative assessment by teachers, and high quality corrective instruction (interventions).

Personalized Learning: A commitment to be learner centered allowing for student voice; pacing is driven by individual student needs, tailored to learning preferences and customized to the specific interests of different learners.

Authentic Learning: A commitment to immerse students in authentic and meaningful applications of the world class knowledge and skills with a variety of assignments, projects, tasks, experiences, and assessments; connecting what students are taught in school to real-world issues and problems.

Continuous Improvement: A commitment to excellence which requires us to embrace a growth mindset that encompasses ongoing learning, reflection, risk taking, and innovation, for students and staff.

Relationships: A commitment to know and be known as demonstrated through trusting interactions, investing time, and taking a personal interest with and among students, teachers, and community members to ensure every individual feels valued.

Focus Areas:

A. Teaching and Learning (Deeper Learning)

Competency Model

Goal 1: By June 2021, Trigg County Public Schools will design and implement a competency system.

Objectives:

- A. By June 2018, Grading and Assessment “**for**” Mastery Learning will be implemented and 100% of students will systematically receive standards-based feedback through assessment and grading practices in all content areas.

Grading & Assessment
Component Manager- Beth Sumner

Action Steps	Who	When	Evidence	Status
Educate stakeholders regarding grading practices and types of learning goals using multiple methods of communication	Asst. Superintendent and Instructional Supervisors	July 2015	Parent meeting agendas, professional development agendas, advertising records, newsletters, emails and articles	
Review SBDM and Board of Education policies related to grading practices	Principals	Feb. 2016	List of policies impacted; minutes from Study Group meeting	
All teachers will examine practices that distort achievement (homework, zeros, bonus points, grading on a curve, group scores, and attendance).	Assistant Superintendent and Instructional Supervisors	July 2015	Professional development agendas	
With stakeholder input, district will identify the process goals (work habits, etc) that will be reported	Assistant Supt.	July 2016	Process goal list	

separately from product goals (academic) on report cards				
With stakeholder input, district will determine district-wide rubric(s) for process goals	Asst. Supt.	July 2016	Process goal rubric(s)	
With stakeholder input, district will identify the number of performance levels for product (academic) goals and basic description of performance at each level	Asst. Supt.	July 2016	Performance level descriptors	
ELA representatives (K-12) will determine the report standards for ELA and identify a learning progression of specific grade level reporting standards and begin implementation in Spring 2017	Asst. Supt. Teachers	Jan 2017	Reporting Standard listing by grade Report Cards	
Determine (2) additional content area to determine the reporting standards and identify a learning progression of specific grade level reporting standards to begin implementation in Fall 2017	Asst. Supt. Teachers	August 2017	Reporting Standards listing by grade Report Cards	
Determine reporting standards and identify learning progressions for specific grade level reporting standards in all remaining content areas to begin implementation in Fall 2018	Asst. Supt. Teachers	August 2018	Reporting Standards listing by grade Report Cards	
Annually, new teachers orientation on formative assessment and standards based grading	Asst. Supt.	July of each year	Agendas	

- B. By June 2021, identify and develop competencies, both content-area (cluster) and cross-curricular (graduation/transition) competencies that students will demonstrate annually.

- C. By June 2021, develop an assessment system that provides multiple opportunities for student demonstration of competencies (content-area and cross-curricular) through a collection of evidence.

By June 2021, develop an assessment system that provides 100% of students multiple opportunities for the demonstration of competencies (content-area and cross-curricular) through a collection of evidence.

Competency Development & Assessment

Component Manager: Beth Sumner

Action Steps	Who	When	Evidence	Status
Establish Leadership Team of teachers and administrators to explore resources and deepen their understanding of Competency-based education and conduct regular meetings	Supt.	March 2016	Leadership Team membership	
Leadership Team to attend Deeper Learning Conference	Supt.	March 2016	Travel requests	
Leadership Team will review a variety of performance based assessments	Supt. & Asst. Supt.	Aug. 2016	Minutes of meetings	
Utilize consultants to assist the Leadership Team to design/prototype competencies	Supt.	Aug 2016	meeting minutes	
To provide ongoing support for all staff with implementation of competencies, district will hire a staff person to support PBL, Blended Learning, and demonstrations of student learning	Supt.	August 2016	Employment records; PLC minutes	
Educate all staff on Celebrations of Learning Key Strategy and how these are forms of assessment	Asst. Supt. Principals	August 2016	PD agendas; PLC minutes; staff resource materials	
Develop content competencies for one content area	Asst. Supt. District Consultant	August 2017	Minutes of content area meetings; competencies listing; rubrics	
Develop cross-curricular competencies for 21st century	Asst. Supt. District	August 2019	Minutes; Cross-Curri	

skills	Consultant		cular competencies listing; rubrics	
Develop content competencies for additional content areas	Asst. Supt. District Consultant	August 2018	Minutes; competencies listing; rubrics	
Identify core competencies for transition presentations of learning and Senior Capstone graduation requirement	Asst. Supt. Principals District Consultant	June 2020	Core Competencies Listing by transition grades	

Personalized Learning

Goal 2: By 2021, 75% of students will be engaged through a personalized learning design model with their own personalized learning plan (PLP).

Objectives:

- A. By June 2017, double the number of teachers effectively implementing a personalized learning model, as determined by the Personalized Learning Key Strategy Sheet.

Personalized Learning

Component Manager: Beth Sumner

Action Steps	Who	When	Evidence	Status
Explore models and technology platforms that may support the PL model (i.e., Summit BaseCamp, Schoology, KM Explore).	District and school administrators PL teachers	June 2017	Agendas and Minutes	
Share key strategy sheet as vision for personalized learning.	District and School Administrators ; NxG Coach	August 2016	Agendas and Minutes	
As new cohorts begin, they will establish a PLC, specifically to support the implementation of personalized learning.	Principals	August 2016 and annually thereafter	PLC agendas and minutes	
Provide entry points for those not ready for full implementation to help prepare for full commitment to model.	Principals	July 2016	Entry point plan, PD for specific elements of PL	

Conduct a Book Study on Personalized Learning.	Next Gen. Instructional Coach	March 2017	Meeting Agenda	
Revisit and revise Key Strategy Sheet on Personalized Learning.	Asst. Supt	June 2017	PL Key Strategy Sheet	
Provide Professional Development to teachers related to the model being implemented.	Asst. Supt.; Next Gen. Instructional Coach	June/July 2016	PD Plan/Schedule	
Establish metrics for accountability and continuous improvement.	PL Leadership and Teachers	August 2017	Evaluation Metrics	
Evaluate progress toward goals on a quarterly basis.	Principals	Beginning Oct. 2016	Meeting Agenda and Evaluation Results	
Evaluate classroom set up to support Personalized Learning Environment and develop plans to address identified needs.	Principals and Director of Operations	May 2016	Plans to improve classroom design	
Develop/revise master schedule to support Personalized Learning	Principals	May 2016	Master Schedules	

b. By June 2018, 100% of students will have multiple experiences/exposure to rigorous project based learning experiences that meet the Project Elements as identified by the Project Based Learning Key Strategy

Project Based Learning
Component Manager- Beth Sumner

Action Steps	Who	When	Evidence	Status
Explore models that will enable scaling of PBL (i.e., Summit BaseCamp).	District and school administrators PL teachers	June 2017	Agendas and Minutes	
Train a minimum of two teachers in each building, school level administrators, instructional supervisors, and District NxG Instructional Coach as Coaches (Magnify Learning)	Asst. Supt. of Instruction	July 2016	PBL PD agenda, My Learning Plan	
Coaches will form a PLC to celebrate success and share common challenges among	NxG Instructional Coach	August 2016	PLC agenda and minutes	

schools.				
Host training for administrators on how to effectively support teachers working to implement PBL experiences	Asst. Supt. of Instruction	July 2016	Training Agenda	
Coaches will co-lead Level 2 (advanced) PBL training in summer 2016 and 2017	PBL Coaches	July 2016 July 2017	PBL PD agenda, My Learning Plan, PBL plans	
Support schools in identifying the criteria for and displaying high quality work through an emphasis on critique and revision and the display of such work.	Superintendent	Beginning March 2016	Curation of High Quality Student work	

C. By June 2019, School leadership will collaborate with teachers to identify and implement a Blended Learning model(s) that meets the criteria of that particular model (i.e., lab rotation, flex, flipped) being utilized in their school to facilitate personalized learning so that 100% of students will have a blended learning experience.

Blended Learning

Component Manager: Beth Sumner

Action Steps	Who	When	Evidence	Status
Conduct a Book Study on Blended.	Next Generation Instructional Coach	June 2017	Meeting Agenda	
Review/revise Key Strategy Sheet on Blended Learning.	Asst. Supt	Jan. 2017	BL Key Strategy Sheet	
Determine Measurable Goals for Blended Learning and data that will be collected	Principals	March 2018	Goals Established	
Identify programs and content that will be utilized in the Blended Model and ensure it is aligned to the core standards.	Principals	April 2018	Program List by school	
Provide Professional Development to teachers related to the model being implemented.	Asst. Supt.	June/July 2017	PD Plan/Schedule	
Evaluate Progress toward goals on a quarterly basis.	Principals	October 2018	Meeting Agenda and	

			Minutes	
Determine technology needs and develop a plan to ensure equipment is maintained/updated.	Principals	July 2016	Technology Plan	
Develop/revise master schedule to support Blended Learning	Principals	May 2017	Master Schedules	
Evaluate Classroom set up to support Blended Learning Environment and develop plans to address identified needs.	Principals and Director of Operations	May 2017	Plans to improve classroom design	

A. Facilities and Operations

Goal: By 2021, the Trigg County School District will maximize operational management to ensure efficient, effective, and economical internal operational processes in order to devote more resources to teaching and learning.

- A. Streamline Work Processes – By 2019, the district will identify key work processes (i.e., hiring, finance, technology, transportation, etc.), determine performance measures, develop a process for systematic (perpetual) review, and actively engage in improving/innovating those processes.

Work Processes

Component Manager: Travis Hamby

Action Steps	Who	When	Evidence	Status
Work with department directors to identify the key work processes related to their area through individual meetings (Human Resources, Food Service, Technology, Transportation, Maintenance, Custodial Services, Finance).	Supt.	October 2016	Agendas and Minutes; Documented Key Work Processes; Finalized Action Plan	
Through collaboration between directors and his/her leadership team identify the performance measures.	Directors	Jan. 2017	Agendas and Minutes; Documented Performance Measures; Finalized Action Plan	
Each department will develop 100 day plans to improve each performance measure.	Directors	March 2017	100 Day Action Plans	

Each director will provide a written report to the Board of Education on a monthly basis.	Supt.	August 2017	Board Agenda	
Each director will actively participate in a PLC (see Development section) where the group will discuss successes and challenges related to innovating and improving practice to exceed performance goals.	Supt.	August 2017	PLC Agendas and Minutes	

B. Improve Safety – By 2018, reduce the number of employee accidents (workers compensation claims) by 50%.

Safety

Component Manager: Matt Ladd

Action Steps	Who	When	Evidence	Status
District safety committee will meet on a quarterly basis to review safety concerns and workers compensation claims	Director of Operations	Sept. 2016	Agenda and Meeting Minutes	
Analyze workers compensation claims for patterns (i.e., location, types, etc).	Director of Operations; Safety Team	Sept. 2016	Agenda and Meeting Minutes	
Supt., Dir. of Operations, and benefits coordinators, will meet with insurance agent to evaluate claims, specifically those with lost wages as result of injury.	Benefits Coordinator	October 2016	Agenda and Meeting Minutes	
Develop a Claim Investigation Form	Benefits Coordinator and Director of Operations	July 2016	Claim Investigation Form	
School based team to review each wk. comp. claim to determine if the root cause and determine if it was preventable.	Principal; school chairperson	August 2016	Investigation Form	
Create a school safety checklist to be utilized by each school safety team	Director of Operations	July 2016	Safety Checklist	
Safety walkthroughs conducted by school team on a monthly basis.	Principal; School chairperson	August 2016	Completed Safety Checklist	

Recognition of days accident free; utilize Monday message to communicate.	Superintendent	August 2016	Monday e-newsletter	
---	----------------	-------------	---------------------	--

C. Increase Student Attendance – By 2019, increase the district attendance percentage to 96%.

Student Attendance

Component Manager: James Mangels

Action Steps	Who	When	Evidence	Status
Educate stakeholders about chronic absenteeism and the effects on student achievement Pre-Holiday letters encouraging parents to utilize Breaks on calendar and not add additional days for holiday visits	Director of Student Services, Attendance Specialist, Principals DPP generates principals place in PAWS folders	October 2016 Prior to Thanksgiving and Christmas of 2016	Brochures, radio announcements, Pizza fliers	
Develop a process by which the district will reduce the number of chronically absent students by 50 %	DPP, FRYSC Principals, teachers and Attendance Clerks, Attendance Specialist Attendance Clerks	July 2017	Students Identified , calls made to parents, home visits conducted	
Post attendance goals in lobbies with goal, day's attendance and those classes with perfect attendance	DPP Attendance Specialist create ; attendance clerk maintain at each school	July 2016	Attendance Displays created and displayed	
HS-connections class with truant students work on issues of truancy- MS Synergy class with chronic truant students to work on truancy issues	Guidance Counselors and principals	July 2016	Creation of classes enrollment of students	
Recognize quarterly the increase in improved attendance	School based leadership, community partners	October 2016	awards presented to students for improved attendance	

Examine all attendance policies and procedures to ensure student and parent accountability for increase attendance	DPP Attendance Committee	October 2016	review and discussion of attendance policies and procedures	
--	--------------------------	--------------	---	--

A. Employee Engagement and Development

Employee Engagement

Goal: By 2021, the Trigg County School District will implement practices that will increase employee engagement and improve student learning.

Objectives:

- A. Climate and Culture- By 2021, increase the percent of staff “strongly agree” Trigg County “My school is a good place to work and learn” to 60%

Climate & Culture

Component Manager: James Mangels

Action Steps	Who	When	Evidence	Status
Survey staff to determine what makes TCPS “..a good place to work and learn”	DPP	October 2016	Survey created and distributed to staff	
Implement a differentiated Professional Development Model with an emphasis on collaboration, feedback and reflection	Assistant Superintendent of Instruction	July 2017	MyLearning Plan PD Agendas	
Ensure availability of instructional resources for implementation of instructional practices	Principal Finance Department	July 2016	SBDM minutes and budgets	
Promote employee recognition program...quarterly/semester/end of year luncheon	Superintendent, DPP, Principals	October 2017	Luncheon and awards	

- B. Improved staff attendance- By 2021, All staff attendance rate will increase to 96%

Staff Attendance

Component Manager: Travis Hamby

Action Steps	Who	When	Evidence	Status
By 2016 all staff will use an electronic attendance tracking system; data will be collected and analyzed to search for trends in absences	All staff	October 2016	All attendance tracked in software	
By 2016 an attendance letter notification system will be developed and implemented for all staff	Superintendent, DPP	August 2016	Letters addressing absences and Board minutes	
Implement attendance incentive program for staff who attain and maintain 96% attendance	Superintendent DPP and Principals	August 2017	Board minutes and incentives earned	

C. Improve staff (recruitment)/retention to 98%- Recruit support and retain highly qualified and diverse staff

Recruitment/Retention

Component Manager: James Mangels

Action Steps	Who	When	Evidence	Status
Update and enhance recruitment materials to focus on 21C movement	DPP	December 2016	recruitment materials that reflect 21C movement	
Establish a teacher recruitment open house; campus school tours and dinner/luncheon	DPP	April 2017	Open house sign in , tours conducted by candidates	
Analyze data and effectiveness of job fair participation	DPP	November 2016	resumes, hiring of candidates	
Improve the capacity of school-level administrators to identify and select highly qualified instructional personnel	DPP Principals	July 2018	Hiring of HQ teachers for vacancies	
Develop, administer, and analyze exit surveys	DPP	March 2017	Data from surveys	

Increase the percentage of highly qualified teachers who remain in the district by creating a fully functional Teacher induction	Assistant Superintendent, DPP, Instructional Supervisors	November 2017	Agendas and retention statistics	
Increase the percentage of highly qualified teachers who enter the district by creating a fully functional teacher mentoring program	Assistant Superintendent, DPP, Instructional Supervisors	August 2018	Agendas and recruitment statistics	
Strengthen our relationship with MSU by creating a brochure promoting TCPS as an innovative district for training student teachers	DPP	April 2017	Brochure number student teachers number of	

Employee Development

Goal 1: By 2021, 100% of staff will actively participate in a Professional Learning Community that engages in collective inquiry, action orientation and experimentation, continuous improvement, and is unequivocally results oriented.

Objectives:

- A. By 2017, 100% of PLCs will implement the use of protocols to analyze instructional practices, provide professional feedback, and guide plans for continuous improvement.

Professional Learning Community Protocols

Component Manager: Beth Sumner

Action Steps	Who	When	Evidence	Status
Consult with those who have been trained in protocols by the National School Reform Faculty to identify other protocols that may be useful for PLC's.	Staff trained as Critical Friends/Coaches	July 2016	Meeting Minutes	
Identify protocols (menu of options) to be utilized in PLCs.	Staff trained as Critical Friends/Coaches	July 2016	Protocol link on district website	
Train administration and PLC leaders in selection and use of protocol	Staff trained as Critical Friends/Coaches	October 2016	Agenda	
Provide professional development on feedback (peer to peer, staff to student)	Asst. Supt. and Instructional	March 2017	Growth Day Agenda	

	Supervisors			
--	-------------	--	--	--

B. By 2017, 100% of PLCs will develop and implement 100 day plans.

100 Day Plans

Component Manager: Mary Jones

Action Steps	Who	When	Evidence	Status
Common google doc template will be utilized by all PLC's.	Principals	October 2016	PLC Template	
Train PLC leaders in development of 100 Day Plans.	Principals	March 2017	Agenda	
All PLCs will develop and implement 100 Day Plans.	PLC	October 2017	100 Day Plans	

C. By 2018, the district will develop and implement a plan for identifying and evaluating PLC structures and practices to ensure the effective implementation of PLCs.

PLC Structures

Component Manager- Beth Sumner

Action Steps	Who	When	Evidence	Status
District will review Learning by Doing Book to assist in the development of a plan/guide to be utilized by each school/principal/plc.	District and school administration	March 2017	PLC plan	
Develop a plan for identifying and evaluating PLC structures and practices to ensure the effective implementation of PLCs.	District and school administration	March 2017	PLC Plan	
Principals will review 100 day plans of each PLC with the PLC leader at least on a monthly basis to determine progress and support that may be needed.	Principals; guiding coalitions	October 2017; ongoing	Guiding coalition agendas	
Principals will evaluate structures and practices with each PLC biannually.	Principals and PLCs.	January 2018	PLC agendas, minutes	

Goal 2: By 2021, 100% of certified staff will demonstrate progress toward exemplary performance as defined in PGES.

Objectives:

- A. By 2017, develop a district plan to build capacity of 100% of instructional staff in creating learning environments that support personalized learning design models.

Professional Development
Component Manager- Beth Sumner

Action Steps	Who	When	Evidence	Status
Provide professional development for teachers fully implementing personalized learning design models.	District and school administration	July 2016	PD agendas, My Learning Plan	
Provide professional learning sessions during growth days for individual elements of personalized learning for teachers interested in learning more.	Next Generation Instructional Coach	June 2017	Growth Day agendas	
Provide PLCs for teachers implementing personalized learning.	Principals and Instructional Supervisors	October 2016; ongoing	PLC agendas and minutes	
Create system for teachers to observe personalized learning classrooms.	Next Generation Instructional Coach	October 2016	My Learning Plan and AESOP	
Utilize protocols for reflection and continuous improvement of personalized learning models.	Personalized learning PLC	October 2016 and ongoing	Protocol reflection	

- B. By 2019, 100% of teachers on Self-Directed Professional Growth Plans (Low SGG w/Accomplished or Exemplary Professional practice, Expected SGG with Developing Professional Practice, High SGG w/ Developing Professional Practice, and Expected or High SGG w/ Accomplished or Exemplary Professional Practice) will create a professional growth plan tailored to personal professional growth interests, needs, and implementation of personalized learning.

Personalized Professional Growth Plans
Component Manager- James Mangels

Action Steps	Who	When	Evidence	Status
Develop a needs/interest inventory for teachers to utilize.	Asst. Supt.	March 2017	Needs and Interest Inventory	
Research Online PD offerings that support the development of PL environments.	Asst. Supt	March 2016	PD Listing	
Research feasibility of an online platform to track personalized learning of teachers and determine the best process for tracking PD.	Asst. Supt.	August 2018	Tracking System	
Development of a Badging System around Personalized Learning.	District Instructional Team	August 2018	Badging System	
Support teachers in the process of pursuing their individual professional learning goals.	NxG Instructional Coach	August 2016	NxG Instructional Coach Log	
Train evaluators in the writing and review of Self-directed Professional Growth Plans	District Instructional team	August 2017	PGP	
Train evaluators in the selection of Professional Growth Goals for teachers and other professionals on One-Year Directed Professional Growth Plans and 12-Month Improvement Plans	District Instructional Team	August 2017	PGP	

Feedback:

- New staff academy/induction process - Action step
- possible use of Growth Days like a NxGL Academy - Action Step

D. Stakeholder Engagement

Goal - By 2021, Trigg County Public Schools will identify, communicate and engage all stakeholders in order to collaboratively fulfill our mission.

Objectives:

- By June 2018, the mutual needs and expectations will be defined for each stakeholder group and the school. The ways in which each party can address these needs and expectations will be established.

Stakeholder Engagement

Component Manager- Travis Hamby

Action Steps	Who	When	Evidence	Status
Conduct stakeholder focus groups to identify mutual needs and expectations of each group	Adm Team	Begin with 2 groups by Dec 2016	Meeting agenda; Stakeholder group needs/expectations list	
Continue to conduct stakeholder focus groups for all groups	Adm Team	Dec 2017	Meeting agenda; stakeholder group needs/expectations list	
Review stakeholder group needs and expectations listing annually	Adm Team	Dec 2018	Meeting agenda	

- B. By December 2017, a master communication plan will be implemented for internal and external communication that facilitates stakeholder engagement as measured by participation rates in activities, surveys, and social media view rates.

Communication Plan
Component Manager- Travis Hamby

Action Steps	Who	When	Evidence	Status
Develop a communication plan for internal communications (i.e., weekly email, Schoology, use of School Messenger, face to face meetings) for district wide communications and also for school/departmental communications	Supt, Principals, and Department Directors	Dec 2017	Communication plan	
Develop a communication plan for external communications that addresses various stakeholder groups (i.e., email, newsletters, website, Facebook, Twitter, face to face meetings) for district communications and school specific communications	Supt, Principals, and Department Directors	Dec 2017	Communication plan; Social Media view rates, Surveys	

Feedback

- What are the communications with community? Some way to track / be aware / know the communications.
- Do you need to include exhibitions, presentations of learning?
- Face to Face Community meeting - regular Community Cafe meeting - fireside chats.
- Some video posted on Facebook/social media. Green Screen.

Trigg County Intermediate School

Achievement Performance - % of All Students in each category											
Reading	Nov	App	Prof	Dist	Prof & Dist	Math	Nov	App	Prof	Dist	Prof & Dist
2016-17	24.8	20.8	39.3	15.1	54.4	2016-17	23.5	40	32.1	4.5	36.6
2015-16	22.2	22.2	35.6	20	55.6	2015-16	20.4	37.1	34.2	8.2	42.4
2014-15	14.9	27.5	39.9	17.8	57.7	2014-15	16.4	35.8	35.1	12.6	47.7
2013-14	24.8	23.1	34.9	17.1	52	2013-14	18	32.5	39	10.5	49.5
2012-13	24	26.3	35.9	13.8	49.7	2012-13	17.5	29.6	41	11.9	52.9
2011-12	23.9	27.5	31.2	17.4	48.6	2011-12	14.3	36.6	36.9	12.2	49.1

Science	Nov	App	Prof	Dist	Prof & Dist	Social Studies	Nov	App	Prof	Dist	Prof & Dist
2016-17					0	2016-17	9.3	28.7	45.3	16.7	62
2015-16					0	2015-16	11.8	24.2	45.3	18.6	63.9
2014-15					0	2014-15	6	18	52	24	76
2013-14	5	16.9	43.8	34.4	78.2	2013-14	10.8	31.8	44.6	12.8	57.4
2012-13	5.4	22.1	41.6	30.9	72.5	2012-13	6.5	28.8	50.3	14.4	64.7
2011-12	2	23	39.9	35.1	75	2011-12	7.4	30.1	44.1	18.4	62.5

Writing	Nov	App	Prof	Dist	Prof & Dist	Language Mechanics	Nov	App	Prof	Dist	Prof & Dist
2016-17	18.7	40	37.3	4	41.3	2016-17	24	29.5	26	20.5	46.5
2015-16	14.3	50.9	32.3	2.5	34.8	2015-16	23.3	29.5	21.2	26	47.2
2014-15	6	32.7	54.7	6.7	61.4	2014-15	20.5	17.2	33.8	28.5	62.3
2013-14	19.6	43.9	35.1	1.4	36.5	2013-14	20.6	30	28.1	21.3	49.4
2012-13	15.7	41.2	41.2	2	43.2	2012-13	14.1	20.1	35.6	30.2	65.8
2011-12	16.2	52.2	28.7	2.9	31.6	2011-12	23	31.8	23	22.3	45.3

Non-Duplicated Gap Performance - % of Students in each category											
Reading	Nov	App	Prof	Dist	Prof &	Math	Nov	App	Prof	Dist	Prof & Dist
2016-17	30.3	22.7	37.7	9.3	47	2016-17	28.7	43.7	25.3	2.3	27.6
2015-16	29	26.2	31.1	13.6	44.7	2015-16	26.9	41.6	27.3	4.2	31.5
2014-15	20.3	31.8	37.8	10.1	47.9	2014-15	21.7	40.6	30.4	7.3	37.7
2013-14	30.2	26	33.4	10.3	43.7	2013-14	21.5	37.3	34.7	6.4	41.1
2012-13	29.6	27.4	32.6	10.4	43	2012-13	22.7	33.8	35.1	8.4	43.5
2011-12	29.1	30.8	27.4	12.7	40.1	2011-12	17.8	40.8	33.6	7.9	41.5

Science	Nov	App	Prof	Dist	Prof &	Social Studies	Nov	App	Prof	Dist	Prof & Dist
2016-17						2016-17	14.6	36.5	39.6	9.4	49
2015-16						2015-16	17.7	32.3	42.7	7.3	50
2014-15						2014-15	8.8	20.9	58.2	12.1	70.3
2013-14	6.3	21.6	45.9	26.1	72	2013-14	13.6	37.9	41.7	6.8	48.5
2012-13	7.1	27.6	38.8	26.5	65.3	2012-13	7.8	35.9	45.6	10.7	56.3
2011-12	2.9	30.1	42.7	67	110	2011-12	8.2	40	37.6	14.1	51.7

Writing	Nov	App	Prof	Dist	Prof &	Language Mechanics	Nov	App	Prof	Dist	Prof & Dist
2016-17	24	42.7	31.3	2.1	33.4	2016-17	26.7	30.5	25.7	17.1	42.8
2015-16	17.7	56.3	24	2.1	26.1	2015-16	32.6	32.6	22.8	12	34.8
2014-15	7.7	35.2	52.7	4.4	57.1	2014-15	26.3	24.2	30.5	18.9	49.4
2013-14	23.3	44.7	31.1	1	32.1	2013-14	26.1	27.9	27	18.9	45.9
2012-13	20.4	40.8	36.9	1.9	38.8	2012-13	18.4	23.5	32.7	25.5	58.2
2011-12	18.8	57.6	23.5	0	23.5	2011-12	29.1	35.9	15.5	19.4	34.9

Student Growth Percentile % of Students who made Typical Growth		
Year	Reading	Math
2016-17	56.6	46.3
2015-16	52.4	37.8
2014-15	66.8	53.2
2013-14	51.2	53.9
2012-13	58.4	66.9
2011-12	65	69.5

Program Review				
Year	A&H	PLCS	Writing	Total
2016-17				
2015-16	8.4	8.3	8.3	
2014-15	8.4	8.2	8.4	
2013-14	8.4	8	8.4	24.8
2012-13	6.6	6.1	5.9	18.6

Overall	Achieve	Gap	Growth	Overall Learner	Score	%ile in KY	Labels
2016-17	66.9	20.8	49.9	NA	NA	NA	NA
2015-16	22.4	6.4	16.7	45.5	58	NA	Needs Improvement
2014-15	23.2	15.9	24	63.1	72.2	85	Proficient
2013-14	21.8	14.4	21	57.2	67	59	Progressing
2012-13	22.7	15.1	25.1	62.9	62.9	56	
2011-12	22.3	13.6	26.9	62.8	62.8	71	

Trigg County Middle School

Achievement Performance - % of All Students in each category											
Reading	Nov	App	Prof	Dist	Prof & Dist	Math	Nov	App	Prof	Dist	Prof & Dist
2016-17	21.6	25.4	40.9	12.2	53.1	2016-17	22.6	44.9	28.3	4.2	32.5
2015-16	21.1	23.6	40.2	15.1	55.3	2015-16	18	47.4	31.5	3.1	34.6
2014-15	22.9	23.2	36.7	17.2	53.9	2014-15	16.3	45.6	32.1	6	38.1
2013-14	17.9	23.6	45.3	13.2	58.5	2013-14	15.2	44.8	32.5	7.5	40
2012-13	25.6	20.8	38.8	14.8	53.6	2012-13	17.5	38.8	37.9	5.8	43.7
2011-12	27.2	27	32.7	13.1	45.8	2011-12	16.3	42.7	35.1	5.8	40.9

Science	Nov	App	Prof	Dist	Prof & Dist	Social Studies	Nov	App	Prof	Dist	Prof & Dist
2016-17					0	2016-17	15.5	38.1	40	6.5	46.5
2015-16					0	2015-16	12	31	47.9	9.2	57.1
2014-15					0	2014-15	11.5	34.5	42.4	11.5	53.9
2013-14	9.2	36.2	43.4	11.2	54.6	2013-14	5.2	33.8	51.3	9.7	61
2012-13	5.6	26.5	48.1	19.8	67.9	2012-13	11.4	32.6	46.9	9.1	56
2011-12	9.5	27.4	49.7	13.4	63.1	2011-12	6.6	28.3	54.6	10.5	65.1

Writing	Nov	App	Prof	Dist	Prof & Dist	Language Mechanics	Nov	App	Prof	Dist	Prof & Dist
2016-17	17.4	52.9	21.3	8.4	29.7	2016-17	36.9	21.4	20.2	21.4	41.6
2015-16	13.6	40.5	42.5	3.4	45.9	2015-16	37.5	25.7	27	9.9	36.9
2014-15	11.1	53.3	32.1	3.5	35.6	2014-15	34.5	21.6	23.6	20.3	43.9
2013-14	11.3	45.2	36.5	7	43.5	2013-14	27.9	25.2	29.9	17	46.9
2012-13	16.3	50.8	30	2.9	32.9	2012-13	23.8	22.4	30.1	23.8	53.9
2011-12	6	49.8	38.5	5.7	44.2	2011-12	29.7	26.7	25.5	18.2	43.7

Gap Performance - % of Students in each category

Reading	Nov	App	Prof	Dist	Prof & Dist	Math	Nov	App	Prof	Dist	Prof & Dist
2016-17	28.2	29.9	34.7	7.1	41.8	2016-17	30.5	46.1	21.1	2.3	23.4
2015-16	24.4	23.3	39.8	12.4	52.2	2015-16	20.6	47.7	28.5	3.2	31.7
2014-15	30	27.5	31.1	11.4	42.5	2014-15	22.9	50.4	23.9	2.9	26.8
2013-14	23.3	28	40.1	8.6	48.7	2013-14	21.5	49.5	25.4	3.6	29
2012-13	35.6	24.3	32	8.1	40.1	2012-13	25	45.8	27.5	1.8	29.3
2011-12	38.4	29	25.9	6.7	32.6	2011-12	22.6	45.8	29	2.7	31.7

Science	Nov	App	Prof	Dist	Prof & Dist	Social Studies	Nov	App	Prof	Dist	Prof & Dist
2016-17					0	2016-17	20.4	42.7	35	1.9	36.9
2015-16					0	2015-16	12	31	47.9	9.2	57.1
2014-15					0	2014-15	14.3	45.2	35.7	4.8	40.5
2013-14	10.2	44.3	37.5	8	45.5	2013-14	7.6	44.6	43.5	4.3	47.8
2012-13	8.1	36.4	42.4	13.1	55.5	2012-13	16.8	39.6	38.6	5	43.6
2011-12	14	35.5	45.8	4.7	50.5	2011-12	9.5	31.6	52.6	6.3	58.9

Writing	Nov	App	Prof	Dist	Prof & Dist	Language Mechanics	Nov	App	Prof	Dist	Prof & Dist
2016-17	23.3	53.4	18.4	4.9	23.3	2016-17	47.6	24.8	15.2	12.4	27.6
2015-16	14.8	43.2	39.1	2.9	42	2015-16	44.6	23.8	25.7	5.9	31.6
2014-15	14.6	57.8	25.9	1.6	27.5	2014-15	42.6	19.8	19.8	17.8	37.6
2013-14	14.1	52.9	29.8	3.1	32.9	2013-14	35.4	26.3	29.3	9.1	38.4
2012-13	21.6	53	24.3	1.1	25.4	2012-13	33.3	25	19	22.6	41.6
2011-12	7.9	54.7	34.2	3.2	37.4	2011-12	38.9	29.5	23.2	8.4	31.6

Growth Performance % of Students who made		
Year	Reading	Math
2016-17	55	59.9
2015-16	58.9	52.8
2014-15	64.5	57.1
2013-14	63.6	51.8
2012-13	63.4	57.5
2011-12	56.8	56.2

CCR - Explore % of Students meeting benchmark			
Year	English	Math	Reading
2016-17			
2015-16			
2014-15	59.6	33.3	25.5
2013-14	66.2	41.1	31.1
2012-13	68.4	26.4	34.5
2011-12	62.9	40.4	23.2

Program Review				
Year	A&H	PLCS	Writing	Total
2016-17				
2015-16	9.1	8.8	8	25.9
2014-15	9.1	8.5	8	25.6
2013-14	8.4	9.3	9.1	26.8
2012-13	7.4	6.8	6.3	20.5

Overall	Achieve	Gap	Growth	CCR Read	Overall Learner	Score	%ile in KY	Labels
2016-17*	60.4	21.6	53.9					
2015-16	21.7	21.3	18			70		Proficient Progressing Focus
2014-15	18.1	9.7	17.1	6.3	51	62.2	56	Needs Improvement Focus
2013-14	19.7	11.5	16.2	7.4	54.8	65.2	62	
2012-13	19.5	11	16.9	6.9	54.3	54.3	50	
2011-12	19.5	11.8	15.8	6.8	53.9	53.9	48	

pn-weighted scores

Trigg County High School

Achievement Performance - % of All Students in each category											
Reading	Nov	App	Prof	Dist	Prof & Dist	Math	Nov	App	Prof	Dist	Prof & Dist
2016-17	54.4	12.1	28.2	5.4	33.6	2016-17	39	40.9	18.9	1.3	20.2
2015-16	30.7	5.9	46.4	17	63.4	2015-16	29	42.1	26.2	2.8	29
2014-15	40.3	7.1	43.5	9.1	52.6	2014-15	30	49.3	17.9	2.9	20.8
2013-14	31.8	11.5	42.7	14	56.7	2013-14	35.7	37.9	17.9	8.6	26.5
2012-13	34.9	8.9	50.7	5.5	56.2	2012-13	36.3	43.2	19.9	0.7	20.6
2011-12	28.8	19	46.6	5.5	52.1	2011-12	31.3	35.3	31.3	2	33.3

Science	Nov	App	Prof	Dist	Prof & Dist	Social Studies	Nov	App	Prof	Dist	Prof & Dist
2016-17	45.2	43.8	10.3	0.7	11	2016-17	50.3	18.8	29.7	1.2	30.9
2015-16	20.3	50	26.4	3.4	29.8	2015-16	32.1	24.5	37.1	6.3	43.4
2014-15	23.8	39.7	33.8	2.6	36.4	2014-15	43.4	23	30.3	3.3	33.6
2013-14	25.8	47.1	25.2	1.9	27.1	2013-14	24.8	18.4	45.4	11.3	56.7
2012-13	16	52.1	26.4	5.6	32	2012-13	39.4	18.7	36.8	5.2	42
2011-12	34.8	37.3	25.9	1.9	27.8	2011-12	40.4	24.5	23.8	11.3	35.1

Writing	Nov	App	Prof	Dist	Prof & Dist	Language Mechanics	Nov	App	Prof	Dist	Prof & Dist
2016-17	32.5	32.5	32.5	2.5	35	2016-17					
2015-16	13.1	59.4	25.2	2.2	27.4	2015-16	23.8	28.8	31.9	15.6	47.5
2014-15	16.8	50.2	31	2	33	2014-15	22.4	24.3	32.2	21.1	53.3
2013-14	16.5	51.6	30.5	1.4	31.9	2013-14	14.2	35.5	32	18.3	50.3
2012-13	12.9	41.5	40.5	5.1	45.6	2012-13	17.1	29.5	29.5	24	53.5
2011-12	15.7	47.1	34.6	2.6	37.2	2011-12	12.1	27.4	32.5	28	60.5

Non-Duplicated Gap Performance - % of Students in each category

Reading	Nov	App	Prof	Dist	Prof & Dist	Math	Nov	App	Prof	Dist	Prof & Dist
2016-17	63	10.9	21.7	4.3	26	2016-17	42.4	43.4	13.1	1	14.1
2015-16	39.3	9.5	42.9	8.3	51.2	2015-16	40.2	45.1	13.4	1.2	14.6
2014-15	59.8	6.1	31.7	2.4	34.1	2014-15	35.5	50	14.5	0	14.5
2013-14	44	13.2	33	9.9	42.9	2013-14	39.3	40.5	14.3	6	20.3
2012-13	46.2	9	44.9	0	44.9	2012-13	47	37.3	15.7	0	15.7
2011-12	45.3	18.9	31.6	4.2	35.8	2011-12	46.1	35.5	18.4	0	18.4

Science	Nov	App	Prof	Dist	Prof & Dist	Social Studies	Nov	App	Prof	Dist	Prof & Dist
2016-17	53.3	39.1	7.6	0	7.6	2016-17	61.5	15.4	23.1	0	23.1
2015-16	29.1	53.2	16.5	1.3	17.8	2015-16	37.4	29.7	28.6	4.4	33
2014-15	34.2	43	22.8	0	22.8	2014-15	49.3	22.7	28	0	28
2013-14	33.3	48.9	16.7	1.1	17.8	2013-14	32.1	21.8	38.5	7.7	46.2
2012-13	18.7	58.7	21.3	1.3	22.6	2012-13	55.2	18.4	23	3.4	26.4
2011-12	52.2	35.9	10.9	1.1	12	2011-12	46.7	30.7	18.7	4	22.7

Writing	Nov	App	Prof	Dist	Prof & Dist	Language Mechanics	Nov	App	Prof	Dist	Prof & Dist
2016-17	43.2	30.7	26.1	0	26.1	2016-17					
2015-16	19.7	59	20.2	1.1	21.3	2015-16	29.8	34	27.7	8.5	36.2
2014-15	25.3	50.6	22.9	1.2	24.1	2014-15	34.2	25.3	29.1	11.4	40.5
2013-14	21.7	52.2	24.8	1.3	26.1	2013-14	19.4	39.8	29.1	11.7	40.8
2012-13	18.6	46.6	30.4	4.3	34.7	2012-13	26.3	32.5	21.3	20	41.3
2011-12	22.2	51.2	24.7	1.9	26.6	2011-12	15.7	32.6	32.6	19.1	51.7

Growth Performance % of Students who made		
Year	Reading	Math
2016-17	NA	NA
2015-16	61.3	54.2
2014-15	51.4	52.1
2013-14	51.2	38.2
2012-13	52.4	55.9
2011-12	55.7	59.5

College and Career Ready - Actual Counts				
Year	College	Career	Non Duplicat	Not Ready
2016-17 153 Grads	90	20	110	41
2015-16 156 Grads	82	52	104	42
2014-15 145 Grads	79	82	104	41
2013-14 149 Grads	71	32		46
2012-13 146 Grads	82	10		54
2011-12 146 Grads	65	42		

4 Year Graduation Rate				
Year	All	Minority	F/R	Special Edu
2016-17	94.4			
2015-16	93.8			
2014-15	93.7			
2013-14	91.9	86.4	87.8	85.7
2012-13	91.8	85.7	90.9	78.6

Program Review				
Year	A&H	PLCS	Writing	Total
2016-17				
2015-16	8.7	8.7	8	
2014-15	8.6	8.7	8	25.3
2013-14	8.6	8.3	8	24.9
2012-13 Pilot	8.6	7.8	6.2	22.6

Overall	Achieve	Gap	Growth	CCR Read	Graduation	Overall Learner	Score	%ile in KY	Labels
2016-17*	41.2	9.9	NA	95	94.4	NA	NA	NA	NA
2015-16	11.4	7.8	11.6	17.3	17.9	66	73.8	NA	Proficient Focus
2014-15	10.5	5.1	10.4	18.9	18.7	63.6	72	76	Proficient Focus
2013-14	11.4	6.2	8.9	18	18.4	62.9	71.4	73	
2012-13	11.2	5.8	10.8	16.6	18.4	62.8	62.8	86	
2011-12	10.9	4.8	11.5	13.9	16.6	57.7	57.7	68	

h weighted scores