



## 2020-21 Phase Three: Executive Summary for Schools Middle

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**Trigg County Middle School**

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

Trigg County Middle School (TCMS) is a small rural school located on the Kentucky/Tennessee border. The county seat of Trigg County is Cadiz, Kentucky and is known as the Gateway to Land Between the Lakes National Recreation Park. The student population is 467 students and includes grades six thru eight. TCMS is staffed with a principal, assistant principal, two guidance counselors, a school nurse, ten classified staff, a library media specialist and 30 teachers. Trigg County Middle serves a community that is primarily rural and the majority of jobs in our community do not require a college degree. The public school system is the largest employer with the local hospital the second with several large corporate farms in the mix. Male: 46.3% Female: 53.6% Free/Reduced lunch: 62.2% White: 83.7% Black: 6.7% Hispanic: 1.8% Asian: 0.81% American Indian or Alaskan Native .2% Two or more: 6.3%

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

Philosophy--Trigg County Middle School functions under the premise that its purpose is to provide an education for every child. Education, in this context means the opportunities and experiences necessary to acquire and utilize knowledge. Each child's maturation level, abilities, skills, needs, interests, attitudes and goals are considered. Equal opportunities are provided for every student regardless of race, creed, sex or attitude. Trigg County Middle School contends that each student has the right to maximize personal, innate abilities. The school's collective goal is to prepare every child to be a successful, functional citizen who is capable of assuming a place in this ever changing, informational and democratic society. The educational process of Trigg County Middle School is a collective process with students, parents, faculty, administration, members of the board of education, and community members, each meeting the challenge of performing individually designated tasks. The process is accomplished through mutual respect and cooperation and takes place utilizing all aspects of the human and physical environment. The interrelationships and support among these six components lead the student to develop ethically, emotionally, academically and physically. Our school vision is "Preparing Each Student For the Future." Our mission statement is, "Trigg County Middle School will be a high performing school whereby each student is provided

rigorous, engaging, relevant activities every day in an atmosphere that is conducive to learning. Each student will leave TCMS prepared for the future." TCMS has a commitment to supporting our districts core values of continuous improvement, relationships, authentic experiences, mastery learning, and personalized learning. At least one of these values can be connected to every learning experience we provide for our students. We believe in our district's graduate profile that is rooted in mastery of the standards but also respects that in order for our students to be effective citizens they also need to know how to communicate, think critically, collaborate with others, and be self-directed in their learning. We believe that students must have opportunities for authentic experiences that allow students to show their learning to a variety of audiences. This is why we believe students need experiences with project based learning, student led conferences and defenses of learning. TCMS is constantly reviewing course offerings to enrich and meet the goal of every child being College and Career Ready. Along with the Core courses of Mathematics, Reading, English, Social Studies, Science, Arts and Humanities, and Practical Living, TCMS also offers advanced courses in Math including Pre Algebra, Algebra 1, and Geometry. TCMS also offers Robotics, World Cultures, as well as career exploration, technology topics, and health during enrichment to enhance the educational experience for our students. Students are also offered classes in Art, Drama, PE, Band, and Music during their Explore rotations. The staff at Trigg County Middle School believe working together we can help support the social/emotional wellbeing of our students. We use knowledge and tools gained from implementing Capturing Kids Hearts. We increased our focus on our school culture and climate to better build relationships with our students and one another. We are utilizing programs such as Project Wisdom and Overcoming Obstacles to support and foster those relationships. We know that great gains in mastery of the content can be made when students feel important and connected to their school. We continue to have a school wide advisory program that is grade level specific and meets daily. This time is focused on mentoring, weekly goal setting, and reflection. Students have a one on one mentoring session with their teacher where they review their action plans they have set to accomplish their goals as well as reviewing their mastery of standards through Infinite Campus. We are a PBIS school that has school wide expectations and recognize students that live up to those expectations with monthly and nine week reward programs. All of these systems in place support our values and embody our purpose to help prepare all of our students for the future.

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

Trigg County Middle School has embraced our District of Innovation model and is striving to provide learning that is meaningful and applicable in the 21st century. TCMS will continue to reflect and improve on our process we use to develop problem based learning experiences that are intended for students to reach a deeper level of learning. We will use our professional learning communities both grade level and content level to collaborate to refine our tasks/products we are helping our students to produce. We will also use the support of district instructional leaders to review PBL plans to ensure the rigor of these projects that we know need to be improving. Achievements of these improvements can be evidenced by student participation in our exhibition nights that are held twice a year in December and in April. Over 60% of our students are in attendance and present their learning through their project presentations. Parent survey data shows that 92.1% of students were able to communicate their learning of content standards. Student led conference survey data shows that 87.6% of parents had a better understanding of the Graduate Profile after their students self directed conference that included their mastery progress and goals for the year. All eighth grade students will present a defense of their learning at the end of the school year in order to show why they are ready and prepared to move on to High School. This presentation is assessed by teachers, students, and community members. This is held in conjunction with operation preparation in which students use their chosen career interest to be paired up with adults that are currently working in that same field. POSITIVE FROM DATA: According to the results of the 2018-19 K-Prep assessment TCMS increased the total number of proficient/distinguished students in Math by 8% and decreased the total number of Novice in Math by 4.2%. Students with disabilities decreased the number of novice by 30% in the last five years. 6th grade Math students decreased their number of Novice by 15% and 7th grade Math students increased their number of Proficient and distinguished students by 16.1%. 8th grade Math students increased their number of Proficient and distinguished students by 12.1%. TCMS had 60% of our students are scoring proficient/distinguished in reading and 23% of our those students scored distinguished. Teachers will continue to review curriculum and common assessments for alignment to the standards. They will continue to work together to better use the data from both formative and summative assessments to provide interventions for students who have not mastered their grade level content. Teachers will also use other assessment data from Renaissance STAR and CASE21 to determine progress of their students and to review the effectiveness of instructional strategies used to present content.

. **CSI/TSI Schools (including ATSI) 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

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

None at this time.

# Attachment Summary

Attachment Name	Description	Associated Item(s)
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