2018-2019 Phase Three: Executive Summary for Districts_10082018_14:29

Phase Three: Executive Summary for Districts

Trigg County
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Executive Summary for Districts

Description of the District

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

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

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

District's Purpose

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

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

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Notable Achievements and Areas of Improvement

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

Our district vision and mission are the guiding factors to all instructional approaches utilized within our district. We recognize the need to employ a competency-based approach to teaching and learning that incorporates the kind of student-centered, problem-based approach to mastering content. As a result, we have begun transforming our learning environment to reflect this approach and have been designated as a "District of Innovation" in Kentucky. Over the past five years, we have trained approximately 100% of staff in project based learning utilizing approaches from the Buck Institute, High Tech High, and Magnify Learning. In addition, personalized learning is a growing initiative within the district. Schools have a variety of models in place including the use of computer platforms. We will continue to refine our skills with project based learning and how to fully utilize blended learning over the next several years as we begin to transition to a competency based model. Our first step towards this was implementation of Standards Based grading practices in English Language Arts for all grades across the district. Additional content areas will be added according to the District's Strategic Plan.

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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.

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

ATTACHMENTS

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
📄 Trigg Strategic Plan	Trigg Strategic Plan	

Trigg County Public Schools
Strategic Plan

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

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

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

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

Slogan:
Empowering the Next Generation

Core Values:

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

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

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

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

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

Focus Areas:

A. Teaching and Learning (Deeper Learning)

Competency Model

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

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

Grading & Assessment
Component Manager- Beth Sumner

Action Steps	Who	When	Evidence	Status
Educate stakeholders regarding grading practices and types of learning goals using multiple methods of communication	Asst. Superintendent and Instructional Supervisors	July 2015 Ongoing	Parent meeting agendas, professional development agendas, advertising records, newsletters, emails and articles	District-wide parent meeting held in Sept.for parents; professional development on SBG in all schools summer 2016; communications in newspaper Parent meetings at the beginning of the year and parent teacher conferences.
Review SBDM and Board of Education policies related to grading practices	Principals	Feb. 2016	List of policies impacted; minutes from Study Group meeting	In process - Board has revised Grading Policy in August 2016; principals are reporting on their current policies during the September Board meetings Habits of Success needs to be revisited?
All teachers will examine practices that distort achievement (homework, zeros, bonus points, grading on a curve, group scores, and attendance).	Assistant Superintendent and Instructional Supervisors	July 2015	Professional development agendas	Completed.

With stakeholder input, district will identify the process goals (work habits, etc) that will be reported separately from product goals (academic) on report cards	Assistant Supt.	July 2016	Process goal list	Completed. Consider moving to GP Competency Reporting
With stakeholder input, district will determine district-wide rubric(s) for process goals	Asst. Supt.	July 2016	Process goal rubric(s)	Completed. Adopted Success Habits Rubric.
With stakeholder input, district will identify the number of performance levels for product (academic) goals and basic description of performance at each level	Asst. Supt.	July 2016	Performance level descriptors	Completed. 4 point scale is in place. 3 proficiency??
ELA representatives (K-12) will determine the report standards for ELA and identify a learning progression of specific grade level reporting standards and begin implementation in Spring 2017	Asst. Supt. Teachers	Jan 2017	Reporting Standard listing by grade Report Cards	Reporting Standards have been determined - Priority Standards were reviewed Spring 2016.
Determine (2) additional content area to determine the reporting standards and identify a learning progression of specific grade level reporting standards to begin implementation in Fall 2017	Asst. Supt. Teachers	August 2017	Reporting Standards listing by grade Report Cards	Math will begin work on Jan 2017 Growth day Still needs to be implemented in other content areas; still don't have the report tool for ELA resolved. Start on next two area - fall 2018 begin working. (Math and Science)
Determine reporting standards and identify learning progressions for specific grade level reporting standards in all remaining content areas to begin implementation in Fall 2018	Asst. Supt. Teachers	August 2018	Reporting Standards listing by grade Report Cards	
Annually, new teachers orientation on formative assessment and standards based grading	Asst. Supt.	July of each year	Agendas	?
Review Grading policies on Habits of Success.				
Creating rubrics to assess GP Competencies		May 2019		
Reporting of GP Competencies		May 2020		

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

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

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

Competency Development & Assessment
Component Manager: Beth Sumner

Action Steps	Who	When	Evidence	Status
Establish Leadership Team of teachers and administrators to explore resources and deepen their understanding of Competency-based education and conduct regular meetings	Supt.	March 2016	Leadership Team membership	Consider Changing to March 2017 Clarify Leadership Team Envision work in May and continued work throughout the 17-18 school year. CBE Pilot - admin team is going to meetings.
Leadership Team to attend Deeper Learning Conference	Supt.	March 2016	Travel requests	Completed. Consider a group to attend March 2017. Group attended in March 2017 and 2018. Consider sending a group annually (INACOL Nashville)
Leadership Team will review a variety of performance based assessments	Supt. & Asst. Supt.	Aug. 2016	Minutes of meetings	Move to Jan 2017 Several PBA Assessments have been put into place; working with Envision Learning to further develop.

				Need training on Performance Based Assessment Tasks and time to DESIGN PBAT's and implementation plan; can't forget about designing for special needs
Utilize consultants to assist the Leadership Team to design/prototype competencies	Supt.	Aug 2016	meeting minutes	Move to March 2017 Visited RSU2 and Sanborn. Work will be done through the CBE Pilot.(Knowledgeworks and Center for Assessment)
To provide ongoing support for all staff with implementation of competencies, district will hire a staff person to support PBL, Blended Learning, and demonstrations of student learning	Supt.	August 2016	Employment records; PLC minutes	Employed NxG Instructional Coach; however have not yet identified competencies. Consider date of August 2016 and ongoing.
Educate all staff on Celebrations of Learning Key Strategy and how these are forms of assessment	Asst. Supt. Principals	August 2016	PD agendas; PLC minutes; staff resource materials	Jan 2017 - during a Design Team Meeting OR a cabinet meeting at Dec. 17 Why Celebrations of Learning? How do we do this in a meaningful way? Need to clarify these a "form of assessment" - exhibitions are not really assessment, but they are part of the system
Develop content competencies for one content area	Asst. Supt. District Consultant	August 2017	Minutes of content area meetings; competencies listing; rubrics	
Develop cross-curricular competencies for 21st century skills	Asst. Supt. District Consultant	August 2019	Minutes; Cross-Curricular competencies listing; rubrics	Have identified the 21st century competencies in GP; currently working on rubrics; and what each competency looks like operationalized at each grade span.

Develop content competencies for additional content areas	Asst. Supt. District Consultant	August 2018	Minutes; competencies listing; rubrics	
Identify core competencies for transition presentations of learning and Senior Capstone graduation requirement	Asst. Supt. Principals District Consultant	June 2020	Core Competencies Listing by transition grades	Senior Self-Directed Learning Pilot. Should we move this date up?

Personalized Learning

Goal 2: By 2021, 75% of students will be engaged through a personalized learning design model with their own personalized learning plan (PLP). Where are we on the numbers?

   Objectives:
   A. By June 2017, double the number of teachers effectively implementing a personalized learning model, as determined by the Personalized Learning Key Strategy Sheet. Does this need revision?

   By June 2019, the number of teachers effectively implementing a personalized learning model, as determined by the Personalized Learning Key Strategy Sheet. *(need to stage 1 personalize)*

Personalized Learning
Component Manager: Beth Sumner

Action Steps	Who	When	Evidence	Status
Explore models and technology platforms that may support the PL model (i.e., Summit BaseCamp, Schoology, KM Explore).	District and school administrators PL teachers	June 2017	Agendas and Minutes	Complete Summit Learning Platform is being utilized in grades 4-12; Schoology is being utilized in some non-summit classrooms. Mastery Connect
Share key strategy sheet as vision for personalized learning.	District and School Administrators; NxG Coach	August 2016	Agendas and Minutes	Establish resource webpage; NxG Instructional Coach will share in PLC or

				Faculty Meeting
				Resource page is available on website; established a Building the Foundation and TC Summit Resource Pages; KSS Shared during a PL district PD, KM model groups and Summit
As new cohorts begin, they will establish a PLC, specifically to support the implementation of personalized learning.	Principals	August 2016 and annually thereafter	PLC agendas and minutes	All KM Explore have PLC; Summit has PLC in MS and HS Personalized Learning Commitments for Summit and other PL groups.
Provide entry points for those not ready for full implementation to help prepare for full commitment to model.	Principals	July 2016	Entry point plan, PD for specific elements of PL	Completed; Provide entry point opportunities again in summer 2017 - completed TCPS and TCIS - around PL; MS and HS around PBL Annually occurring
Conduct a Book Study on Personalized Learning.	Next Gen. Instructional Coach	March 2017	Meeting Agenda	Doing a book study with Primary School PL PLC's Books were provided to Intermediate school but not a coordinated book study Plan administrative book study. NxG Instructional Coach Consider Tapping the Power of PL (specifically written for school leaders - J. Rickenbaugh) Primary and Intermediate groups used Choosing to Learn, Learning to Choose

				Admin -portions of Make Learning Personal
Revisit and revise Key Strategy Sheet on Personalized Learning.	Asst. Supt	June 2017	PL Key Strategy Sheet	Consider changing to June 2017 Need to establish a group to review and revise Key Strategy Sheet
Provide Professional Development to teachers related to the model being implemented.	Asst. Supt.; Next Gen. Instructional Coach	June/July 2016	PD Plan/Schedule	Complete - summer 16 and 17.
Establish metrics for accountability and continuous improvement.	PL Leadership and Teachers	August 2017	Evaluation Metrics	Change to Sept. 2017 Still needs to be established; PL look fors Summit Document - is this being utilized?
Evaluate progress toward goals on a quarterly basis.	Principals	Beginning Oct. 2016	Meeting Agenda and Evaluation Results	Check status with schools. Might consider taking a look at the stages of PL. Need to discuss what this looks like in implementation...how does this fit with coaching? Does coaching need to be added?
Evaluate classroom set up to support Personalized Learning Environment and develop plans to address identified needs.	Principals and Director of Operations	May 2016	Plans to improve classroom design	Complete.
Develop/revise master schedule to support Personalized Learning	Principals	May 2016	Master Schedules	Complete

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

Project Based Learning
Component Manager- Beth Sumner

Action Steps	Who	When	Evidence	Status
Explore models that will enable scaling of PBL (i.e., Summit BaseCamp).	District and school administrators PL teachers	June 2017	Agendas and Minutes	Complete
Train a minimum of two teachers in each building, school level administrators, instructional supervisors, and District NxG Instructional Coach as Coaches (Magnify Learning)	Asst. Supt. of Instruction	July 2016	PBL PD agenda, My Learning Plan	Complete Need to consider how we could use PBL Quality Rubric HQ PBL Website Consider Stipends for PBL Coaches
Coaches will form a PLC to celebrate success and share common challenges among schools.	NxG Instructional Coach	August 2016	PLC agenda and minutes	Will be scheduled after fall break, possibly in early November. What should this look like?
Host training for administrators on how to effectively support teachers working to implement PBL experiences	Asst. Supt. of Instruction	July 2016	Training Agenda	Magnify Learning - Complete
Coaches will co-lead Level 2 (advanced) PBL training in summer 2016 and 2017	PBL Coaches	July 2016 July 2017	PBL PD agenda, My Learning Plan, PBL plans	Primary (July 2016), Middle and High school hosted trainings (June and July 2016). July 2017 - Improving Quality in PBL; Research Based Strategies in PBL August 2017 - PBL 101 for new teachers
Support schools in identifying the criteria for and displaying high quality work through an emphasis on critique and revision and the display of such work.	Superintendent	Beginning March 2016	Curation of High Quality Student work	What are the next steps? Started working on this in DL network meeting - March 2018

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

personalized learning so that 100% of students will have a blended learning experience. Is this a prior or a tool to support Personalized Learning?

Blended Learning
Component Manager: Beth Sumner

Action Steps	Who	When	Evidence	Status
Conduct a Book Study on Blended.	Next Generation Instructional Coach	June 2017	Meeting Agenda	Change to October 2017
Review/revise Key Strategy Sheet on Blended Learning.	Asst. Supt	Jan. 2017	BL Key Strategy Sheet	
Determine Measurable Goals for Blended Learning and data that will be collected	Principals	March 2018	Goals Established	
Identify programs and content that will be utilized in the Blended Model and ensure it is aligned to the core standards.	Principals	April 2018	Program List by school	
Provide Professional Development to teachers related to the model being implemented.	Asst. Supt.	June/July 2017	PD Plan/Schedule	
Evaluate Progress toward goals on a quarterly basis.	Principals	October 2018	Meeting Agenda and Minutes	
Determine technology needs and develop a plan to ensure equipment is maintained/updated.	Principals	July 2016	Technology Plan	
Develop/revise master schedule to support Blended Learning	Principals	May 2017	Master Schedules	
Evaluate Classroom set up to support Blended Learning Environment and develop plans to address identified needs.	Principals and Director of Operations	May 2017	Plans to improve classroom design	

A. Facilities and Operations

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

    A. Streamline Work Processes – By 2019, the district will identify key work processes (i.e., hiring, finance, technology, transportation, etc.),

determine performance measures, develop a process for systematic (perpetual) review, and actively engage in improving/innovating those processes.

Work Processes
Component Manager: Travis Hamby

Action Steps	Who	When	Evidence	Status
Work with department directors to identify the key work processes related to their area through individual meetings (Human Resources, Food Service, Technology, Transportation, Maintenance, Custodial Services, Finance).	Supt.	October 2016	Agendas and Minutes; Documented Key Work Processes; Finalized Action Plan	Postponed until Nov 2017 - Have raised the issue in 2 directors meetings Have met with directors to establish in the 17-18 school year
Through collaboration between directors and his/her leadership team identify the performance measures.	Directors	Jan. 2017	Agendas and Minutes; Documented Performance Measures; Finalized Action Plan	Have met with directors to establish in the 17-18 school year
Each department will develop 100 day plans to improve each performance measure.	Directors	March 2017	100 Day Action Plans	Not Started
Each director will provide a written report to the Board of Education on a monthly basis.	Supt.	August 2017	Board Agenda	Changed to quarterly
Each director will actively participate in a PLC (see Development section) where the group will discuss successes and challenges related to innovating and improving practice to exceed performance goals.	Supt.	August 2017	PLC Agendas and Minutes	Directors meeting occur each month, unless there is a conflict; have not been strategically focused on improving practice related to performance goals

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

Safety
Component Manager: Matt Ladd

Action Steps	Who	When	Evidence	Status
District safety committee will meet on a quarterly basis to review safety concerns and workers compensation claims	Director of Operations	Sept. 2016	Agenda and Meeting Minutes	Met in October
Analyze workers compensation claims for patterns (i.e., location, types, etc).	Director of Operations; Safety Team	Sept. 2016	Agenda and Meeting Minutes	Met in October
Supt., Dir. of Operations, and benefits coordinators, will meet with insurance agent to evaluate claims, specifically those with lost wages as result of injury.	Benefits Coordinator	October 2016	Agenda and Meeting Minutes	Not done in yet.
Develop a Claim Investigation Form	Benefits Coordinator and Director of Operations	July 2016	Claim Investigation Form	Came up wit a plan regarding e-mail instead of a form.
School based team to review each wk. comp. claim to determine if the root cause and determine if it was preventable.	Principal; school chairperson	August 2016	Investigation Form	This was discussed in Oct. Meeting
Create a school safety checklist to be utilized by each school safety team	Director of Operations	July 2016	Safety Checklist	NOT COMPLETE - change to Dec. 2016 Utilizing the ones we have/ consider revisions
Safety walkthroughs conducted by school team on a monthly basis.	Principal; School chairperson	August 2016	Completed Safety Checklist	Begin in spring semester 2017
Recognition of days accident free; utilize Monday message to communicate.	Superintendent	August 2016	Monday e-newsletter	Change Spring semester 2017

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

Student Attendance
Component Manager: James Mangels

Action Steps	Who	When	Evidence	Status
Educate stakeholders about chronic absenteeism and the effects on student achievement	Director of Student Services, Attendance	October 2016	Brochures, radio announcements, Pizza	completed

			fliers	
Pre-Holiday letters encouraging parents to utilize Breaks on calendar and not add additional days for holiday visits	Specialist, Principals DPP generates principals place in PAWS folders	Prior to Thanksgiving and Christmas of 2016		
Develop a process by which the district will reduce the number of chronically absent students by 50 %	DPP, FRYSC Principals, teachers and Attendance Clerks, Attendance Specialist Attendance Clerks	July 2017	Students Identified , calls made to parents, home visits conducted	
Post attendance goals in lobbies with goal, day's attendance and those classes with perfect attendance	DPP Attendance Specialist create ; attendance clerk maintain at each school	July 2016	Attendance Displays created and displayed	Not completed yet
HS-connections class with truant students work on issues of truancy- MS Synergy class with chronic truant students to work on truancy issues	Guidance Counselors and principals	July 2016	Creation of classes enrollment of students	Consider removing??? = may not be the best way to approach HS has been completing homevisits
Recognize quarterly the increase in improved attendance	School based leadership, community partners	October 2016	awards presented to students for improved attendance	Data will be supplied to schools for recognition
Examine all attendance policies and procedures to ensure student and parent accountability for increase attendance	DPP Attendance Committee	October 2016	review and discussion of attendance policies and procedures	Completed May bring policy change to Board

A. **Employee Engagement and Development**

Employee Engagement

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

Objectives:

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

Climate & Culture
Component Manager: James Mangels

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

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

Staff Attendance
Component Manager: Travis Hamby

Action Steps	Who	When	Evidence	Status
By 2016 all staff will use an electronic attendance tracking system; data will be collected and analyzed to search for trends in absences	All staff	October 2016	All attendance tracked in software	Started with Central office in Oct 2016 - all absences are being logged - met to review different reports; will begin sharing reports in Cabinet meetings or e-mail to principals
By 2016 an attendance letter notification system will be developed and implemented for all staff	Superintendent, DPP	August 2016	Letters addressing absences and Board minutes	Attendance letter system is in place for deduct days. Others beyond this???

Implement attendance incentive program for staff who attain and maintain 96% attendance	Superintendent DPP and Principals	August 2017	Board minutes and incentives earned	

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

Recruitment/Retention
Component Manager: James Mangels

Action Steps	Who	When	Evidence	Status
Update and enhance recruitment materials to focus on 21C movement	DPP	December 2016	recruitment materials that reflect 21C movement	Completed will add new brochure
Establish a teacher recruitment open house; campus school tours and dinner/luncheon	DPP	April 2017	Open house sign in , tours conducted by candidates	
Analyze data and effectiveness of job fair participation	DPP	November 2016	resumes, hiring of candidates	
Improve the capacity of school-level administrators to identify and select highly qualified instructional personnel	DPP Principals	July 2018	Hiring of HQ teachers for vacancies	
Develop, administer, and analyze exit surveys	DPP	March 2017	Data from surveys	Exit surveys being completed prior to employees' last day
Increase the percentage of highly qualified teachers who remain in the district by creating a fully functional Teacher induction	Assistant Superintendent, DPP, Instructional Supervisors	November 2017	Agendas and retention statistics	New Teacher Cadre has been implemented in Aug. 2016 - Meeting monthly
Increase the percentage of highly qualified teachers who enter the district by creating a fully functional teacher mentoring program	Assistant Superintendent, DPP, Instructional Supervisors	August 2018	Agendas and recruitment statistics	
Strengthen our relationship with MSU by creating a brochure	DPP	April 2017	Brochure number	

promoting TCPS as an innovative district for training student teachers			student teachers number of	

Employee Development

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

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

Professional Learning Community Protocols
Component Manager: Beth Sumner

Action Steps	Who	When	Evidence	Status
Consult with those who have been trained in protocols by the National School Reform Faculty to identify other protocols that may be useful for PLC's.	Staff trained as Critical Friends/Coaches	July 2016	Meeting Minutes	I think we need to consider more people trained - get training to KY through GRREC or UK 2016 Trained 4 coaches 2017 - trained 6 additional Consider hosting a training?
Identify protocols (menu of options) to be utilized in PLCs.	Staff trained as Critical Friends/Coaches	July 2016	Protocol link on district website	Working on website revision - needs to be a place to put these Does this need to be changed/revised based upon what we have learned?
Train administration and PLC leaders in selection and use of protocol	Staff trained as Critical Friends/Coaches	October 2016	Agenda	Nov/dec 2016?
Provide professional development on feedback (peer to peer, staff to student)	Asst. Supt. and Instructional Supervisors	March 2017	Growth Day Agenda	Some schools?

B. By 2017, 100% of PLCs will develop and implement 100 day plans. Have we accomplished? Does this need to be revised?

100 Day Plans
Component Manager: Mary Jones

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

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

PLC Structures
Component Manager- Beth Sumner

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

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

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

Professional Development
Component Manager- Beth Sumner

Action Steps	Who	When	Evidence	Status
Provide professional development for teachers fully implementing personalized learning design models.	District and school administration	July 2016	PD agendas, My Learning Plan	Completed. June/July 2017
Provide professional learning sessions during growth days for individual elements of personalized learning for teachers interested in learning more.	Next Generation Instructional Coach	June 2017	Growth Day agendas	?? Become more individualized June/July 2017
Provide PLCs for teachers implementing personalized learning.	Principals and Instructional Supervisors	October 2016; ongoing	PLC agendas and minutes	Complete.
Create system for teachers to observe personalized learning classrooms.	Next Generation Instructional Coach	October 2016	My Learning Plan and AESOP	Change to Jan 2017? Included in Summit PL Commitments for 17-18 school year.
Utilize protocols for reflection and continuous improvement of personalized learning models.	Personalized learning PLC	October 2016 and ongoing	Protocol reflection	**consider something at the beginning/end of each 100 day plan? KME Models have. Connected coaching to PL in one of our Prof. Learning meetings

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

tailored to personal professional growth interests, needs, and implementation of personalized learning.

Personalized Professional Growth Plans
Component Manager- James Mangels

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

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

D. Stakeholder Engagement

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

Objectives:

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

Stakeholder Engagement
Component Manager- Travis Hamby

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

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

Communication Plan
Component Manager- Travis Hamby

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

communications and school specific communications				

2018-19 Phase One: Continuous Improvement Diagnostic for Districts_10082018_14:25

Phase One: Continuous Improvement Diagnostic for Districts

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

Target Completion Date: 10/24/2018
Last Modified: 12/13/2018
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Phase One: Continuous Improvement Diagnostic for Districts

Continuous Improvement Diagnostic

Rationale: The purpose of this diagnostic is to encourage thoughtful reflection of a district'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 district 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.

Data from a variety of sources is used to address areas for improvement. These sources include the TELL KY Survey, Gallup Hope Survey for students, School Safety surveys, staff surveys for professional learning needs, parent input surveys, etc. Results of the perception surveys are used to evaluate the current programs and determine next steps.

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

Part II:

2. How will the district 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.

Stakeholder engagement occurs in many ways. Perception surveys are one method. Community input session, Board Study Groups for specific topics (i.e., School Safety, Preschool, Mathematics) provide opportunities for teacher, parent, and community input. Meetings are held a various times (both after school and in the early evening) to address member schedules. Use of school messaging services, text message, social media, local news media, newsletters, agendas, and direct correspondence are a few examples of the communications provided to engage stakeholders.

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

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)

eProve diagnostics

2018-19 Phase Two: The Needs Assessment for Districts_10082018_14:26

Phase Two: The Needs Assessment for Districts

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

Target Completion Date: 11/01/2018
Last Modified: 12/13/2018
Status: Locked

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Phase Two: The Needs Assessment for Districts

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?

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

<u>ATTACHMENTS</u>

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

Current State

Plainly state the current condition using precise numbers and percentages as revealed by past, current and multiple sources of data. These should be based solely on data outcomes. Cite the source of data used.

Example of Current Academic State:
-32% of 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.

TCHS was designed as a Targeted Support and Improvement school based on the underperformance of disability students. TCMS was designed as a Targeted Support and Improvement school based on the underperformance of disability students and African-American students. Data for all schools is in the attached document.

ATTACHMENTS

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

Priorities/Concerns

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

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

Students in targeted demographic groups are underperforming peers. Students with disabilities is a significant concern in all grade levels.

<u>ATTACHMENTS</u>

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

Trends

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

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

ATTACHMENTS

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

Potential Source of Problem

Which processes, practices or conditions will the school focus its resources and efforts upon in order to produce the desired changes? Note that all processes, practices and conditions can be linked to the six 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](#)

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

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

eProve diagnostics

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%.

Transition readiness has been a noted success for multiple years.

ATTACHMENTS

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

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
📄 2017-18 State Assessment Results	state assessment results	,

Trigg County
PUBLIC SCHOOLS
Empowering the Next Generation

TRIGG COUNTY SCHOOLS RELEASE 2017-18 ASSESSMENT RESULTS

September 26, 2018, Cadiz, KY – Trigg County Public Schools release 2017-18 state assessment results. Due to changes in state and federal legislation, Kentucky is in the first year of a new accountability model.

Travis Hamby, Superintendent of Trigg County Public Schools, states, "While the accountability model has changed again this year, our staff remains committed to providing student centered learning experiences that will empower our students for the future."

The new accountability system will hold schools accountable for student performance, including proficiency and growth on standardized examinations and their readiness for post-secondary education and/or the workforce. The 2018 reporting includes multiple measures, not a single test or indicator. The elementary and middle school have received scores in three indicators: 1) proficiency (student performance in reading and mathematics); 2) separate academic indicator (student performance in science, social studies, and writing); and 3) growth (reading and math). The high school has also receive scores in three indicators: 1) proficiency (student performance in reading and mathematics on the ACT); 2) transition readiness (percentage of graduates who have a high school diploma and also demonstrate academic or career readiness); and 3) graduation rate (average of 4- and 5- year graduation rates).

Additionally, Kentucky is identifying schools as the federally-required designation of Comprehensive Support and Improvement (CSI) and Targeted Support and Improvement (TSI) beginning this year. Schools identified as a TSI school have one or more low-performing student groups within the school. A school will be labeled for CSI if it scores in the bottom 5 percent of performance by level (elementary, middle or high); or has a 4-year graduation rate of less than 80 percent. This year, all other schools have been designated as "Other." Beginning in 2018-19, an overall 5-star rating will be

determined by setting standards for low to high performance. Schools designated as TSI and CSI will be required to develop improvement plans and CSI schools will be provided additional support from the Kentucky Department of Education.

According to Wayne Lewis, Kentucky's Interim Commissioner of Education, "Like many other states implementing new accountability systems, we are anticipating a significant percentage (as many as 40 to 50 percent) of Kentucky schools being designated for TSI." In early September Lewis stated, "To be clear, a school's designation as TSI does not mean the school is failing or a low-performing school. It does mean that work remains to be done with raising the achievement levels for all groups of students, and it makes reducing the disparities between the performance of student groups a top priority."

Trigg County Intermediate and Trigg County High School surpassed the cut scores for all three indicators and Trigg County Middle School surpassed the cut scores for both proficiency and separate academic indicator. Trigg County Middle School and Trigg County High School are identified as Targeted Support and Improvement based on the underperformance of one or more student demographic groups. Trigg County Intermediate School has been identified as "other" signifying that they met all three performance indicators. While Trigg County Primary School does not administer the state assessment, they receive the same classification as the Intermediate School because it is a feeder school. Under the new accountability model, feeder schools that do not have tested grades will receive the same classification as the school its students transition to.

Trigg County Public Schools' vision is to empower each student to thrive, compete, and excel in an ever changing world. Fundamental to that vision must be an unrelenting focus on content mastery which is reflected in the district's Graduate Profile and Core Values. The district believes that each student can master the Kentucky's rigorous academic standards when given appropriate time and instructional support. "We are very encouraged to see trends in novice reduction and increasing number of students scoring at the proficient/distinguished levels in several areas across the district," said Hamby. "The state accountability data provides valuable information about the performance of our students and demonstrates the need to be more strategic and intentional in meeting individual learning needs, as well as reduce performance differences between student groups."

"Each day teachers design learning experiences to help students learn content standards," said Hamby. "Our data reflects that particular groups of students have not

mastered the content at the appropriate levels and thus indicating a need to more closely evaluate and monitor the progress of individual students, especially those that are in need of additional support. We will work to ensure that our instruction and assessments are designed to be a positive and meaningful learning experience for students and that they are congruent to the state standards so that we get an accurate depiction of student learning."

Specifically, the district has plans to do the following:
- Ensure structures are in place for teacher teams to review various assessment data to determine the individual needs of students; and
- Monitor that students receive timely, differentiated support based on their individual learning needs; and
- Ensure research-based instructional practices to personalize learning for all students are being implemented in classrooms; and
- Refine curriculum and assessments to ensure multiple authentic opportunities for students to apply their content knowledge and ensure rigorous alignment to the standards, along with the development of each of our Graduate Profile Competencies.

The district is continuing their work to design a comprehensive and robust performance based assessment system. "We believe student learning and achievement is bigger than test scores," said Hamby. "We believe the implementation of a performance based assessment system will not only allow our district to determine mastery of content standards, but will also provide an opportunity for our students to demonstrate their ability to apply that knowledge and demonstrate the competencies identified in the Trigg County Graduate Profile."

School-Specific Data

Trigg County High School

Cut Score	Accountability	Proficiency Indicator	Transition Readiness Indicator	Graduation Rate Indicator
		40	41	85
High School	TSI - Disability	56.8	59.9	93.2

Cut Score	Proficiency	Transition Readiness	Graduation Rate
	40	41	85
High School	56.8	59.9	93.2
White	57.6	63.6	92.7
African American	34.2	31.3	96.9
Hispanic	NA	NA	NA
Asian	NA	NA	NA
American Indian	NA	NA	NA
Native Hawaiian	NA	NA	NA
Two or More Races	NA	NA	NA
English Learners	NA	NA	NA
Free/Reduced Meals	45.7	56.3	90.9
Disability with IEP	23.8	0	80.4

"Trigg County High School students and staff are to be commended for meeting cut scores in proficiency, transition readiness, and graduation rate," said Shannon Burcham, Principal of Trigg County High School. "We are focusing our efforts to improve the performance of all students and more effectively support specific populations. Our teachers are working diligently to improve the use of small group instruction designed to meet all student needs, refine mentoring for individual student support, and provide early interventions in the classroom and during after school tutoring to ensure all students become mastery learners."

Trigg County Middle School

Cut Score	Accountability	Proficiency Indicator	Separate Academic Indicator	Growth Indicator
		62	55	9.5
Middle	TSI - African-American and Disability	70.7	64.7	8.3

	Proficiency Indicator	Separate Academic Indicator	Growth Indicator
Cut Score	62	55	9.5
All Students	70.7	64.7	8.3
White	72.5	65.6	8.5
African American	53.5	53.2	5.4
Hispanic	NA	NA	NA
Asian	NA	NA	NA
American Indian	NA	NA	NA
Native Hawaiian	NA	NA	NA
Two or More Races	NA	60.7	NA
English Learners	NA	NA	NA
Free/Reduced Meals	61.7	59.1	6
Disability with IEP	33.6	29.2	1.3

"At Trigg County Middle School, we are extremely pleased that our students showed notable increases of performance in reading, math, writing, and social studies over the past school year," said Principal Amy Breckel. "Our teachers and staff are dedicated to ensuring all students become mastery learners. This year, we are implementing Capturing Kids Hearts to focus on our core value of relationships. A positive learning environment, where each student and staff member is known and valued, will result in increased student engagement, academic achievement, and student growth."

Trigg County Intermediate School

Cut Score	Accountability	Proficiency Indicator	Separate Academic Indicator	Growth Indicator
		60.5	**52.6**	**15.8**
Intermediate	Other	65.3	62.6	16.2

	Proficiency Indicator	Separate Academic Indicator	Growth Indicator
Cut Score	**60.5**	**52.6**	**15.8**
Intermediate - All Students	65.3	62.6	16.2
White	67.5	63.8	16.5
African American	NA	NA	NA
Hispanic	NA	NA	NA
Asian	NA	NA	NA
American Indian	NA	NA	NA
Native Hawaiian	NA	NA	NA
Two or More Races	65.3	58.3	NA
English Learners	NA	NA	NA
Free/Reduced Meals	58.2	56.2	15.8
Disability with IEP	39	37.8	16

"Our Trigg County Intermediate School staff is proud to be designated as 'Other' in the new state accountability model," said Brian Futrell, Principal of Trigg County Intermediate School. "We are also very excited that our students with disabilities showed growth similar to that of all students. We are focusing our efforts this year to increase student growth among all populations by using multiple assessments to target individual needs of students, personalize learning, provide early interventions for struggling students through our TAG program, and extend learning opportunities for our gifted and excelling students."

Trigg County Primary School

While Trigg County Primary School does not have any tested grades in the accountability model, the school will receive the same classification of Trigg County Intermediate School, the school that it feeds. The work done from preschool through second grade is foundational to the learning that takes place throughout the rest of the students' education.

"At Trigg County Primary School we are dedicated to building the foundational skills that will prepare our students for success as they enter the Intermediate School," said Lindsey Kinslow, Principal of Trigg County Primary School. "In addition to our curriculum refinement in math, social studies, and science, we have a school-wide emphasis this year on deepening our knowledge and implementation of literacy instruction and strategies so that as students transition to third grade they have developed the literacy skills necessary for reading to learn. I am proud of our teachers, their continuous learning, and hard work to empower our young learners each and every day."

All data for the 2017-18 assessment reporting will be publicly available in the Kentucky School Report Card on the Kentucky Department of Education (KDE) website later this year.

"State achievement data is one important measure we utilize to assist us in determining our progress on the continuum of student learning," said Travis Hamby. "Therefore, during the next few weeks our teachers and administrators in partnership with our SBDM councils and Board of Education will be reviewing and analyzing the data to inform and strengthen our efforts to empower the next generation. Together we will do whatever it takes to prepare our students for future success."

Trigg County Public Schools is comprised of more than 300 faculty and staff who strive to empower the next generation. The district educates approximately 2,000 students from pre-K through 12th grade.

<div align="center">END</div>

2018-2019 Phase Two: District Assurances_10082018_14:27

Phase Two: District Assurances

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

Target Completion Date: 10/24/2018
Last Modified: 11/12/2018
Status: Locked

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eProve diagnostics

Phase Two: District Assurances

Introduction

Assurances are a required component of the CDIP process (703 KAR 5:225). Please read each assurance and indicate whether your district 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.

e Prove diagnostics

District Assurances

1. All schools in our district notify parents when their children are taught for four or more consecutive weeks by teachers who do not meet state certification requirements.

- • **Yes**
- ○ No
- ○ N/A

COMMENTS

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

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

3. Our district has planned strategies to recruit and retain certified teachers.

- • **Yes**
- ○ No
- ○ N/A

COMMENTS

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

4. Our district ensures that program funds are targeted to schools that have the lowest proportion of certified teachers, have the largest average class size, or are identified as Comprehensive Support and Improvement (CSI) or Targeted Support and Improvement (TSI) schools.

- • **Yes**
- ○ No
- ○ N/A

COMMENTS

ATTACHMENTS

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

5. Our district ensures that all personnel compensated from federal program funds are performing assignments aligned to the program purpose, according to the program plan, and appropriate documentation of such work is maintained.

- **●** **Yes**
- ○ No
- ○ N/A

COMMENTS

ATTACHMENTS

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

6. Our district maintains proper time and effort documentation for all personnel paid with federal funds according to specific federal program requirements.

- **●** **Yes**
- ○ No
- ○ N/A

COMMENTS

ATTACHMENTS

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

7. Our district ensures that there is documentation to support the child count for local institutions for neglected children that was submitted to KDE.

- ○ Yes
- ○ No
- **●** **N/A**

COMMENTS

ATTACHMENTS

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

8. Our district ensures that set-aside funds for neglected institutions in the district are spent on identified student needs.

- ○ Yes
- ○ No
- **●** **N/A**

COMMENTS

ATTACHMENTS

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

9. Our district ensures that neglected student needs were identified through consultation with staff at all neglected institutions in the district.

- ○ Yes
- ○ No
- ● **N/A**

COMMENTS

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

10. Our district ensures that parents are involved in deciding ways in which parent and family engagement funds are used.

- ● **Yes**
- ○ No
- ○ N/A

COMMENTS

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

11. Our district ensures that there is an annual meeting to inform parents of program requirements, including the right of parents to be involved in planning, review and improvement of parent programs.

- ● **Yes**
- ○ No
- ○ N/A

COMMENTS

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

12. Our district ensures that it communicates with school councils/school staff on an ongoing basis including information on program requirements, analysis of data and review of the schoolwide program (SWP) or targeted assistance school's (TAS) program plan to ensure compliance and effectiveness.

- ● **Yes**
- ○ No
- ○ N/A

COMMENTS

ATTACHMENTS

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

13. Our district ensures that private schools (within and outside the district) serving students from participating public school attendance areas have been contacted to offer Title I, Part A equitable services.

- **Yes**
- ○ No
- ○ N/A

COMMENTS

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

14. Our district ensures that schools meet cap size requirements prior to using Title I and/or Title II funds.

- **Yes**
- ○ No
- ○ N/A

COMMENTS

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

15. We certify that we are a District of Innovation and attach the approved application.

- **Yes**
- ○ No
- ○ N/A

COMMENTS

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

16. The district certifies it has submitted the required District School Safety Report in eProve to verify compliance with KRS 158.162, to assure schools are safer places for students and staff and that school safety practices are being developed and are in place.

- **Yes**
- ○ No
- ○ N/A

COMMENTS

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

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)

eProve diagnostics

2018-2019 Phase Three: Comprehensive Improvement Plan for Districts_10082018_14:28

Phase Three: Comprehensive Improvement Plan for Districts

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

Target Completion Date: 12/07/2018
Last Modified: 12/13/2018
Status: Locked

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eProve diagnostics

Phase Three: Comprehensive Improvement Plan for Districts

Comprehensive Improvement Plan for Districts

Rationale: District 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, districts 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 Districts below. If you do not have an optional narrative, enter N/A.

See attached District Goals

ATTACHMENTS

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

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
📄 District Improvement Plan Goals	District Improvement Plan Goals	

Comprehensive Improvement Plan for Districts

Rationale

District 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, districts 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 By 2020, the district will increase the percentage of proficient/distinguished students in reading and math as measured by state assessment.

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 the percentage of all students scoring proficient/distinguished in reading from 53.6% to 58.6% and in math from 37.5% to 42.5% as measured by KPREP.	KCWP 1: Design and Deploy Standards	Ensure curricular alignment reviews are conducted continuously during both PLC's, Growth Days and during summer PD	Minutes and next steps from District and School level alignment meetings		
	KCWP 2: Design and Deliver Instruction	Ensure congruency is present between standards, learning targets, and assessment measures	MAP, AIMSweb, formative and summative data, classroom observations		
		Ensure implementation of the **District Strategic Plan** (attached) which addresses teaching and learning (Deeper Learning); personalized learning; and professional learning of employees.	As defined in **District Strategic Plan**		
Objective 2 By May of 2019, the percentage of all MS students scoring proficient in reading 64.4% to 69.4% and in math from 36.5% to 41.5% as measured by the state assessment.	KCWP 1: Design and Deploy Standards	Ensure curricular alignment reviews are conducted continuously during both PLC's, Growth Days and during summer PD	Minutes and next steps from District and School level alignment meetings		
	KCWP 2: Design and Deliver Instruction	Ensure congruency is present between standards, learning targets, and assessment measures	MAP, AIMSweb, formative and summative data, classroom observations		
		Ensure implementation of the **District Strategic Plan** (attached)	As defined in **District Strategic Plan**		

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
		which addresses teaching and learning (Deeper Learning); personalized learning; and professional learning of employees.			
By May of 2019, increase the percentage of all HS students scoring Proficient in reading from 41.1% to 46.1% and in math from 36.5% to 41.5% as measured by state assessment (ACT).	KCWP 1: Design and Deploy Standards	Ensure congruency is present between standards, learning targets, and assessment measures	MAP, AIMSweb, formative and summative data, classroom observations		
	KCWP 2: Design and Deliver Instruction	Develop a clearly defined RtI school process as well as a method for documentation	MAP, AIMSweb, formative and summative data, classroom observations		
		Ensure implementation of the **District Strategic Plan** (attached) which addresses teaching and learning (Deeper Learning); personalized learning; and professional learning of employees.	As defined in **District Strategic Plan**		

2: Separate Academic Indicator

Goal 2 By Spring of 2020, Trigg County will increase the percentage of students scoring Proficient in Writing at each school level (Intermediate School will increase from 31.1% to 35.1%; Middle School will increase from 28.7% to 32.7%; High School will increase from 35.7% to 39.7%) as measured by state assessment.

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 By May of 2019, the percentage of students scoring Proficient in Writing will increase by 2% at each school level as measured by state assessment.	KCWP 1: Design and Deploy Standards	Ensure regularly-scheduled curriculum meetings to review the alignment between standards, learning targets, and assessment measures.	Minutes and next steps from District and School level alignment meetings		
		Utilize knowledge of evidence based strategies to aid in curricular adjustments when students fail to meet mastery.	Minutes and next steps from District and School level alignment meetings		
		Ensure implementation of the **District Strategic Plan** (attached) which addresses teaching and learning (Deeper Learning); personalized learning; and professional learning of employees.	As defined in **District Strategic Plan**		

3: Gap

Goal 3 By Spring of 2020, Trigg County will increase the Proficiency Index score of students with disabilities in the area of Reading and Math at each school level as measured by the state assessment.

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.)*	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.*	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.
• 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 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	

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1 By May of 2019, Trigg County Intermediate School (TCIS) will increase the Proficiency Index score of students with disabilities in Reading from 44.4 to 49.4 and from 33.5 to 38.5 in Math as measured by state assessment.	KCWP 2: Design and Deliver Instruction	Ensure ongoing professional development in the area of evidence based practices to aid in curricular adjustments when students fail to meet mastery.	Professional development records, PLC Minutes		
		Ensure that curricular delivery and assessment measures provide for all pertinent information needs for students	Curriculum documents, formative and summative data		
		Ensure implementation of the **District Strategic Plan** (attached) which addresses teaching and learning (Deeper Learning); personalized learning; and professional learning of employees.	As defined in **District Strategic Plan**		
Objective 2 By May of 2019, Trigg County Middle School (TCMS) will increase the	KCWP 2: Design and Deliver Instruction	Ensure ongoing professional development in the area of evidence based practices to aid in curricular adjustments when students fail to	Professional development records, PLC Minutes		

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Proficiency Index score of Students with disabilities from 38.8 to 43.8 in Reading and from 28.3 to 33.3 in Math as measured by state assessment.		meet mastery.			
		Ensure that curricular delivery and assessment measures provide for all pertinent information needs for students	Curriculum documents, formative and summative data		
		Ensure implementation of the **District Strategic Plan** (attached) which addresses teaching and learning (Deeper Learning); personalized learning; and professional learning of employees.	As defined in **District Strategic Plan**		
Objective 3 By Spring of 2019, Trigg County High School (TCHS) will increase the Proficiency Index score of Students with Disabilities from 22.5 to 27.5 in Reading and from 25 to 30 in Math as measured by state assessment.	KCWP 2: Design and Deliver Instruction	Ensure ongoing professional development in the area of evidence based practices to aid in curricular adjustments when students fail to meet mastery.	Professional development records, PLC Minutes		
		Ensure that curricular delivery and assessment measures provide for all pertinent information needs for students	Curriculum documents, formative and summative data		
		Ensure implementation of the **District Strategic Plan** (attached) which addresses teaching and learning (Deeper Learning); personalized learning; and professional learning of employees.	As defined in **District Strategic Plan**		

4: Graduation rate

Goal 4 (*State your Graduation Rate goal*): TCHS will increase the Graduation Rate Indicator from 93.2 in 2018 to 96.2 by 2021, as measured by the average of the 4 and 5-year Cohort Graduation Rate.

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.)*	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.*	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.
• 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 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	

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1 TCHS will increase the Graduation Rate Indicator from 93.2 in 2018 to 94.2 by 2019, as measured by the average of the 4 and 5-year Cohort Graduation Rate.	KCWP 4: Review, Analyze and Apply Data	Utilize the Early Warning Tool to assist in identifying students at risk for remediation, failure, and /or untimely graduation.	PLC meeting minutes Connection activities Counseling Logs		
		Establish bi-monthly review of Early Warning Tool by district and school administrators	Cabinet agendas		
		Ensure implementation of the **District Strategic Plan** (attached) which addresses teaching and learning (Deeper Learning); personalized learning; and professional learning of employees.	As defined in **District Strategic Plan**		

5: Growth

Goal 5 By 2020, Trigg County will increase the reading growth index in TCIS from 18.8 to 23.8 and in TCMS from 13.9 to 18.9; and increase the math growth index at TCIS from 13.5 to 18.5 and at TCMS from 2.7 to 7.7 as measured by state assessment.

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 Increase the reading growth index at TCIS from 18.8 to 23.8 and at TCMS from 13.9 to 18.9 as measured by state assessment.	KCWP 1: Design and Deploy Standards	Ensure regularly-scheduled curriculum meetings to review the alignment between standards, learning targets, and assessment measures.	Minutes and next steps from District and School level alignment meetings		
		Utilize knowledge of evidence based strategies to aid in curricular adjustments when students fail to meet mastery.	Minutes and next steps from District and School level alignment meetings		
		Ensure implementation of the **District Strategic Plan** (attached) which addresses teaching and learning (Deeper Learning); personalized learning; and professional learning of employees.	As defined in **District Strategic Plan**		
Objective 2 Increase the math growth index at TCIS from 13.5 to 18.5 and at TCMS from 2.7 to 7.7 as measured by state assessment.	KCWP 1: Design and Deploy Standards	Ensure regularly-scheduled curriculum meetings to review the alignment between standards, learning targets, and assessment measures.	Minutes and next steps from District and School level alignment meetings		
		Utilize knowledge of evidence based strategies to aid in curricular adjustments when students fail to	Minutes and next steps from District and School level alignment		

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
		meet mastery.	meetings		
		Ensure implementation of the **District Strategic Plan** (attached) which addresses teaching and learning (Deeper Learning); personalized learning; and professional learning of employees.	As defined in **District Strategic Plan**		

6: Transition Readiness

Goal 6 By 2021, Trigg County will increase the Transition Indicator Index score from 59.9 to 64.9 as measured by state accountability.

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.)*	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.*	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.
• 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 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	

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1 By 2021, Trigg County will increase the Transition Indicator Index score from 59.9 to 64.9 as measured by state accountability.	KCWP 1: Design and Deploy Standards	Ensure regularly-scheduled curriculum meetings to review the alignment between standards, learning targets, and assessment measures.	Minutes and next steps from District and School level alignment meetings		
		Utilize knowledge of evidence based strategies to aid in curricular adjustments when students fail to meet mastery.	Minutes and next steps from District and School level alignment meetings		
		Ensure implementation of the **District Strategic Plan** (attached) which addresses teaching and learning (Deeper Learning); personalized learning; and professional learning of employees.	As defined in **District Strategic Plan**		