2018-2019 Phase Three: Executive Summary for Schools_10082018_14:47

Phase Three: Executive Summary for Schools

Trigg County Primary School
Lindsey Kinslow
205 East Main Street
Cadiz, Kentucky, 42211
United States of America

Last Modified: 10/10/2018
Status: Open

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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?

Located in rural western Kentucky, Trigg County Primary School serves 515 students, preschool through the second grade. We provide an educational atmosphere that challenges all students to reach their highest academic potential. Due to a high free/reduced lunch rate (K-2), we are a school wide Title I program. The closing of our largest manufacturing business, Johnson Control, took a toll on employment in our city and although efforts are continually being made to bring jobs to the area, this has not changed in several year. We work with both our school and local civic organizations to provide assistance for our families through our Family Resource Center, Early Childhood Council, PTA, RSVP program, and many more. This helps us promote academic growth and eliminate educational barriers for our students. Even though our community has a high rate of retired citizens, they support our innovative programming, celebration of academic success, instructional resources, volunteering to read and many other aspects of our school. Due to the low economic rate and being located near Fort Campbell Army Base, our families are transient. Therefore, our staff provides classroom Response to Intervention (Rti) strategies immediately to increase academic skills in weak areas. Trigg County Primary has a daily attendance rate of 95.34%. Our staff exhibits a diversity of talent with three National Board Certified teachers, regional cadre membership, state-wide innovative programming and a 22:1 student to teacher ratio. Using several formative assessments (AimsWeb, MAP, Common Assessments, Brigance), we foster activities that are aligned with the Kentucky Core Academic Standards and integrate differentiated instructional practices.

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.

During the 2017-2018 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 21s 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 MathSeeds, Reading Eggs, Lexia, IXL, Brain Pop Jr, I Know It, and more. 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 iof 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 on AimsWeb and examined regularly by the school. Classroom steachers 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.

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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 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, MAP, to monitor student academic growth. Last year, 59% of our students reached the end of the year target in reading and 65% in math. Our highest scores in reading were foundational skills and literature/information and in mathematics our highest scores were geometry and measurement/data. Our areas of improvement were language and writing for reading and operations and numbers in mathematics. This fall our SBDM council implemented ESS services to begin before the second assessment of our district-wide assessment. With additional assistance earlier in the year, students could close the gap in academic knowledge so that extra personnel and time will ensure "catch-up" growth with students. During the summer, teachers and TAG members met and began interventions on the first day of school for TAG students and those students that repeatedly return to our TAG services. Our teachers will continue their professional development in various areas related to our district graduate profile including communication and collaboration. We used time over the summer to create rubrics for each school level related to these components of our profile and now all staff have been trained and their implementation is monitored. Project-based learning is another big focus for the school year with protocols in place to help the planning of and reflection of each project in all grade levels. We have also spent a great deal of time refining our standards-based report card to ensure rigor of assessments and accuracy of reporting. These areas of development will ensure mastery learning, authentic learning, continuous improvement, personalized learning, and relationships, our district core values. The implementation of our science standards will be achieved through PBL units and activities for deeper learning of subject matter. Our school is participating in the PIMSER science grant to administration and teachers in providing rigorous, age appropriate unis 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 throught he 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, individualize instruction, personalized instruction, and revising our plans as needed to ensure mastery of learning.

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Additional Information

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

We are always looking for ways to increase our community partnerships through various outlets. Our community supports our school with wonderful volunteers and civic organizations willing to assist our students, parents, and staff. Using our PBL, personalized learning, and other innovative activities, we want to provide assistance to our community. As a school, we always appreciate the input and support from those that live in this area and will continue to make sure we are keeping all stakeholders involved in the change and new direction of our school.

<u>ATTACHMENTS</u>

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

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)

eProve diagnostics

2018-2019 Phase One: Continuous Improvement Diagnostic_10082018_14:45

Phase One: Continuous Improvement Diagnostic

Trigg County Primary School
Lindsey Kinslow
205 East Main Street
Cadiz, Kentucky, 42211
United States of America

Last Modified: 10/09/2018
Status: Open

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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.

The most recent TELL survey results are used to analyze the staff perception. Students in our 2nd grade classes were given a survey to determine the student perspective. A survey was sent out for all parents to be able to add their input as well in order to help with all decision making related to our school improvement plan.

ATTACHMENTS
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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.

Stakeholders are engaged in a variety of ways. Surveys are one method. This year, we conduct Coffee and Conversations meetings that are held with the principal and assistant principal and are open to all parents and community members. The focus of each meeting varies, depending on the needs to be discussed. This is a great way to get face to face input that is ongoing and continuous. Our SBDM council is another method. We have a variety of committees that include staff and parents. As they meet, they bring information back to the SBDM council and is then shared with local media as well as all staff. The method for informing of meetings varies depending on the meeting but we use local media, school newsletters, social media, radio ads as needed, etc. The scheduled times vary to help accommodate schedules as best as we can and we allow feedback from stakeholders in determining the best time of day to meet with hopes of meeting the needs of the majority. The process of implementing and monitoring is quite simple. As we get suggestions, we find ways to make changes and then offer opportunities for reflection on the successes and failures of implementation. We discuss school test results and then monitor the effectiveness of change as we benchmark assess our students three times per year.

ATTACHMENTS
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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)

2018-2019 Phase Two: The Needs Assessment for Schools_10082018_14:46

Phase Two: The Needs Assessment for Schools

Trigg County Primary School
Lindsey Kinslow
205 East Main Street
Cadiz, Kentucky, 42211
United States of America

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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?

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

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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.

See attachment for "current state" information.

ATTACHMENTS

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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.

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

<u>ATTACHMENTS</u>
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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?

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

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

Delivery of instruction Review, analyze, and apply data results

ATTACHMENTS
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Potential Source of Problem

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%.

59% of our first grade students in math according to our NWEA assessment are at or above the norm. Only 16% of our kindergarten students in math according to our AimsWeb assessment are well below the norm. Only 6% of our first grade students in math according to our AimsWeb assessment are well below the norm. This year, 64% of our students were considered "ready" or "ready with enrichments" in kindergarten based on the Brigance. 93.1% of our staff states this is a good place to work and learn according to the TELL survey. There have only been 18 total behavioral referrals this school year as of October. We placed a large emphasis about two years ago on math instruction and our scores show this has been helpful for our students. WE have also really worked to bring some more structure and intention to our kindergarten readiness programs and this has increased the overall number of students ready for kindergarten curriculum and instruction.

ATTACHMENTS

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
📄 Current State 2018-2019	See attached	

2018-2019 Phase Two: School Assurances_10082018_14:46

Phase Two: School Assurances

Trigg County Primary School
Lindsey Kinslow
205 East Main Street
Cadiz, Kentucky, 42211
United States of America

Last Modified: 10/09/2018
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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.

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School Assurances

Preschool Transition

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

- **Yes**
- ○ No
- ○ N/A

COMMENTS

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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

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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

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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

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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

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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_14:47

Phase Three: Comprehensive Improvement Plan for Schools

Trigg County Primary School
Lindsey Kinslow
205 East Main Street
Cadiz, Kentucky, 42211
United States of America

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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)
📄 2018-2019 Goal Builder	2018-2019 Goal Builder	

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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
State your <mark>Proficiency</mark> **Goal**

Goal 1: By 2020, 70% of students at Trigg County Primary School will reach end of year benchmark on MAP in mathematics.

Which **Strategy** will the school/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.)*	Which **Activities** will the school/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.*	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.
• 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	• KCWP1: Design and Deploy Standards - Continuous Improvement Activities • KCWP2: Design and Deliver Instruction - Continuous Improvement Activities • KCWP3: Design and Deliver Assessment Literacy - Continuous Improvement Activities • KCWP4: Review, Analyze and Apply Data - Continuous Improvement Activities • KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities • KCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities	

Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: By July 2019, 60% of students at Trigg County Primary School will reach end of year benchmark on MAP in mathematics.	Design and Deliver Instruction	Ensure congruency is present between standards, learning targets, and assessment measures	MAP, Aimsweb, formative and summative data, classroom observations		
		Ensure that instructional modifications are made based upon the immediate feedback gained from formative assessments.	MAP, Aimsweb, formative and summative data, classroom observations		
	Review, Analyze, and Apply Data	Create and monitor a "Watch List" for students performing below proficiency.	MAP, Aimsweb, formative and summative data, classroom observations		
		Enable student voice opportunities for instructional improvements through integrating the usage of quality tools	MAP, Aimsweb, formative and summative data, classroom observations		

2: Gap
State your <mark>Gap</mark> Goal

Goal 2: By 2020, the student population falling below the 25th percentile will be reduced by 10% according to NWEA benchmark assessment in reading and math.

Which **Strategy** will the school/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 school/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 - Continuous Improvement Activities • KCWP2: Design and Deliver Instruction - Continuous Improvement Activities • KCWP3: Design and Deliver Assessment Literacy - Continuous Improvement Activities • KCWP4: Review, Analyze and Apply Data - Continuous Improvement Activities • KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities • KCWP6: 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 July 2019, the student population falling below the 25th percentile will be reduced by 3% according to NWEA benchmark assessment in reading and math.	Design and Deliver Instruction	Analyze formative assessment measures to inform best instructional practices and use this data to increase personalization in the classroom.	MAP, Aimsweb, formative and summative data, classroom observations		
		Ensure congruency is present between standards, learning targets, and assessment measures	MAP, Aimsweb, formative and summative data, classroom observations		
		Ensure that instructional modifications are made based upon the immediate feedback gained from formative assessments.	MAP, Aimsweb, formative and summative data, classroom observations		

3: Growth
State your *Growth* Goal

Goal 3: By 2020, 70% of students at Trigg County Primary School will reach end of year benchmark on MAP in literacy.		
Which **Strategy** will the school/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 school/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 - Continuous Improvement Activities • KCWP2: Design and Deliver Instruction - Continuous Improvement Activities • KCWP3: Design and Deliver Assessment Literacy - Continuous Improvement Activities • KCWP4: Review, Analyze and Apply Data - Continuous Improvement Activities • KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities • KCWP6: 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 July 2019, 60% of students at Trigg County Primary School will reach end of year benchmark on MAP in literacy.	Design and Deliver Instruction	Ensure congruency is present between standards, learning targets, and assessment measures	MAP, Aimsweb, formative and summative data, classroom observations		
		Ensure that instructional modifications are made based upon the immediate feedback gained from formative assessments.	MAP, Aimsweb, formative and summative data, classroom observations		
	Review, Analyze, and Apply Data	Create and monitor a "Watch List" for students performing below proficiency.	MAP, Aimsweb, formative and summative data, classroom observations		
		Enable student voice opportunities for instructional improvements through integrating the usage of quality tools	MAP, Aimsweb, formative and summative data, classroom observations		

4: Transition readiness
State your <mark>Transition readiness</mark> **Goal**

Goal 4:By 2020, 75% of entering kindergarten students will be school ready as evidenced by the Brigance state screener.

Which **Strategy** will the school/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 school/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 - Continuous Improvement Activities • KCWP2: Design and Deliver Instruction - Continuous Improvement Activities • KCWP3: Design and Deliver Assessment Literacy - Continuous Improvement Activities • KCWP4: Review, Analyze and Apply Data - Continuous Improvement Activities • KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities • KCWP6: 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 July 2019, 70% of entering kindergarten students will be school ready as evidenced by the Brigance state screener.	Design and Deliver Instruction	Develop a clearly defined RtI school process as well as a method for documentation	Brigance Screener, Teaching Strategies Gold Checklists, classroom observations, child readiness event attendance		
		Establish communication protocols for parents/guardians.	Brigance Screener, Teaching Strategies Gold Checklists, classroom observations, child readiness event attendance		

6: Other (optional)
State your *Other* **Goal** (optional)

<table>
<tr><td colspan="3">Goal 6:</td></tr>
<tr>
<td>Which **Strategy** will the school/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</td>
<td>Which **Activities** will the school/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 - Continuous Improvement Activities
• KCWP2: Design and Deliver Instruction - Continuous Improvement Activities
• KCWP3: Design and Deliver Assessment Literacy - Continuous Improvement Activities
• KCWP4: Review, Analyze and Apply Data - Continuous Improvement Activities
• KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities
• KCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities</td>
<td>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.</td>
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Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1:					
Objective 2:					