



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

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**Trigg County Primary 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?

Located in rural western Kentucky, Trigg County Primary School serves approximately 500 students, preschool through the second grade. We provide an educational atmosphere that challenges all students to reach their highest academic potential. Due to a high free/reduced lunch rate (K-2), we are a school wide Title I program. The closing of our largest manufacturing business, Johnson Control, took a toll on employment in our city and although efforts are continually being made to bring jobs to the area, this has not changed in several years. We work with both our school and local civic organizations to provide assistance for our families through our Family Resource Center, Early Childhood Council, PTA, RSVP program, and many more. This helps us promote academic growth and eliminate educational barriers for our students. Even though our community has a high rate of retired citizens, they support our innovative programming, celebration of academic success, instructional resources, volunteering to read and many other aspects of our school. Due to the low economic rate and being located near Fort Campbell Army Base, our families are transient. Therefore, our staff provides classroom response to intervention (RTI) strategies immediately to increase academic skills in weak areas. Trigg County Primary has a daily attendance rate of about 96 percent in past years but due to the new regulations, attendance has decreased. Our staff exhibits a diversity of talent with several National Board Certified teachers, regional cadre membership, state-wide innovative programming and a 22:1 student to teacher ratio. Using several formative assessments (STAR, common assessments, brigance) we foster activities that are aligned with the Kentucky Core Academic Standards and integrate differentiated instructional practices.

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

During the 2019-2020 summer professional development, our staff reviewed our thoughts concerning our vision, mission, and values. This is a conversation that we like to foster every summer before beginning a new school year to ensure all are on the same page and focused on what is important as we begin the year. We had a parent night that included a presentation about our various school wide programs

and Title I program. Parents provided feedback about Trigg County Primary School and moving towards 21st century skills. With providing instruction in communication and collaboration (related to our graduate profile), implementing personalized learning, training in project-based learning, and refining our standards-based grading procedures, we have worked to really understand the mission and vision of our school and how it relates to the overall future success of our students. Currently, Trigg County Primary School's vision is an educational environment where students learn skills and are supported by teachers, staff, parents, and the community to build dreams and to reach goals. Our motto is "We are all STARS". Trigg County Primary School's mission is to educate all students academically and socially in a safe, non-threatening environment. Through the involvement of our parents, students, school family, and community, our students will be provided with diverse learning opportunities to help them to become independent learners. Our Values are STAR: Smile and be positive, Treat others with kindness, Accept responsibility, and Represent the best you. Trigg County Primary School embodies our mission, vision, and values through our variety of programming and school expectations. We try to ensure a safe school environment, academic focus for our students, and intervention programs to students to help them reach their highest potential. Using our school-wide Positive Behavior Intervention System (PBIS) and the CHAMPS program, that are monitored by our safe school committee meetings and providing weekly positive awards, we will see an increase of positive behavior throughout our preschool-second grade program. School-wide CHAMPS has provided teachers with consistent, research-based interventions to use with all our students. During the PBIS/Safe school committee's meetings, data is examined and suggestions are offered for teachers to monitor. Our school also has behavioral targeted assistant and growth (Rti) program that provides research-based programs and weekly monitoring for our Tier 2 and Tier 3 students. Students of good character can become student ambassadors through completing a resume and providing two references. Student ambassadors are selected each nine weeks and are trained in communication skills so they can greet guests, state learning targets, and provide strong examples of student work. This allows our students leadership positions in each classroom. Students of the Month and positive office referrals are another way our school has taken on a proactive approach towards student behavior success. Students of the Month are selected by each homeroom teacher because of the habits of success and positive role models for the classroom. Students pictures appear on a front office display and names appear in the PAWS (Parents Active With Students) newsletter. Students may also receive a positive behavior referral from our staff. If a student has been caught showing one of our value statements to other students, they can be referred to the front office. The students name and actions are shared with all students over our morning announcements. To focus on academic growth from birth to entering kindergarten, we offer our Future Wildcats

events. This program is family centered with hands-on activities. With help from our community, imagination library books and other materials are given to all families. Through mini-sessions of targeted school readiness skills, our staff uses modeling, parent/child talk, art projects, gross motor movement, social/emotional development strategies and other techniques to increase parent/child teaching. Using the KY Brigance Screener, our kindergarten teachers provide classroom interventions to increase readiness skills. Interventions can be seen in all classrooms such as Lexia, IXL, Brain Pop Jr, Mystery Science, EnVision online, and Open Court. An instructional flow chart shows other interventions used daily in classrooms preschool through the second grade. Another resource is our volunteers and RSVP personnel. They provide a weekly one on one session or small group session to improve reading fluency and comprehension. Volunteers also build a relationship that promotes educational excellence. We also use daytime ESS personnel which allows certified, retired teachers to return and assist in the classroom with small group and one on one direct instruction. These knowledgeable teachers provide training on skills to reduce educational gaps. Our academic targets assistance and growth(Rti) provides research-based, scientific interventions that are monitored weekly or twice weekly. The academic TAG committee meets every 6 weeks to determine if progress is occurring with the student and analyze the data to improve our students' weak areas. Each Tier 2 or Tier 3 academic TAG student has their own data charted and examined regularly by the school. Classroom teachers meet with the TAG team to examine data, discuss progress and review interventions being used in the regular classroom. The school and community celebrate academic success with assistance from the Cadiz Rotary Club providing awards. Each classroom chooses a student to be awarded in the areas of reading, math and most improved. All classroom teachers monitor using formative assessments and then provide individual interventions to increase academic growth. We have also started monitoring and celebrating student and teacher attendance in a more intentional way. We all know that students must be present for learning to occur so we have encouraged attendance through school-wide recognition, nine weeks awards for perfect attendance and much more. Several of our outreach programs have been put on a temporary hold with COVID restrictions but we hope to continue those in the very near 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 Primary School students transition into Trigg County Intermediate School beginning in third grade. We are two schools located in one building. We have implemented a district wide assessment, STAR, to monitor student academic

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

. **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.

N/A

# Attachment Summary

Attachment Name	Description	Associated Item(s)
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