

2018-2019 Phase Three: Executive Summary for Schools_10082018_14:44

Phase Three: Executive Summary for Schools

Trigg County Intermediate School

Brian Futrell
205 East Main Street
Cadiz, Kentucky, 42211
United States of America

Last Modified: 11/29/2018

Status: Open

TABLE OF CONTENTS

Executive Summary for Schools	3
ATTACHMENT SUMMARY.....	5

Phase Three: Executive Summary for Schools

Executive Summary for Schools

Description of the School

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

Trigg County Intermediate School has approximately 460 students, 30 teachers, 4 instructional assistants, a guidance counselor, a librarian, an assistant principal/instructional supervisor, and a principal. Trigg County has a population close to 14,000 people living in its community and is located in Cadiz, Kentucky. The lack of high paying jobs and jobs in general is an extremely huge challenge for this community.

ATTACHMENTS

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School's Purpose

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

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

Trigg County Intermediate Mission Statement The mission of the Trigg County Intermediate School is to ensure success for all students. Trigg County Intermediate School Vision Trigg vision of the Trigg County Intermediate School is to ensure that all students will learn to be successful and compete in a changing world.

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Notable Achievements and Areas of Improvement

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

Trigg County Intermediate School received a Proficient Progressing overall category in the 2015 school year on the K-PREP assessment with an overall score of 71.6 and a percentile rank of 85. Novice reduction in reading and mathematics took place in both subject areas. Our mission at TCIS is to try to decrease novices in all subject areas each school year on the KPREP Assessment. TCIS in 2016 and 2017 school years saw a increase of novices in math while reading novices increase in 2016 and level off in 2017. In 2017-2018 we saw very minimal gains in reading and math.

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Additional Information

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

The ultimate goal is for students to become self-directed learners, reflect, plan, and set goals for their own learning. We have seen our State K-PREP Assessment Data and know that we have much growth to achieve.

ATTACHMENTS

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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2018-2019 Phase One: Continuous Improvement Diagnostic_10082018_14:42

Phase One: Continuous Improvement Diagnostic

Trigg County Intermediate School

Brian Futrell
205 East Main Street
Cadiz, Kentucky, 42211
United States of America

Last Modified: 10/15/2018

Status: Open

TABLE OF CONTENTS

Continuous Improvement Diagnostic	3
ATTACHMENT SUMMARY.....	4

Phase One: Continuous Improvement Diagnostic

Continuous Improvement Diagnostic

Rationale: The purpose of this diagnostic is to encourage thoughtful reflection of a school's current processes, practices and conditions in order to leverage its strengths and identify critical needs.

Part I:

1. Using the results of perception surveys (e.g., TELLKY, eProve™ surveys*) from various stakeholder groups, identify the processes, practice and conditions the school will address for improvement. Provide a rationale for why the area(s) should be addressed.

*eProve™ surveys employ research-based questions that produce useful, relevant results, empowering institutions to turn knowledge into practice. These surveys are accessible to all schools and districts and monitor stakeholder perceptions in the areas of communication, continuous improvement, and improvement initiatives. Additionally, surveys empower you to capture stakeholder feedback, target professional development, identify areas of strengths and weaknesses, monitor progress of improvement, and focus improvement initiatives and student achievement.

- Math - Students in our school are experiencing low levels of mastery of KCAS standards. Math proficiency is a major area of concern all across our district for all populations. We are using intensive interventions with 1/3 of all students. - Science - We are in the process of revamping our science instructional practices. The instructional process for NXGL standards requires training for teachers.

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Part II:

2. How will the school engage a variety of stakeholders in the development of a process that is truly ongoing and continuous? Include information on how stakeholders will be selected and informed of their role, how meetings will be scheduled to accommodate them and how the process will be implemented and monitored for effectiveness.

SBDM Committees have parent and community representation. Every committee has an agenda and minutes along with a mission and vision. Chairperson schedules the meetings and hold them after school for convenience of parents and community members.

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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2018-2019 Phase Two: The Needs Assessment for Schools_10082018_14:43

Phase Two: The Needs Assessment for Schools

Trigg County Intermediate School

Brian Futrell
205 East Main Street
Cadiz, Kentucky, 42211
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Last Modified: 10/17/2018

Status: Open

TABLE OF CONTENTS

Understanding Continuous Improvement: The Needs Assessment	3
Protocol	4
Current State	5
Priorities/Concerns	6
Trends	7
Potential Source of Problem.....	8
Strengths/Leverages	9
ATTACHMENT SUMMARY.....	10

Phase Two: The Needs Assessment for Schools

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 stakeholder groups involved. How frequently does this planning team meet and how are these meetings documented?

Yearly our district has a joint SBDM/school board meeting to analyze our K-PREP results. The SBDM council receives MAP results three times a year. Teachers meet weekly in PLC meetings. Monthly those PLCs focus on data disaggregation. The assessment results that are disaggregated are classroom formative assessments, MAP, AIMSWEB, and K-PREP assessments.

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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 gap students scored proficient on KPREP Reading.
- We saw a 10% increase among gap students in Reading from 2017 to 2018.
- 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 2017 school year – a decrease from 92% in 2016.
- The number of behavior referrals has decreased to 198 in 2018 from 276 in 2017.

Below are some goals for our school that includes the current data: Increase Reading and Math Proficiency Goal from 65.3 to 68.3 by the Fall of 2019. Increase the Reading and Math Growth Goal from 16.2 to 19.2 by the Fall of 2019. Increase the Science/SS/Writing (Separate Academic Indicator) from 62.6 to 65.6 by the Fall of 2019.

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

Continue to focus on GAP Closures with Free/Reduced Reading and Math) and Disabilities with Reading, Math, Science, SS, & Writing. Increase Reading and Math Proficiency Goal from 65.3 to 68.3 by the Fall of 2019. Increase the Reading and Math Growth Goal from 16.2 to 19.2 by the Fall of 2019. Increase the Science/SS/Writing (Separate Academic Indicator) from 62.6 to 65.6 by the Fall of 2019.

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Trends

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

In 2016 we had a Math Proficiency rate for all students of 36.9%. In 2017 we had a Math Proficiency rate for all students of 37.5%. Although we saw a slight increase this is still a major area of concern for our school.

ATTACHMENTS

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Potential Source of Problem

Which processes, practices or conditions will the school focus its resources and efforts upon in order to produce the desired changes? Note that all processes, practices and conditions can be linked to the six Key Core Work Processes outlined below:

[KCWP 1: Design and Deploy Standards](#)

[KCWP 2: Design and Deliver Instruction](#)

[KCWP 3: Design and Deliver Assessment Literacy](#)

[KCWP 4: Review, Analyze and Apply Data](#)

[KCWP 5: Design, Align and Deliver Support](#)

[KCWP 6: Establishing Learning Culture and Environment](#)

Assessment Literacy is our primary focus to bring about improvement.

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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%.

We are showing higher proficiency rates in reading (53.6%) across all grades as compared to our math rates (37.5%). We know we still have much growth to achieve in both areas.

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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2018-2019 Phase Two: School Assurances_10082018_14:43

Phase Two: School Assurances

Trigg County Intermediate School

Brian Futrell
205 East Main Street
Cadiz, Kentucky, 42211
United States of America

Last Modified: 10/17/2018

Status: Open

TABLE OF CONTENTS

Introduction.....	3
School Assurances.....	4
ATTACHMENT SUMMARY.....	8

Phase Two: School Assurances

Introduction

Assurances are a required component of the CSIP process (703 KAR 5:225). Please read each assurance and indicate whether your school is in compliance by selecting the appropriate response (Yes, No or N/A). If you wish to provide further information or clarify your response, space for comments is provided. Comments are optional. You may upload any supporting documentation as needed.

School Assurances

Preschool Transition

1. The school planned preschool transition strategies and the implementation process.

- Yes
- No
- N/A

COMMENTS

ATTACHMENTS

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Professional Development

2. The school planned or provided appropriate professional development activities for staff members who will be serving Title I students.

- Yes
- No
- N/A

COMMENTS

ATTACHMENTS

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Comprehensive Needs Assessment

3. The school conducted a comprehensive needs assessment, which included a review of academic achievement data, and established objective criteria for identifying eligible Title I students.

- Yes
- No
- N/A

COMMENTS

ATTACHMENTS

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4. The school provides professional development for staff based on a comprehensive needs assessment, which included a review of academic achievement data and additional criteria, to ensure all students are college, career, and transition ready.

- Yes
- No

- N/A

COMMENTS

ATTACHMENTS

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Instructional Strategies

5. The school planned and developed evidence-based instructional strategies to support and assist identified Title I students.

- Yes**
- No
- N/A

COMMENTS

ATTACHMENTS

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Targeted Assistance Activities

6. The school planned targeted assistance activities for identified students that coordinate with and support the regular educational program so identified students have access to both.

- Yes**
- No
- N/A

COMMENTS

ATTACHMENTS

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7. The school planned or developed strategies to monitor and evaluate the success of targeted assistance activities with the identified students and will use the results of the evaluation to inform and improve instructional strategies and professional development activities.

- Yes**
- No
- N/A

COMMENTS

ATTACHMENTS

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Parent and Family Engagement

8. The school planned or developed strategies to increase parental involvement in the design, implementation, and evaluation of the targeted assistance activities, which included the implementation of a Parent Compact and a Parent and Family Engagement Policy.

- Yes
- No
- N/A

COMMENTS

ATTACHMENTS

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Teacher Quality

9. The school notifies parents when their child(ren) are taught for four or more consecutive weeks by teachers who are not highly qualified.

- Yes
- No
- N/A

COMMENTS

ATTACHMENTS

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Title I Application

10. The school ensures that if the Title I application lists counselors, nurses, media, specialists or "other" staff for the school, there is documentation indicating this need in order to improve student achievement.

- Yes
- No
- N/A

COMMENTS

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Paraeducators

11. The school ensures that all paraeducators with instructional duties are under the direct supervision of a certified classroom teacher and providing instruction rather than clerical work.

- Yes
- No

- N/A

COMMENTS

ATTACHMENTS

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Paraeducator Non-Instructional Duties

12. The school ensures that there is a schedule of non-instructional duties for paraeducators demonstrating that the duties are on a limited basis only.

- Yes**
- No
- N/A

COMMENTS

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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2018-2019 Phase Three: Comprehensive Improvement Plan for Schools_10082018_14:44

Phase Three: Comprehensive Improvement Plan for Schools

Trigg County Intermediate School

Brian Futrell
205 East Main Street
Cadiz, Kentucky, 42211
United States of America

Last Modified: 12/04/2018

Status: Open

TABLE OF CONTENTS

Comprehensive Improvement Plan for Schools	3
ATTACHMENT SUMMARY.....	4

Phase Three: Comprehensive Improvement Plan for Schools

Comprehensive Improvement Plan for Schools

Rationale: School improvement efforts focus on student needs through a collaborative process involving all stakeholders to establish and address priority needs, district funding, and closing achievement gaps between identified subgroups of students. Additionally, schools build upon their capacity for high-quality planning by making connections between academic resources and available funding to address targeted needs.

Operational definitions of each area within the plan:

Goal: Long-term three to five year target based on Kentucky Board of Education required 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 six Key Core Work Processes designed to systematically address the process, practice or condition that the school 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.

Measure of Success: The criteria that you believe shows the impact of our work. The measures may be quantifiable or qualitative, but they are observable in some way. Without data on what is being accomplished by our deliberate actions, we have little or no foundation for decision-making or improvement.

Progress Monitoring: Is used to assess the plan performance, to quantify a rate of improvement based on goals and objectives, and to evaluate the effectiveness of the plan.

You may enter an optional narrative about your Comprehensive Improvement Plan for Schools below. If you do not have an optional narrative, enter N/A.

N/A

ATTACHMENTS

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
 TCIS 2018-2019 Comprehensive Improvement Plan	Trigg Intermediate CSIP	

Comprehensive Improvement Plan for Schools

Rationale

School improvement efforts focus on student needs through a collaborative process involving all stakeholders to establish and address priority needs, district funding, and closing achievement gaps between identified subgroups of students. Additionally, schools build upon their capacity for high-quality planning by making connections between academic resources and available funding to address targeted needs.

Operational definitions of each area within the plan

Goal: Long-term three to five year target based on Kentucky Board of Education required 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 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.

Measure of Success: the criteria that you believe shows the impact of our work. The **measures** may be quantifiable or qualitative, but they are observable in some way. Without data on what is being accomplished by our deliberate actions, we have little or no foundation for decision-making or improvement.

Progress Monitoring: is used to assess the plan performance, to quantify a rate of improvement based on goals and objectives, and to evaluate the effectiveness of the plan.

Guidelines for Building an Improvement Plan

- There are 6 required District Goals: Proficiency, Separate Academic Indicator, Achievement Gap Closure, Graduation rate, Growth, and Transition readiness.
- There are 5 required school-level goals:
For elementary/middle school: Proficiency, Separate Academic Indicator, Gap, Growth, and Transition readiness.
For high school: Proficiency, Separate Academic Indicator, 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

Goal 1: Trigg County Intermediate will increase its elementary combined reading and math proficiency for all students from 46% in 2017-2018 to 56% by 2020 as measured by KPREP.

Which **Strategy** will the district use to address this goal? (*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.*)

- [KCWP 1: Design and Deploy Standards](#)
- [KCWP 2: Design and Deliver Instruction](#)
- [KCWP 3: Design and Deliver Assessment Literacy](#)
- [KCWP 4: Review, Analyze and Apply Data](#)
- [KCWP 5: Design, Align and Deliver Support](#)
- [KCWP 6: Establishing Learning Culture and Environment](#)

Which **Activities** will the district deploy based on the strategy or strategies chosen? (*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.*)

- [KCWP1: Design and Deploy Standards Classroom Activities](#)
- [KCWP2: Design and Deliver Instruction Classroom Activities](#)
- [KCWP3: Design and Deliver Assessment Literacy Classroom Activities](#)
- [KCWP4: Review, Analyze and Apply Data Classroom Activities](#)
- [KCWP5: Design, Align and Deliver Support Classroom Activities](#)
- [KCWP6: Establishing Learning Culture and Environment Classroom Activities](#)

In the following chart, 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 Trigg County Intermediate will increase its elementary combined reading and math proficiency for all students from 46% in 2017-2018 to 51% by 2019 as measured by KPREP.	Design and Deliver Instruction	Ensure congruency is present between standards, learning targets, and assessment measures.	KPrep, 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.	KPrep, MAP, AimsWeb, Formative and Summative Assessments, Classroom Observations		
	Design and Deliver Assessment Literacy	Ensure that instructional modifications are made based upon results of classroom formative assessments.	KPrep, MAP, AimsWeb, Formative and Summative Assessments, Classroom Observations		
		Ensure that all assessments evolve from high-quality content standards by the PLC assessment item analysis breakdown.	KPrep, MAP, AimsWeb, Formative and Summative Assessments, Classroom Observations		

2: Separate Academic Indicator

Goal 2: Trigg County Intermediate will increase its Separate Academic Indicator from 62.6 for all students to 72.6 by June 2020 as measured by K-PREP.

Which **Strategy** will the district use to address this goal? (*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.*)

- [KCWP 1: Design and Deploy Standards](#)
- [KCWP 2: Design and Deliver Instruction](#)
- [KCWP 3: Design and Deliver Assessment Literacy](#)
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Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Trigg County Intermediate will increase its Separate Academic Indicator from 62.6 for all students to 67.6 by June 2019 as measured by K-PREP.	Design and Deliver Instruction	Ensure congruency is present between standards, learning targets, and assessment measures.	KPrep, 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.	KPrep, MAP, AimsWeb, Formative and Summative Assessments, Classroom Observations		
	Design, Align and Deliver Support Classroom Activities	Professional Development to design activities for Science Instruction with Pearson aligned to new standards and practices.	KPrep, Formative and Summative Assessments, Classroom Observations		
		PLC writing discussions to ensure congruency of assessment items to the standard.	KPrep, Formative and Summative Assessments, Classroom Observations		

3. GAP

Goal 3: Trigg County Intermediate will increase its elementary combined reading and math proficiency for free and reduced meals group from 37.8 in 2017-2018 to 47.8 by 2020 as measured by state assessments.

Which **Strategy** will the district use to address this goal? (*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.*)

- [KCWP 1: Design and Deploy Standards](#)
- [KCWP 2: Design and Deliver Instruction](#)
- [KCWP 3: Design and Deliver Assessment Literacy](#)
- [KCWP 4: Review, Analyze and Apply Data](#)
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Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: Trigg County Intermediate will increase its elementary combined reading and math proficiency for the non-duplicated gap group from 37.8 in 2017-2018 to 42.8 by 2019 as measured by state assessments.	Design and Deliver Instruction	Ensure congruency is present between standards, learning targets, and assessment measures.	KPrep, 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.	KPrep, 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.	KPrep, MAP, AimsWeb, Formative and Summative Assessments, Classroom Observations		

4: Growth

Goal 4: By July 2020, all students falling below the 54% (average cut score for 3rd, 4th, and 5th for Projected Proficiency on KPREP) will decrease by 10% according to the NWEA MAP benchmark assessment in reading.

Which **Strategy** will the district use to address this goal? (*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.*)

- [KCWP 1: Design and Deploy Standards](#)
- [KCWP 2: Design and Deliver Instruction](#)
- [KCWP 3: Design and Deliver Assessment Literacy](#)
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Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: By July 2019, 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.	Review, Analyze and Apply Data	Implement PLC data teaming methodologies, including collection and charting of data, analysis of strengths and obstacles to student learning, and monitor assessment measures.	KPrep, MAP, AimsWeb, Formative and Summative Assessments, Classroom Observations		
		Ensure that curricular delivery and assessment measures provide for all pertinent information needs for students.	KPrep, MAP, AimsWeb, Formative and Summative Assessments, Classroom Observations		

5: Transition Readiness

Goal: TCIS will increase the percentage of students who are ready to transition to middle school as measured by MAP reading and math assessments by increasing the number of students meeting projected proficiency by 10% by 2020.

Which **Strategy** will the district use to address this goal? (*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.*)

- [KCWP 1: Design and Deploy Standards](#)
- [KCWP 2: Design and Deliver Instruction](#)
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In the following chart, 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: TCIS will increase the percentage of students who are ready to transition to middle school as measured by MAP reading and math assessments by number of students meeting projected proficiency by 5% by 2019.	Design and Deliver Instruction	Ensure congruency is present between standards, learning targets, and assessment measures.	KPrep, 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.	KPrep, MAP, AimsWeb, Formative and Summative Assessments, Classroom Observations		