



# **KDE Comprehensive School Improvement Plan**

**Trigg County High School**  
**Trigg County**

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# TABLE OF CONTENTS

Introduction ..... 1

## **Executive Summary**

Introduction ..... 3

Description of the School ..... 4

School's Purpose ..... 5

Notable Achievements and Areas of Improvement ..... 6

Additional Information ..... 7

## **TCHS Comprehensive School Improvement Plan 2015-16**

Overview ..... 9

Goals Summary ..... 10

Goal 1: Increase the average combined reading and math End of Course scores for all students in the non duplicated gap group from 30.2% in 2013 to 64.8% in 2019 ..... 11

Goal 2: Trigg County High School will increase the averaged combined reading and math End of Course scores for all students from 36.7% in 2015 to 70.5% in 2019 ..... 12

Goal 3: Increase the cohort graduation rate from 91.8% in 2013 to 93.4% by 2016 as measured by the five year Adjusted Cohort Graduation Rate ..... 14

Goal 4: Increase the percentage of students who are college and career ready from 71.7% to 75% by 2016 ..... 16

Goal 5: Trigg County High School will decrease the percent of students scoring Novice in Reading from 41% to 20.5% and Math from 29.7% to 14.85% by 2020 as measured by End of Course Assessments ..... 20

Activity Summary by Funding Source ..... 22

## **KDE Needs Assessment**

Introduction ..... 29

Data Analysis..... 30

Areas of Strengths..... 31

Opportunities for Improvement..... 32

Conclusion..... 33

**KDE Compliance and Accountability - Schools**

Introduction..... 35

Planning and Accountability Requirements..... 36

**KDE Assurances - School**

Introduction..... 66

Assurances..... 67

**The Missing Piece**

Introduction..... 73

Stakeholders..... 74

Relationship Building..... 75

Communications..... 76

Decision Making..... 78

Advocacy..... 80

Learning Opportunities..... 81

Community Partnerships..... 82

Reflection..... 83

Report Summary..... 84

**Improvement Plan Stakeholder Involvement**

Introduction..... 86

Improvement Planning Process..... 87

**School Safety Report**

Introduction..... 89

School Safety Requirements..... 90

**Equitable Access Diagnostic**

Introduction..... 93

Needs Assessment..... 94

Equitable Access Strategies..... 95

Questions..... 97

## **Introduction**

The process of Improvement Planning in Kentucky is used as the means of determining how schools and districts will plan to ensure that students reach proficiency and beyond by 2015. The process focuses school and district improvement efforts on student needs by bringing together all stakeholders to plan for improvement, by focusing planning efforts on priority needs and closing achievement gaps between subgroups of students, by building upon school and district capacity for high quality planning, and by making connections between the funds that flow into the district and the priority needs in schools. Your school's plans for improvement must be based on careful and honest analysis of data, address all content areas, and clearly address gaps in student achievement.

# **Executive Summary**

## **Introduction**

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

## **Description of the School**

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

Trigg County High School has approximately 660 students , 45 teachers, three instructional assistants, two guidance counselors a librarian,two assistant principals and one principal. Trigg County has a population of approximately 14,000 living within the county and approximately four thousand living within the county seat which is Cadiz, Kentucky. The Trigg County Board of Education is the largest employer in Trigg

County with Trigg County Hospital, Kentucky Machine and Engineering, Transcraft, Ethridge Plastics and a few other small manufacturing businesses. Two large corporate farms also employ a large number of our population as well.

The following percentages represents our current demographic information:

Male: 55%

Female: 45%

Free/Reduced: 50.9%

White: 86.5%

Black: 8.9%

Hispanic: 2.0%

Asian: 0.2%

Two or more: 2.4%

Special Education: 10.%

Trigg County is located adjacent to Land Between the Lakes and and is often referred to as the Gateway to Land Between the Lakes (LBL) thus tourism is a large part of the Trigg County economy. Other features unique to our small town include the Janice Mason Art Museum and Lake Barkley State Resort Park which is one of the premier Parks in the state of Kentucky. Trig County's challenge is to create and maintain great high-paying jobs so that our students and community members can remain in our community.



## **School's Purpose**

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

The mission of Trigg County High School is to provide a safe and positive environment where all students will become college or career ready. TCHS provides students with the tools necessary to be productive citizens and contributing members of the workforce. Our students have opportunities to grow and excel in many areas, including academics, leadership, athletics, music, drama, art, and vocational programs. Although a small school located in a rural setting, Trigg County High School provides its students with opportunities often found in larger school systems. We care about our students and their successes. We promote the "Wildcat Way," which is to "Do the work; do what's right; and be somebody." In Trigg County, we strive to educate each student to prepare him/her for a promising and exciting future.

Trigg County Schools has been designated as a District of Innovation with TCHS as the catalyst of this innovation for the district. The TCHS staff has embraced Problem Based Learning (PBLs) which is a form of inquiry-based learning that is contextual, creative and shared, where students collaborate on projects that require critical thinking and communication. The Freshmen team has developed a Problem Based Learning unit that has been incorporated in several content areas along with other PBLs at other grade levels and in specific content areas. This work is in the development stage but TCHS will continue to fine tune this important work.

TCHS's educational programs address the needs of all students. We offer tutoring in the areas of English, Mathematics, Science, Social Studies, Spanish and French. Trigg County High School offers assistance to students through a variety of programs including the Gifted and Talented Program, Special Education Program, Youth Service Center, Migrant Education Program, Connections which is an Advisor/Advisee Program, Guidance and Counseling Services, a Post-Secondary Career/College Planner, Community-Based WorkTransition Program, and a School-Community Liason. TCHS is also a Gear UP School and receives services from the state Gear Up Team.

## **Notable Achievements and Areas of Improvement**

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

Trigg County High School (TCHS) met their goal of becoming a proficient school based on the Kentucky Accountability system for two consecutive years. The percentage of College and Career Ready students at TCHS has increased from 34% in 2009 to 71.7% in 2015 exceeding our 2015 delivery target. TCHS engineering students continue to rank first in the state, for a sixth consecutive year, for their performance on the state assessment in all three courses tested. Trigg County High School is striving to improve/increase the proficiency of all students in all subjects.

## **Additional Information**

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

No additional informaiton

# **TCHS Comprehensive School Improvement Plan 2015-16**

## **Overview**

### **Plan Name**

TCHS Comprehensive School Improvement Plan 2015-16

### **Plan Description**

## Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Increase the average combined reading and math End of Course scores for all students in the non duplicated gap group from 30.2% in 2013 to 64.8% in 2019	Objectives: 1 Strategies: 1 Activities: 6	Organizational	\$22000
2	Trigg County High School will increase the averaged combined reading and math End of Course scores for all students from 36.7% in 2015 to 70.5% in 2019.	Objectives: 5 Strategies: 5 Activities: 5	Organizational	\$0
3	Increase the cohort graduation rate from 91.8% in 2013 to 93.4% by 2016 as measured by the five year Adjusted Cohort Graduation Rate	Objectives: 2 Strategies: 2 Activities: 6	Organizational	\$500
4	Increase the percentage of students who are college and career ready from 71.7% to 75% by 2016.	Objectives: 2 Strategies: 4 Activities: 16	Organizational	\$10900
5	Trigg County High School will decrease the percent of students scoring Novice in Reading from 41% to 20.5% and Math from 29.7% to 14.85% by 2020 as measured by End of Course Assessments.	Objectives: 2 Strategies: 2 Activities: 2	Academic	\$0

## Goal 1: Increase the average combined reading and math End of Course scores for all students in the non duplicated gap group from 30.2% in 2013 to 64.8% in 2019

### Measurable Objective 1:

collaborate to increase the averaged reading and math proficiency ratings in the non-duplicated gap group from 24.3% to 43.6% by 05/27/2016 as measured by End of Course and On Demand Assessments ..

### Strategy 1:

Curriculum, Instruction and Assessment - Teachers will meet during Professional Learning Communities to ensure that all curriculum and assessments are congruent to Kentucky Core Academic Standards. Teachers and administrators will disaggregate assessment data to identify individual student instructional needs,

Category: Continuous Improvement

Activity - Benchmark Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will administer Quality Core Benchmark Assessments and Common Assessments to determine level of student proficiency on Common Core Standards. Teachers in each content area (English II including On-Demand Writing, Biology, US History, Algebra II) will disaggregate data and determine instructional next steps for all students.	Academic Support Program	09/04/2015	05/27/2016	\$0	No Funding Required	Teachers and administration
Activity - FLEX Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
TCHS will provide intervention on Flex days in Reading and math to review, intervene and reassess for student mastery. During Professional Learning Communities teachers will review data from Common Assessments and daily work of students to determine if remediation is needed.	Academic Support Program	08/28/2015	05/27/2016	\$1000	District Funding	Teachers and Administration
Activity - Targeted Assistance and Growth	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who score at the 25th percentile or lower on the Measure of Academic Progress Assessment will be provided additional time with a research-based intervention. Progress Monitoring data will be maintained by the teachers and staff.	Academic Support Program	09/18/2015	05/27/2016	\$5000	Title I Schoolwide	TAG teachers, Guidance, Administrative Staff
Activity - Bi-Weekly Content Area Professional Learning Community Meetings (PLC's)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

**KDE Comprehensive School Improvement Plan**

Trigg County High School

Teachers will meet weekly in Professional Learning Communities (PLC's). Teachers will Project Tune PBL units and will also develop and/or revise Common Assessments that are congruent to the Kentucky Core Academic Standards. Teachers will disaggregate the results of the Common Assessments to identify areas of instructional need for individual students. Teachers will also identify strategies and activities that will be used during flexible grouping periods for the purpose of providing interventions to students that are not mastering identified content.	Professional Learning	08/21/2015	05/27/2016	\$0	No Funding Required	Teachers and Administrators
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Activity - Blended Learning/Flipped Classroom	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will receive instruction that is individualized to meet their specific needs. Teachers will utilize technology and instructional strategies to provide instruction for students at their specific level of needs. Chromebooks will be used with Freshmen and Sophomores. Computer programs used include but are not limited to MathXL, Reading Plus, Lexia, Khan Academy etc. Progress will be monitored through Math XL, and Khan Academy diagnostic data.	Direct Instruction	10/02/2015	05/27/2016	\$8000	Title I Schoolwide	Teachers and Administrative Staff

Activity - Problem Based Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will develop and implement Problem Based Learning Units. The units will provide students with a real world authentic problem that needs a solution. Teachers will use Tuning Protocols to review and revise. Implementation will be measured through Walk Thru's and PLC minutes.	Direct Instruction	09/01/2015	05/27/2016	\$8000	District Funding	All Teachers and Administrative Staff

**Goal 2: Trigg County High School will increase the averaged combined reading and math End of Course scores for all students from 36.7% in 2015 to 70.5% in 2019.**

**Measurable Objective 1:**

collaborate to increase the overall reading and math from 36.7% in 2015 to 52.7 % proficiency by 05/27/2016 as measured by by End of Course and On Demand Assessments.

**Strategy 1:**

Curriculum/Assessment Alignment - In order to increase student proficiency, students will receive instruction organized into units of study.

Category:

Activity - Benchmark Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## KDE Comprehensive School Improvement Plan

Trigg County High School

Teachers will develop/revise and administer Quality Core Benchmark Assessments and Common Assessments to determine levels of student mastery of Common Core Standards. Teachers will work together in PLC's to disaggregate data and determine instructional next steps for all students.	Direct Instruction, Academic Support Program	08/07/2015	05/27/2016	\$0	No Funding Required	Teachers, Instructional Supervisor and Administrative Staff
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### Measurable Objective 2:

collaborate to increase the percent of students scoring proficient in Writing from 33% in 2015 to 50.3% in 2016 by 05/27/2016 as measured by On-Demand Writing assessment..

### Strategy 1:

Formative Assessment - Teachers will formatively assess student writing and provide specific feedback throughout instruction. ELA teachers will discuss student performance during PLC meetings and develop a plan to ensure proficiency for every student

Category: Continuous Improvement

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PLC meetings are held weekly for teachers to create and revise Units of Study On-Demand Prompts and Common Assessments congruent to the Kentucky Core Academic Standards. The assessment results are analyzed to determine individual student instructional needs.	Academic Support Program	08/06/2015	05/27/2016	\$0	No Funding Required	Instructional Staff, Administrative Staff

### Measurable Objective 3:

collaborate to reach proficiency on all standards by 06/01/2016 as measured by the Program Review for Writing..

### Strategy 1:

Writing Integration - In order to increase proficiency in writing TCHS will integrate writing activities across the curriculum as determined by the SBDM Writing policy.

Category: Continuous Improvement

Activity - Writing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will integrate writing in all content areas and will submit writing samples for both the program review and the TCHS Writing Policy.	Academic Support Program	08/06/2015	05/27/2016	\$0	No Funding Required	Instructional Staff, Administrative Staff

### Measurable Objective 4:

collaborate to increase the rate of proficiency from 8.5 to 9.7 by 05/16/2014 as measured by the Program Review for Arts and Humanities..

### Strategy 1:

Arts and Humanities Integration - In order to increase proficiency in arts and humanities, TCHS will integrate arts and humanities activities across the curriculum.

Category:

Activity - Arts and Humanities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will integrate Arts and Humanities in all content areas and will submit samples for the program review.	Academic Support Program	09/01/2015	05/27/2016	\$0	No Funding Required	Teachers, Administrative Staff

**Measurable Objective 5:**

collaborate to become proficient in Global Competencies/World Languages by 06/01/2016 as measured by Program Review.

**Strategy 1:**

Instructional Strategies/Curriculum Alignment - Teachers will align curriculum and embed Global Competencies into units of study/PBL's.

Category: Learning Systems

Activity - Units of Study	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will incorporate Global Competency standards into daily instruction.	Direct Instruction	12/01/2015	06/01/2016	\$0	No Funding Required	Teachers, Administration

**Goal 3: Increase the cohort graduation rate from 91.8% in 2013 to 93.4% by 2016 as measured by the five year Adjusted Cohort Graduation Rate**

**Measurable Objective 1:**

collaborate to increase four year cohort graduation rate from 93.7% in 2015 to 93.4% by 05/27/2016 as measured by five year Cohort rate..

**Strategy 1:**

Reversing the Peer Effect" - "Reversing the Peer Effect" through advising – Students will set goals, review benchmarks and work to find their passion through a variety of experiences offered at TCHS.

Category:

Activity - Connections Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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**KDE Comprehensive School Improvement Plan**

Trigg County High School

Each staff member will undergo professional development to prepare for home visits and better understand our efforts to "reverse the peer effect".	Career Preparation/Orientation	08/06/2015	05/27/2016	\$0	No Funding Required	Instructional Staff, Post-Secondary Career Counselor, Administrative Staff, Youth Service Center Staff
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Activity - Connections	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each staff member will lead a class of 15 - 20 students from all grade levels for advisor/advisee sessions. Teachers will evenly distribute and mentor students identified as at-risk according to the Persistence to Graduation report.	Career Preparation/Orientation	08/06/2015	05/27/2016	\$0	No Funding Required	Instructional Staff, Post-Secondary Career Counselor, Youth Service Center Staff, Administrative Staff

Activity - Home Visits	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each staff member will schedule home visits for their incoming freshmen students.	Career Preparation/Orientation	08/06/2015	05/27/2016	\$0	No Funding Required	Instructional Staff, Post-Secondary Career Counselor, Youth Service Center Staff, Administrative Staff

**Measurable Objective 2:**

collaborate to decrease the suspension rate of all students from 4.9% to 2.0% by 05/27/2016 as measured by Graduation Rate Data.

**Strategy 1:**

Behavioral Response to Intervention - Implementation of a Behavioral Response to Intervention (RTI) will be created for students at-risk.

Category:

Activity - Home Visits	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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**KDE Comprehensive School Improvement Plan**

Trigg County High School

Home visits will be made to at-risk students' homes.	Behavioral Support Program	08/06/2015	05/27/2016	\$0	No Funding Required	Instructional Staff, Administrative Staff, Youth Service Center Staff, Post-Secondary Career Counselor,
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Activity - "Why Try" Behavior Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implement research-based "Why Try" program to aid students-at-risk learn resiliency and overcome personal obstacles.	Behavioral Support Program	08/06/2015	05/27/2016	\$0	No Funding Required	Instructional Staff, Guidance, Administrative Staff, Youth Service Center Staff

Activity - Rewards	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Reward students when goals are achieved on the Behavioral Intervention Plan.	Behavioral Support Program	08/06/2015	05/27/2016	\$500	Other	Instructional Staff, Youth Service Center Staff, Administrative Staff

**Goal 4: Increase the percentage of students who are college and career ready from 71.7% to 75% by 2016.**

**Measurable Objective 1:**

collaborate to increase the percent of students College and Career ready from 71.7% to 75% by 05/27/2016 as measured by ACT, KOSSA, ASVAB, Workkeys, and Industry Certificates.

**Strategy 1:**

College/Career Ready Prep - All students will receive college and career ready preparation in a variety of ways.

Category:

Activity - FLEX Day	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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# KDE Comprehensive School Improvement Plan

Trigg County High School

During Flex Days students will receive instruction on test taking strategies.	Academic Support Program	08/06/2015	05/27/2016	\$0	Other	Instructional Staff, Guidance Staff, Administrative Staff
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Activity - Reading Plus	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
TCHS will provide juniors and seniors not meeting the reading benchmark instruction and interventions using the Reading Plus Program to teach, review, intervene and reassess for student mastery.	Academic Support Program	08/06/2015	05/27/2016	\$7000	General Fund, Title I Schoolwide	Teachers and Administrative Staff

Activity - Transitional Coursework/Interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
TCHS will provide seniors not meeting the benchmarks instruction and interventions using the KDE transitional coursework or other content specific interventions.	Academic Support Program	08/06/2015	05/27/2016	\$500	General Fund	Teachers and administrators

Activity - Method Test Prep	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All Students will have access to an ACT prep program, Method Test Prep, which will be accessed through students Individual Learning Plans (ILP). Effectiveness will be measured through data and usage provided by the program.	Academic Support Program	10/01/2015	06/01/2016	\$1100	General Fund	Teachers, College and Career Coach, Administrative Staff

## Strategy 2:

Create a College Going Culture - A College Going Culture will be created through collaboration with the community, staff, College and Career Coordinator and Gear Up KY staff.

Category:

Activity - Individual Learning Plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will review and revise their Individual Learning Plans (ILP's).	Career Preparation/Orientation	05/29/2015	05/27/2016	\$0	No Funding Required	College Career Coach, Instructional Staff, Administrative Staff

Activity - Senior Seminar	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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# KDE Comprehensive School Improvement Plan

Trigg County High School

All Seniors will participate in a seminar led by postsecondary, career and community partners.	Career Preparation/Orientation	08/06/2015	05/27/2016	\$800	Other	Instructional Staff, Guidance, College and Career Counselor, Administrative Staff
<b>Activity - FAFSA Workshop</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Provide graduating students and their parents/guardians with FAFSA workshops and counseling to complete the FAFSA form.	Career Preparation/Orientation	12/01/2015	01/30/2016	\$0	No Funding Required	Post Secondary and Career Counselor, Instructional Staff, Administrative Staff, Guidance Staff
<b>Activity - Career Pathways</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Student will schedule using career pathways and Individual Learning Plans.	Career Preparation/Orientation	02/05/2016	05/27/2016	\$0	No Funding Required	Instructional Staff, Guidance Staff, Post-Secondary Career Counselor, Administrative Staff
<b>Activity - Open Enrollment</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Students are provided with open enrollment opportunities in pre-AP and AP courses.	Career Preparation/Orientation	08/06/2015	05/27/2016	\$0	No Funding Required	Instructional Staff, Guidance, Administrative Staff
<b>Activity - Dual Credit</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Dual Credit opportunities are offered to students who have met the ACT, KYOTE or COMPASS benchmarks through Hopkinsville Community College, Murray State Racer Academy and TCHS instructional staff.	Career Preparation/Orientation	08/06/2015	05/27/2016	\$500	General Fund	Instructional Staff, Guidance, Administrative Staff

# KDE Comprehensive School Improvement Plan

Trigg County High School

Activity - Campus Visits	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide students the opportunity to participate in college campus visits based upon their ILP.	Career Preparation/Orientation	08/06/2015	05/27/2016	\$1000	Other	Instructional Staff, Post-secondary and career counselor, Gear-Up-KY Staff
Activity - Individual Counseling	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students are provided with individualized counseling with the college and post secondary counselor.	Career Preparation/Orientation	08/06/2015	05/27/2016	\$0	No Funding Required	College and Post Secondary Career Counselor
Activity - KOSSA Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will develop assessments congruent to the KOSSA standards. The results of the assessments will be analyzed and students will receive instruction based on individual needs as determined from each assessment.	Career Preparation/Orientation	09/04/2015	05/02/2016	\$0	No Funding Required	Teachers and Administrative Staff

## Measurable Objective 2:

collaborate to reach proficiency by 05/27/2016 as measured by the Program Review for Practical Living/Consumer Science..

## Strategy 1:

Practical Living/Consumer Science Integration - In order to increase proficiency in Practical Living/Consumer Science, TCHS will integrate Practical Living/Consumer Science activities across the curriculum.

Category: Professional Learning & Support

Activity - Practical Living/Consumer Science	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will integrate PLCS in all content areas and will submit Practical Living/Consumer samples for the program review.	Career Preparation/Orientation	08/06/2015	05/27/2016	\$0	No Funding Required	Teachers, Administrative Staff, Postsecondary and Career Ready Coach

## Strategy 2:

Health Education Integration - In order to increase proficiency in Health Education, the school wellness committee will meet 4 times per year and monitor the following activities:

Category: Continuous Improvement

Activity - Health Education Integration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will integrate health education in all content areas and will submit health education samples for the PLCS program review.	Academic Support Program	08/06/2015	05/27/2016	\$0	No Funding Required	Instructional Staff, Administrative Staff, Youth Service Center Staff

Activity - Physical Activity	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
TCHS will increase the physical activity opportunities throughout the school environment	Academic Support Program	08/06/2015	05/27/2016	\$0	No Funding Required	Instructional Staff, Administrative Staff, Youth Service Center Staff

**Goal 5: Trigg County High School will decrease the percent of students scoring Novice in Reading from 41% to 20.5% and Math from 29.7% to 14.85% by 2020 as measured by End of Course Assessments.**

**Measurable Objective 1:**

3% of All Students will demonstrate a proficiency by decreasing the Math Novice ratings of all students from 29.7% to 26% . in Algebra by 05/27/2016 as measured by Algebra II End of Course Assessment.

**Strategy 1:**

Common Assessments - Teachers will collaborate with curriculum supervisor and/or principal to design effective instructional lessons and activities that will move students to proficiency.

Category: Continuous Improvement

Activity - Common Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will develop and administer Common Assessments to determine level of student proficiency on the Kentucky Core Academic Standards. Teachers will review the data and determine instructional next steps for individual students. Meeting notes will be added to content level PLC schoology groups.	Direct Instruction, Academic Support Program	11/06/2015	05/27/2016	\$0	No Funding Required	Teachers, Administrators



# KDE Comprehensive School Improvement Plan

Trigg County High School

## Measurable Objective 2:

4% of All Students will increase student growth by decreasing the reading novice rate of all students from 41% to 37% in English 10 by 05/27/2016 as measured by English 10 End of Course Assessment.

### Strategy 1:

Collaboration - Teachers will collaborate with curriculum supervisor and/or principal to design effective instructional lessons and activities that will move students to proficiency.

Category: Continuous Improvement

Activity - Common Assessments/Formative Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will develop/revise and administer Common Assessments to determine level of student proficiency on the Kentucky Core Academic Standards. Teachers will review the data and determine instructional next steps for individual students. Meeting notes will be added to content level PLC schoology groups.	Direct Instruction	09/01/2015	05/27/2016	\$0	No Funding Required	Teachers, Administrator s, Instructional Supervisor

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
FLEX Day	During Flex Days students will receive instruction on test taking strategies.	Academic Support Program	08/06/2015	05/27/2016	\$0	Instructional Staff, Guidance Staff, Administrative Staff
Rewards	Reward students when goals are achieved on the Behavioral Intervention Plan.	Behavioral Support Program	08/06/2015	05/27/2016	\$500	Instructional Staff, Youth Service Center Staff, Administrative Staff
Senior Seminar	All Seniors will participate in a seminar led by postsecondary, career and community partners.	Career Preparation/Orientation	08/06/2015	05/27/2016	\$800	Instructional Staff, Guidance, College and Career Counselor, Administrative Staff
Campus Visits	Provide students the opportunity to participate in college campus visits based upon their ILP.	Career Preparation/Orientation	08/06/2015	05/27/2016	\$1000	Instructional Staff, Post-secondary and career counselor, Gear-Up-KY Staff
<b>Total</b>					<b>\$2300</b>	

### No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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# KDE Comprehensive School Improvement Plan

Trigg County High School

Open Enrollment	Students are provided with open enrollment opportunities in pre-AP and AP courses.	Career Preparation/Orientation	08/06/2015	05/27/2016	\$0	Instructional Staff, Guidance, Administrative Staff
Professional Learning Communities	PLC meetings are held weekly for teachers to create and revise Units of Study On-Demand Prompts and Common Assessments congruent to the Kentucky Core Academic Standards. The assessment results are analyzed to determine individual student instructional needs.	Academic Support Program	08/06/2015	05/27/2016	\$0	Instructional Staff, Administrative Staff
Connections Training	Each staff member will undergo professional development to prepare for home visits and better understand our efforts to "reverse the peer effect".	Career Preparation/Orientation	08/06/2015	05/27/2016	\$0	Instructional Staff, Post-Secondary Career Counselor, Administrative Staff, Youth Service Center Staff
FAFSA Workshop	Provide graduating students and their parents/guardians with FAFSA workshops and counseling to complete the FAFSA form.	Career Preparation/Orientation	12/01/2015	01/30/2016	\$0	Post Secondary and Career Counselor, Instructional Staff, Administrative Staff, Guidance Staff
Health Education Integration	All teachers will integrate health education in all content areas and will submit health education samples for the PLCS program review.	Academic Support Program	08/06/2015	05/27/2016	\$0	Instructional Staff, Administrative Staff, Youth Service Center Staff
Individual Learning Plan	Students will review and revise their Individual Learning Plans (ILP's).	Career Preparation/Orientation	05/29/2015	05/27/2016	\$0	College Career Coach, Instructional Staff, Administrative Staff
Benchmark Assessments	Teachers will administer Quality Core Benchmark Assessments and Common Assessments to determine level of student proficiency on Common Core Standards. Teachers in each content area (English II including On-Demand Writing, Biology, US History, Algebra II) will disaggregate data and determine instructional next steps for all students.	Academic Support Program	09/04/2015	05/27/2016	\$0	Teachers and administration

# KDE Comprehensive School Improvement Plan

Trigg County High School

Common Assessments/Formative Assessments	Teachers will develop/revise and administer Common Assessments to determine level of student proficiency on the Kentucky Core Academic Standards. Teachers will review the data and determine instructional next steps for individual students. Meeting notes will be added to content level PLC schoology groups.	Direct Instruction	09/01/2015	05/27/2016	\$0	Teachers, Administrators, Instructional Supervisor
Practical Living/Consumer Science	All teachers will integrate PLCS in all content areas and will submit Practical Living/Consumer samples for the program review.	Career Preparation/Orientation	08/06/2015	05/27/2016	\$0	Teachers, Administrative Staff, Postsecondary and Career Ready Coach
Benchmark Assessments	Teachers will develop/revise and administer Quality Core Benchmark Assessments and Common Assessments to determine levels of student mastery of Common Core Standards. Teachers will work together in PLC's to disaggregate data and determine instructional next steps for all students.	Direct Instruction, Academic Support Program	08/07/2015	05/27/2016	\$0	Teachers, Instructional Supervisor and Administrative Staff
"Why Try" Behavior Program	Implement research-based "Why Try" program to aid students-at-risk learn resiliency and overcome personal obstacles.	Behavioral Support Program	08/06/2015	05/27/2016	\$0	Instructional Staff, Guidance, Administrative Staff, Youth Service Center Staff
Career Pathways	Student will schedule using career pathways and Individual Learning Plans.	Career Preparation/Orientation	02/05/2016	05/27/2016	\$0	Instructional Staff, Guidance Staff, Post-Secondary Career Counselor, Administrative Staff
KOSSA Assessments	Teachers will develop assessments congruent to the KOSSA standards. The results of the assessments will be analyzed and students will receive instruction based on individual needs as determined from each assessment.	Career Preparation/Orientation	09/04/2015	05/02/2016	\$0	Teachers and Administrative Staff
Common Assessments	Teachers will develop and administer Common Assessments to determine level of student proficiency on the Kentucky Core Academic Standards. Teachers will review the data and determine instructional next steps for individual students. Meeting notes will be added to content level PLC schoology groups.	Direct Instruction, Academic Support Program	11/06/2015	05/27/2016	\$0	Teachers, Administrators

# KDE Comprehensive School Improvement Plan

Trigg County High School

Home Visits	Each staff member will schedule home visits for their incoming freshmen students.	Career Preparation/Orientation	08/06/2015	05/27/2016	\$0	Instructional Staff, Post-Secondary Career Counselor, Youth Service Center Staff, Administrative Staff
Home Visits	Home visits will be made to at-risk students' homes.	Behavioral Support Program	08/06/2015	05/27/2016	\$0	Instructional Staff, Administrative Staff, Youth Service Center Staff, Post-Secondary Career Counselor,
Individual Counseling	Students are provided with individualized counseling with the college and post secondary counselor.	Career Preparation/Orientation	08/06/2015	05/27/2016	\$0	College and Post Secondary Career Counselor
Connections	Each staff member will lead a class of 15 - 20 students from all grade levels for advisor/advisee sessions. Teachers will evenly distribute and mentor students identified as at-risk according to the Persistence to Graduation report.	Career Preparation/Orientation	08/06/2015	05/27/2016	\$0	Instructional Staff, Post-Secondary Career Counselor, Youth Service Center Staff, Administrative Staff
Arts and Humanities	All teachers will integrate Arts and Humanities in all content areas and will submit samples for the program review.	Academic Support Program	09/01/2015	05/27/2016	\$0	Teachers, Administrative Staff
Writing	All teachers will integrate writing in all content areas and will submit writing samples for both the program review and the TCHS Writing Policy.	Academic Support Program	08/06/2015	05/27/2016	\$0	Instructional Staff, Administrative Staff
Physical Activity	TCHS will increase the physical activity opportunities throughout the school environment	Academic Support Program	08/06/2015	05/27/2016	\$0	Instructional Staff, Administrative Staff, Youth Service Center Staff
Units of Study	Teachers will incorporate Global Competency standards into daily instruction.	Direct Instruction	12/01/2015	06/01/2016	\$0	Teachers, Administration

## KDE Comprehensive School Improvement Plan

Trigg County High School

Bi-Weekly Content Area Professional Learning Community Meetings (PLC's)	Teachers will meet weekly in Professional Learning Communities (PLC's). Teachers will Project Tune PBL units and will also develop and/or revise Common Assessments that are congruent to the Kentucky Core Academic Standards. Teachers will disaggregate the results of the Common Assessments to identify areas of instructional need for individual students. Teachers will also identify strategies and activities that will be used during flexible grouping periods for the purpose of providing interventions to students that are not mastering identified content.	Professional Learning	08/21/2015	05/27/2016	\$0	Teachers and Administrators
<b>Total</b>					\$0	

### Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Reading Plus	TCHS will provide juniors and seniors not meeting the reading benchmark instruction and interventions using the Reading Plus Program to teach, review, intervene and reassess for student mastery.	Academic Support Program	08/06/2015	05/27/2016	\$3000	Teachers and Administrative Staff
Blended Learning/Flipped Classroom	Students will receive instruction that is individualized to meet their specific needs. Teachers will utilize technology and instructional strategies to provide instruction for students at their specific level of needs. Chromebooks will be used with Freshmen and Sophomores. Computer programs used include but are not limited to MathXL, Reading Plus, Lexia, Khan Academy etc. Progress will be monitored through Math XL, and Khan Academy diagnostic data.	Direct Instruction	10/02/2015	05/27/2016	\$8000	Teachers and Administrative Staff
Targeted Assistance and Growth	Students who score at the 25th percentile or lower on the Measure of Academic Progress Assessment will be provided additional time with a research-based intervention. Progress Monitoring data will be maintained by the teachers and staff.	Academic Support Program	09/18/2015	05/27/2016	\$5000	TAG teachers, Guidance, Administrative Staff
<b>Total</b>					\$16000	

### General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Transitional Coursework/Interventions	TCHS will provide seniors not meeting the benchmarks instruction and interventions using the KDE transitional coursework or other content specific interventions.	Academic Support Program	08/06/2015	05/27/2016	\$500	Teachers and administrators

## KDE Comprehensive School Improvement Plan

Trigg County High School

Dual Credit	Dual Credit opportunities are offered to students who have met the ACT, KYOTE or COMPASS benchmarks through Hopkinsville Community College, Murray State Racer Academy and TCHS instructional staff.	Career Preparation/Orientation	08/06/2015	05/27/2016	\$500	Instructional Staff, Guidance, Administrative Staff
Method Test Prep	All Students will have access to an ACT prep program, Method Test Prep, which will be accessed through students Individual Learning Plans (ILP). Effectiveness will be measured through data and usage provided by the program.	Academic Support Program	10/01/2015	06/01/2016	\$1100	Teachers, College and Career Coach, Administrative Staff
Reading Plus	TCHS will provide juniors and seniors not meeting the reading benchmark instruction and interventions using the Reading Plus Program to teach, review, intervene and reassess for student mastery.	Academic Support Program	08/06/2015	05/27/2016	\$4000	Teachers and Administrative Staff
<b>Total</b>					<b>\$6100</b>	

### District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
FLEX Intervention	TCHS will provide intervention on Flex days in Reading and math to review, intervene and reassess for student mastery. During Professional Learning Communities teachers will review data from Common Assessments and daily work of students to determine if remediation is needed.	Academic Support Program	08/28/2015	05/27/2016	\$1000	Teachers and Administration
Problem Based Learning	Teachers will develop and implement Problem Based Learning Units. The units will provide students with a real world authentic problem that needs a solution. Teachers will use Tuning Protocols to review and revise. Implementation will be measured through Walk Thru's and PLC minutes.	Direct Instruction	09/01/2015	05/27/2016	\$8000	All Teachers and Administrative Staff
<b>Total</b>					<b>\$9000</b>	

# **KDE Needs Assessment**



## **Introduction**

The purpose of the School Needs Assessment is to use data and information to prioritize allocation of resources and activities.

## **Data Analysis**

**What question(s) are you trying to answer with the data and information provided to you? What does the data/information tell you?**

**What does the data/information not tell you?**

1. How do we close our achievement gap?

2. How do we increase student growth?

The data tells us that TCHS needs to increase the number of students scoring proficient in all content areas on the End of Course Assessment and that we need to increase our growth which is measured by individual student growth from the PLAN to the ACT. We also need to increase our achievement in student writing on the On-Demand Assessment.

## **Areas of Strengths**

**What were the areas of strength you noted? What actions are you implementing to sustain the areas of strength? What is there cause to celebrate?**

The area of Science/Biology and College and Career Readiness

In Science on the End of Course assessment

In content level PLC's teachers will be diving into the standards to ensure that all teachers understand and are providing instructional activities that are congruent to the rigor level of the standards.

Common Assessments will be developed to measure content mastery on all standards.

Alignment of units and assessments to the Common Core Standards, use of the formative assessment process, and PLCs are all being implemented to improve achievement in each of these areas.

Math: A strategic focus on daily formative assessment in the Algebra I and Geometry courses to ensure mastery of the Core Academic Standards. The ALEKS math program is being used to individualize instruction as well as monitor students formatively.

## **Opportunities for Improvement**

### **What were areas in need of improvement? What plans are you making to improve the areas of need?**

Math: A strategic focus on daily formative assessment in the Algebra I and Geometry courses to ensure mastery of the Core Academic Standards.

Teachers are implementing a "Flipped Classroom" approach where students are viewing videos of the content during Fusion class and are ready to ask the teacher questions when they get into the actual Algebra 1 or Geometry class.

MathXL and Khan Academy online math programs are being used to individualize instruction as well as monitor students formatively.

## **Conclusion**

**Reflect on your answers provided in the previous sections. What are your next steps in addressing areas of concern?**

Trigg County High School will seek different methods to engage students in learning. Teachers will work collaboratively to develop Problem Based Units of Study to engage students in a real world problem that will force students to dive much deeper into learning and develop and ask their own questions related to the content.

Trigg County High School will also move forward to work collaboratively with teachers and administrators in PLC Meetings and Vertical Meetings to work on our areas of concern. We will discuss the areas of weakness, explore new best practice strategies, and implement the strategies in the classroom to improve student achievement in all subject areas. We will also set aside appropriate budget funding to help purchase resources to any area of concern.

# **KDE Compliance and Accountability - Schools**

## **Introduction**

The process of Improvement Planning in Kentucky is used as the means of determining how schools and districts will plan to ensure that students reach proficiency and beyond by 2015. The process focuses school and district improvement efforts on student needs by bringing together all stakeholders to plan for improvement, by focusing planning efforts on priority needs and closing achievement gaps between subgroups of students, by building upon school and district capacity for high quality planning, and by making connections between the funds that flow into the district and the priority needs in schools.

Your school's plans for improvement must be based on careful and honest analysis of data, address all content areas, and clearly address gaps in student achievement.

## Planning and Accountability Requirements

The school has identified specific strategies to address areas for improvement identified in the TELLKY Survey results.

**Goal 1:**

Increase the average combined reading and math End of Course scores for all students in the non duplicated gap group from 30.2% in 2013 to 64.8% in 2019

**Measurable Objective 1:**

collaborate to increase the averaged reading and math proficiency ratings in the non-duplicated gap group from 24.3% to 43.6% by 05/27/2016 as measured by End of Course and On Demand Assessments ..

**Strategy1:**

Curriculum, Instruction and Assessment - Teachers will meet during Professional Learning Communities to ensure that all curriculum and assessments are congruent to Kentucky Core Academic Standards. Teachers and administrators will disaggregate assessment data to identify individual student instructional needs,

Category: Continuous Improvement

Research Cited:

Activity - Targeted Assistance and Growth	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students who score at the 25th percentile or lower on the Measure of Academic Progress Assessment will be provided additional time with a research-based intervention. Progress Monitoring data will be maintained by the teachers and staff.	Academic Support Program	09/18/2015	05/27/2016	\$8000 - Title I Schoolwide	TAG teachers, Guidance, Administrative Staff

Activity - Problem Based Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will develop and implement Problem Based Learning Units. The units will provide students with a real world authentic problem that needs a solution. Upon completion, the students will participate in Presentations of Learning that will allow them the work in groups to demonstrate mastery of Standards as well as move toward mastery of 21st century skills, Creativity, Critical Thinking and Problem Solving, Communication, and Collaboration. All will be measured through the use of teacher developed scoring rubrics.	Direct Instruction	07/08/2014	05/29/2015	\$30000 - General Fund	All Teachers and Administrative Staff

**Goal 2:**

Trigg County High School will increase the averaged combined reading and math End of Course scores for all students from 36.7% in 2015 to 70.5% in 2019.



**Measurable Objective 1:**

collaborate to increase the overall reading and math from 36.7% in 2015 to 52.7 % proficiency by 05/27/2016 as measured by by End of Course and On Demand Assessments.

**Strategy1:**

Curriculum/Assessment Alignment - In order to increase student proficiency, students will receive instruction organized into units of study.

Category:

Research Cited:

Activity - Benchmark Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will develop/revise and administer Quality Core Benchmark Assessments and Common Assessments to determine levels of student mastery of Common Core Standards. Teachers will work together in PLC's to disaggregate data and determine instructional next steps for all students.	Academic Support Program Direct Instruction	08/07/2015	05/27/2016	\$0 - No Funding Required	Teachers, Instructional Supervisor and Administrative Staff

**Strategy2:**

Targeted Intervention (ELA) - Teachers will formatively assess student writing and provide specific feedback throughout instruction. ELA teachers will discuss student performance during PLC meetings and develop a plan to ensure proficiency for every student.

Category: Other - Curriculum, Instruction and Assessment

Research Cited:

Activity - FLEX	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
FLEX time will be provided to students needing intervention. These activities can include Quality Core Benchmark Assessments, Laying the Foundations designed specific instruction, writing samples, and direct instruction.	Academic Support Program	08/06/2013	05/16/2014	\$1000 - District Funding	ELA Instructional Staff, Administrative Staff

**Goal 3:**

Increase the cohort graduation rate from 91.8% in 2013 to 93.4% by 2016 as measured by the five year Adjusted Cohort Graduation Rate

**Measurable Objective 1:**

collaborate to increase four year cohort graduation rate from 93.7% in 2015 to 93.4% by 05/27/2016 as measured by Adjusted Graduation Cohort rate..

**Strategy1:**

Reversing the Peer Effect" - "Reversing the Peer Effect" through advising – Students will set goals, review benchmarks and work to find their

# KDE Comprehensive School Improvement Plan

Trigg County High School

passion through a variety of experiences offered at TCHS.

Category:

Research Cited:

Activity - Connections	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each staff member will lead a class of 15 - 20 students from all grade levels for advisor/advisee sessions. Teachers will evenly distribute and mentor students identified as at-risk according to the Persistence to Graduation report.	Career Preparation/Orientation	08/06/2015	05/27/2016	\$0 - No Funding Required	Instructional Staff, Post-Secondary Career Counselor, Youth Service Center Staff, Administrative Staff

Activity - Home Visits	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each staff member will schedule home visits for their incoming freshmen students.	Career Preparation/Orientation	08/06/2015	05/27/2016	\$0 - No Funding Required	Instructional Staff, Post-Secondary Career Counselor, Youth Service Center Staff, Administrative Staff

Activity - Connections Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each staff member will undergo professional development to prepare for home visits and better understand our efforts to "reverse the peer effect".	Career Preparation/Orientation	08/06/2015	05/27/2016	\$1000 - Title II Part A	Instructional Staff, Post-Secondary Career Counselor, Administrative Staff, Youth Service Center Staff

## Measurable Objective 2:

collaborate to decrease the suspension rate of all students from 4.9% to 2.0% by 05/27/2016 as measured by Graduation Rate Data.

## Strategy1:

Behavioral Response to Intervention - Implementation of a Behavioral Response to Intervention (RTI) will be created for students at-risk.

Category:

Research Cited:

Activity - Rewards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reward students when goals are achieved on the Behavioral Intervention Plan.	Behavioral Support Program	08/08/2014	05/29/2015	\$500 - Other	Instructional Staff, Youth Service Center Staff, Administrative Staff

Activity - "Why Try" Behavior Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implement research-based "Why Try" program to aid students-at-risk learn resiliency and overcome personal obstacles.	Behavioral Support Program	08/08/2014	05/29/2015	\$1000 - Title I Schoolwide	Instructional Staff, Guidance, Administrative Staff, Youth Service Center Staff

# KDE Comprehensive School Improvement Plan

Trigg County High School

Activity - Home Visits	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Home visits will be made to at-risk students' homes.	Behavioral Support Program	08/08/2014	05/29/2015	\$0 - No Funding Required	Instructional Staff, Administrative Staff, Youth Service Center Staff, Post-Secondary Career Counselor,

## Goal 4:

Increase the percentage of students who are college and career ready from 71.7% to 75% by 2016.

### Measurable Objective 1:

collaborate to increase the percent of students College and Career ready from 71.7% to 75% by 05/27/2016 as measured by ACT, KOSSA, ASVAB, Workkeys, and Industry Certificates.

### Strategy1:

College/Career Ready Prep - All students will receive college and career ready preparation in a variety of ways.

Category:

Research Cited:

Activity - FLEX Day	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During Flex Days students will receive instruction on test taking strategies.	Academic Support Program	08/06/2015	05/27/2016	\$0 - Other	Instructional Staff, Guidance Staff, Administrative Staff

Activity - Method Test Prep	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All Students will have access to an ACT prep program, Method Test Prep, which will be accessed through students Individual Learning Plans (ILP).	Academic Support Program	10/01/2015	06/01/2016	\$1100 - Title I Schoolwide	Teachers, College and Career Coach, Administrative Staff

Activity - Reading Plus	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
TCHS will provide seniors not meeting the reading benchmark instruction and interventions using the Reading Plus Program to teach, review, intervene and reassess for student mastery.	Academic Support Program	08/06/2015	05/27/2016	\$4000 - Title I Schoolwide	Teachers and Administrative Staff

# KDE Comprehensive School Improvement Plan

Trigg County High School

Activity - Transitional Coursework/Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
TCHS will provide seniors not meeting the benchmarks instruction and interventions using the KDE transitional coursework or other content specific interventions.	Academic Support Program	08/08/2014	05/29/2015	\$500 - General Fund	Teachers and administrators

## Strategy2:

Create a College Going Culture - A College Going Culture will be created through collaboration with the community, staff, College and Career Coordinator and Gear Up KY staff.

Category:

Research Cited:

Activity - KOSSA Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will develop assessments congruent to the KOSSA standards. The results of the assessments will be analyzed and students will receive instruction based on individual needs as determined from each assessment.	Career Preparation/Orientation	09/04/2015	05/02/2016	\$0 - No Funding Required	Teachers and Administrative Staff

Activity - Campus Visits	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide students the opportunity to participate in college campus visits based upon their ILP.	Career Preparation/Orientation	08/06/2015	05/27/2016	\$1000 - Other	Instructional Staff, Post-secondary and career counselor, Gear-Up-KY Staff

Activity - Individual Learning Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will review and revise their Individual Learning Plans (ILP's).	Career Preparation/Orientation	05/29/2015	05/27/2016	\$0 - No Funding Required	College Career Coach, Instructional Staff, Administrative Staff

Activity - Dual Credit	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Dual Credit opportunities are offered to students who have met the ACT KYOTE and/or COMPASS benchmarks through Hopkinsville Community College, Murray State Racer Academy and TCHS instructional staff.	Career Preparation/Orientation	08/08/2014	05/29/2015	\$500 - District Funding	Instructional Staff, Guidance, Administrative Staff

Activity - Senior Seminar	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All Seniors will participate in a seminar led by postsecondary, career and community partners.	Career Preparation/Orientation	08/06/2015	05/27/2016	\$800 - Other	Instructional Staff, Guidance, College and Career Counselor, Administrative Staff

# KDE Comprehensive School Improvement Plan

Trigg County High School

Activity - Individual Counseling	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students are provided with individualized counseling with the college and post secondary counselor.	Career Preparation/ Orientation	08/06/2015	05/27/2016	\$0 - No Funding Required	College and Post Secondary Career Counselor

Activity - FAFSA Workshop	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide graduating students and their parents/guardians with FAFSA workshops and counseling to complete the FAFSA form.	Career Preparation/ Orientation	12/01/2015	01/30/2016	\$0 - No Funding Required	Post Secondary and Career Counselor, Instructional Staff, Administrative Staff, Guidance Staff

Activity - Career Pathways	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Student will schedule using career pathways and Individual Learning Plans.	Career Preparation/ Orientation	02/05/2016	05/27/2016	\$0 - No Funding Required	Instructional Staff, Guidance Staff, Post-Secondary Career Counselor, Administrative Staff

Activity - Open Enrollment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students are provided with open enrollment opportunities in pre-AP and AP courses.	Career Preparation/ Orientation	08/06/2015	05/27/2016	\$0 - No Funding Required	Instructional Staff, Guidance, Administrative Staff

The school identified specific strategies to increase the average combined reading and math K-Prep proficiency scores.

**Goal 1:**

Increase the average combined reading and math End of Course scores for all students in the non duplicated gap group from 30.2% in 2013 to 64.8% in 2019

**Measurable Objective 1:**

collaborate to increase the averaged reading and math proficiency ratings in the non-duplicated gap group from 24.3% to 43.6% by 05/27/2016 as measured by End of Course and On Demand Assessments ..

**Strategy1:**

Curriculum, Instruction and Assessment - Teachers will meet during Professional Learning Communities to ensure that all curriculum and assessments are congruent to Kentucky Core Academic Standards. Teachers and administrators will disaggregate assessment data to identify individual student instructional needs,

Category: Continuous Improvement

Research Cited:

# KDE Comprehensive School Improvement Plan

Trigg County High School

Activity - Benchmark Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will administer Quality Core Benchmark Assessments and Common Assessments to determine level of student proficiency on Common Core Standards. Teachers in each content area (English II including On-Demand Writing, Biology, US History, Algebra II) will disaggregate data and determine instructional next steps for all students.	Academic Support Program	09/04/2015	05/27/2016	\$0 - No Funding Required	Teachers and administration

Activity - Bi-Weekly Content Area Professional Learning Community Meetings (PLC's)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet weekly in Professional Learning Communities (PLC's). Teachers will Project Tune PBL units and will also develop and/or revise Common Assessments that are congruent to the Kentucky Core Academic Standards. Teachers will disaggregate the results of the Common Assessments to identify areas of instructional need for individual students. Teachers will also identify strategies and activities that will be used during flexible grouping periods for the purpose of providing interventions to students that are not mastering identified content.	Professional Learning	08/21/2015	05/27/2016	\$0 - No Funding Required	Teachers and Administrators

Activity - Targeted Assistance and Growth	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students who score at the 25th percentile or lower on the Measure of Academic Progress Assessment will be provided additional time with a research-based intervention. Progress Monitoring data will be maintained by the teachers and staff.	Academic Support Program	09/18/2015	05/27/2016	\$8000 - Title I Schoolwide	TAG teachers, Guidance, Administrative Staff

Activity - FLEX Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
TCHS will provide intervention on Flex days in Reading and math to review, intervene and reassess for student mastery. During Professional Learning Communities teachers will review data from Common Assessments and daily work of students to determine if remediation is needed.	Academic Support Program	08/28/2015	05/27/2016	\$1000 - District Funding	Teachers and Administration

# KDE Comprehensive School Improvement Plan

Trigg County High School

Activity - Problem Based Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will develop and implement Problem Based Learning Units. The units will provide students with a real world authentic problem that needs a solution. Upon completion, the students will participate in Presentations of Learning that will allow them the work in groups to demonstrate mastery of Standards as well as move toward mastery of 21st century skills, Creativity, Critical Thinking and Problem Solving, Communication, and Collaboration. All will be measured through the use of teacher developed scoring rubrics.	Direct Instruction	07/08/2014	05/29/2015	\$30000 - General Fund	All Teachers and Administrative Staff

Activity - Blended Learning/Flipped Classroom	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will receive instruction that is individualized to meet their specific needs. Teachers will utilize technology and instructional strategies to provide instruction for students at their specific level of needs. Chromebooks will be used with Freshmen and Sophomores. Computer programs used include but are not limited to MathXL, Reading Plus, Lexia, Khan Academy etc. Progress will be monitored through Math XL, and Khan Academy diagnostic data.	Direct Instruction	10/02/2015	05/27/2016	\$32000 - Title I Schoolwide	Teachers and Administrative Staff

## Goal 2:

Trigg County High School will increase the averaged combined reading and math End of Course scores for all students from 36.7% in 2015 to 70.5% in 2019.

### Measurable Objective 1:

collaborate to increase the overall reading and math from 36.7% in 2015 to 52.7 % proficiency by 05/27/2016 as measured by by End of Course and On Demand Assessments.

### Strategy1:

Targeted Intervention (ELA) - Teachers will formatively assess student writing and provide specific feedback throughout instruction. ELA teachers will discuss student performance during PLC meetings and develop a plan to ensure proficiency for every student.

Category: Other - Curriculum, Instruction and Assessment

Research Cited:

Activity - FLEX	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
FLEX time will be provided to students needing intervention. These activities can include Quality Core Benchmark Assessments, Laying the Foundations designed specific instruction, writing samples, and direct instruction.	Academic Support Program	08/06/2013	05/16/2014	\$1000 - District Funding	ELA Instructional Staff, Administrative Staff

### Strategy2:

Curriculum/Assessment Alignment - In order to increase student proficiency, students will receive instruction organized into units of study.

SY 2015-2016

# KDE Comprehensive School Improvement Plan

Trigg County High School

Category:

Research Cited:

Activity - Benchmark Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will develop/revise and administer Quality Core Benchmark Assessments and Common Assessments to determine levels of student mastery of Common Core Standards. Teachers will work together in PLC's to disaggregate data and determine instructional next steps for all students.	Direct Instruction Academic Support Program	08/07/2015	05/27/2016	\$0 - No Funding Required	Teachers, Instructional Supervisor and Administrative Staff

## Measurable Objective 2:

collaborate to increase the percent of students scoring proficient in Writing from 33% in 2015 to 50.3% in 2016 by 05/27/2016 as measured by On-Demand Writing assessment..

## Strategy1:

Targeted Intervention - Use targeted interventions to increase the proficiency on the EOC assessment for English II.

Category:

Research Cited:

Activity - FLEX	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
FLEX time will be provided to students needing intervention. These activities can include Quality Core Benchmark Assessments, Laying the Foundations designed specific instruction, writing samples, and direct instruction.  Quality Core Benchmark assessments and Laying the Foundation designed specific instruction will be taught to students in ENGLISH II.	Academic Support Program	08/06/2013	05/16/2014	\$1000 - District Funding	Instructional Staff, Administrative Staff

## Strategy2:

Formative Assessment - Teachers will formatively assess student writing and provide specific feedback throughout instruction. ELA teachers will discuss student performance during PLC meetings and develop a plan to ensure proficiency for every student

Category: Continuous Improvement

Research Cited:

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PLC meetings are held weekly for teachers to create and revise Units of Study On-Demand Prompts and Common Assessments congruent to the Kentucky Core Academic Standards. The assessment results are analyzed to determine individual student instructional needs.	Academic Support Program	08/08/2014	05/29/2015	\$0 - No Funding Required	Instructional Staff, Administrative Staff



**Measurable Objective 3:**

collaborate to increase the percent of students scoring proficient in Mathematics from 20.7% to 41.4% by 05/27/2016 as measured by the Algebra II EOC assessment.

**Strategy1:**

Curriculum Assessment/Alignment - In order to increase student proficiency, students will receive instruction organized into units of study.

Category:

Research Cited:

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PLC meetings are held weekly for teachers to create and revise Units of Study and Common Assessments congruent to the Kentucky Core Academic Standards. The assessment results are analyzed to determine individual student instructional needs.	Academic Support Program	08/06/2013	05/16/2014	\$0 - No Funding Required	Social Studies Instructional Staff, Administrative Staff

Activity - FLEX	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
FLEX time will be provided to students needing intervention. These activities can include Quality Core Benchmark Assessments and Laying the Foundations	Academic Support Program	08/06/2013	05/16/2014	\$1000 - District Funding	Social Studies Instructional Staff, Administrative Staff

**Measurable Objective 4:**

collaborate to become proficient in Global Competencies/World Languages by 06/01/2016 as measured by Program Review.

**Strategy1:**

Instructional Strategies/Curriculum Alignment - Teachers will align curriculum and embed Global Competencies into units of study/PBL's.

Category: Learning Systems

Research Cited:

Activity - Units of Study	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will incorporate Global Competency standards into daily instruction.	Direct Instruction	12/01/2015	06/01/2016	\$0 - No Funding Required	Teachers, Administration

**Measurable Objective 5:**

collaborate to reach proficiency on all standards by 06/01/2016 as measured by the Program Review for Writing..

**Strategy1:**

# KDE Comprehensive School Improvement Plan

Trigg County High School

Writing Integration - In order to increase proficiency in writing TCHS will integrate writing activities across the curriculum as determined by the SBDM Writing policy.

Category: Continuous Improvement

Research Cited:

Activity - Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will integrate writing in all content areas and will submit writing samples for both the program review and the TCHS Writing Policy.	Academic Support Program	08/08/2014	05/29/2015	\$500 - Title II Part A	Instructional Staff, Administrative Staff

## Measurable Objective 6:

collaborate to increase the percent of students proficient in Science from 32.4% to 41.9% by 05/16/2014 as measured by the biology EOC assessment.

### Strategy1:

Targeted Intervention (biology) - Use targeted inventions to increase the proficiency on the EOC assessment for Biology.

Category:

Research Cited:

Activity - FLEX	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
FLEX time will be provided to students needing intervention. These activities can include Quality Core Benchmark Assessments, flipped classroom, quizlet, wikispace, Khan Academy, Edmodo, Aventa, etc.	Academic Support Program	08/06/2013	05/16/2014	\$1000 - District Funding	Science Instructional Staff, Administrative Staff

### Strategy2:

Curriculum/Assessment Alignment (Science) - In order to increase student proficiency, students will receive instruction organized into units of study.

Category:

Research Cited:

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PLC meetings are held weekly for teachers to create and revise Units of Study and Common Assessments congruent to the Kentucky Core Academic Standards. The assessment results are analyzed to determine individual student instructional needs.	Academic Support Program	08/06/2013	05/16/2014	\$0 - No Funding Required	Science Instructional Staff, Administrative Staff

## Measurable Objective 7:

collaborate to increase the percent of students scoring proficient in Social Studies from 42.3% to 48.1% by 05/16/2014 as measured by the

**KDE Comprehensive School Improvement Plan**

Trigg County High School

U.S. History EOC assessment..

**Strategy1:**

Curriculum Assessment/Alignment - In order to increase student proficiency, students will receive instruction organized into units of study.

Category:

Research Cited:

Activity - FLEX	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
FLEX time will be provided to students needing intervention. These activities can include Quality Core Benchmark Assessments and Laying the Foundations	Academic Support Program	08/06/2013	05/16/2014	\$1000 - District Funding	Social Studies Instructional Staff, Administrative Staff

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PLC meetings are held weekly for teachers to create and revise Units of Study and Common Assessments congruent to the Kentucky Core Academic Standards. The assessment results are analyzed to determine individual student instructional needs.	Academic Support Program	08/06/2013	05/16/2014	\$0 - No Funding Required	Social Studies Instructional Staff, Administrative Staff

**Measurable Objective 8:**

collaborate to increase the rate of proficiency from 8.5 to 9.7 by 05/16/2014 as measured by the Program Review for Arts and Humanities..

**Strategy1:**

Arts and Humanities Integration - In order to increase proficiency in arts and humanities, TCHS will integrate arts and humanities activities across the curriculum.

Category:

Research Cited:

Activity - Arts and Humanities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will integrate Arts and Humanities in all content areas and will submit samples for the program review.	Academic Support Program	08/08/2014	05/29/2015	\$500 - Title II Part A	Teachers, Administrative Staff

**All children-were screened for kindergarten readiness. If yes, name the assessment.**

N/A (this question does not apply)

**The school identified specific strategies to increase the percentage of students who are Kindergarten ready.**

N/A (this question does not apply)

**The school identified specific K-3 strategies to increase the average 3rd grade math and reading combined K-Prep proficiency scores.**

N/A (this question does not apply)

**The school identified specific strategies to address subgroup achievement gaps.**

**Goal 1:**

Increase the average combined reading and math End of Course scores for all students in the non duplicated gap group from 30.2% in 2013 to 64.8% in 2019

**Measurable Objective 1:**

collaborate to increase the averaged reading and math proficiency ratings in the non-duplicated gap group from 24.3% to 43.6% by 05/27/2016 as measured by End of Course and On Demand Assessments ..

**Strategy1:**

Curriculum, Instruction and Assessment - Teachers will meet during Professional Learning Communities to ensure that all curriculum and assessments are congruent to Kentucky Core Academic Standards. Teachers and administrators will disaggregate assessment data to identify individual student instructional needs,

Category: Continuous Improvement

Research Cited:

Activity - Bi-Weekly Content Area Professional Learning Community Meetings (PLC's)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet weekly in Professional Learning Communities (PLC's). Teachers will Project Tune PBL units and will also develop and/or revise Common Assessments that are congruent to the Kentucky Core Academic Standards. Teachers will disaggregate the results of the Common Assessments to identify areas of instructional need for individual students. Teachers will also identify strategies and activities that will be used during flexible grouping periods for the purpose of providing interventions to students that are not mastering identified content.	Professional Learning	08/21/2015	05/27/2016	\$0 - No Funding Required	Teachers and Administrators

# KDE Comprehensive School Improvement Plan

Trigg County High School

Activity - Problem Based Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will develop and implement Problem Based Learning Units. The units will provide students with a real world authentic problem that needs a solution. Upon completion, the students will participate in Presentations of Learning that will allow them the work in groups to demonstrate mastery of Standards as well as move toward mastery of 21st century skills, Creativity, Critical Thinking and Problem Solving, Communication, and Collaboration. All will be measured through the use of teacher developed scoring rubrics.	Direct Instruction	07/08/2014	05/29/2015	\$30000 - General Fund	All Teachers and Administrative Staff

Activity - FLEX Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
TCHS will provide intervention on Flex days in Reading and math to review, intervene and reassess for student mastery. During Professional Learning Communities teachers will review data from Common Assessments and daily work of students to determine if remediation is needed.	Academic Support Program	08/28/2015	05/27/2016	\$1000 - District Funding	Teachers and Administration

Activity - Targeted Assistance and Growth	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students who score at the 25th percentile or lower on the Measure of Academic Progress Assessment will be provided additional time with a research-based intervention. Progress Monitoring data will be maintained by the teachers and staff.	Academic Support Program	09/18/2015	05/27/2016	\$8000 - Title I Schoolwide	TAG teachers, Guidance, Administrative Staff

Activity - Benchmark Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will administer Quality Core Benchmark Assessments and Common Assessments to determine level of student proficiency on Common Core Standards. Teachers in each content area (English II including On-Demand Writing, Biology, US History, Algebra II) will disaggregate data and determine instructional next steps for all students.	Academic Support Program	09/04/2015	05/27/2016	\$0 - No Funding Required	Teachers and administration

Activity - Blended Learning/Flipped Classroom	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will receive instruction that is individualized to meet their specific needs. Teachers will utilize technology and instructional strategies to provide instruction for students at their specific level of needs. Chromebooks will be used with Freshmen and Sophomores. Computer programs used include but are not limited to MathXL, Reading Plus, Lexia, Khan Academy etc. Progress will be monitored through Math XL, and Khan Academy diagnostic data.	Direct Instruction	10/02/2015	05/27/2016	\$32000 - Title I Schoolwide	Teachers and Administrative Staff

# KDE Comprehensive School Improvement Plan

Trigg County High School

## Goal 2:

Increase the percentage of students who are college and career ready from 71.7% to 75% by 2016.

### Measurable Objective 1:

collaborate to increase the percent of students College and Career ready from 71.7% to 75% by 05/27/2016 as measured by ACT, KOSSA, ASVAB, Workkeys, and Industry Certificates.

### Strategy1:

College/Career Ready Prep - All students will receive college and career ready preparation in a variety of ways.

Category:

Research Cited:

Activity - Method Test Prep	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All Students will have access to an ACT prep program, Method Test Prep, which will be accessed through students Individual Learning Plans (ILP).	Academic Support Program	10/01/2015	06/01/2016	\$1100 - Title I Schoolwide	Teachers, College and Career Coach, Administrative Staff

Activity - FLEX Day	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During Flex Days students will receive instruction on test taking strategies.	Academic Support Program	08/06/2015	05/27/2016	\$0 - Other	Instructional Staff, Guidance Staff, Administrative Staff

Activity - Transitional Coursework/Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
TCHS will provide seniors not meeting the benchmarks instruction and interventions using the KDE transitional coursework or other content specific interventions.	Academic Support Program	08/08/2014	05/29/2015	\$500 - General Fund	Teachers and administrators

Activity - Reading Plus	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
TCHS will provide seniors not meeting the reading benchmark instruction and interventions using the Reading Plus Program to teach, review, intervene and reassess for student mastery.	Academic Support Program	08/06/2015	05/27/2016	\$4000 - Title I Schoolwide	Teachers and Administrative Staff

## Goal 3:

Trigg County High School will increase the averaged combined reading and math End of Course scores for all students from 36.7% in 2015 to 70.5% in 2019.

# KDE Comprehensive School Improvement Plan

Trigg County High School

## Measurable Objective 1:

collaborate to reach proficiency on all standards by 06/01/2016 as measured by the Program Review for Writing..

### Strategy1:

Writing Integration - In order to increase proficiency in writing TCHS will integrate writing activities across the curriculum as determined by the SBDM Writing policy.

Category: Continuous Improvement

Research Cited:

Activity - Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will integrate writing in all content areas and will submit writing samples for both the program review and the TCHS Writing Policy.	Academic Support Program	08/08/2014	05/29/2015	\$500 - Title II Part A	Instructional Staff, Administrative Staff

## Measurable Objective 2:

collaborate to increase the percent of students scoring proficient in Social Studies from 42.3% to 48.1% by 05/16/2014 as measured by the U.S. History EOC assessment..

### Strategy1:

Curriculum Assessment/Alignment - In order to increase student proficiency, students will receive instruction organized into units of study.

Category:

Research Cited:

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PLC meetings are held weekly for teachers to create and revise Units of Study and Common Assessments congruent to the Kentucky Core Academic Standards. The assessment results are analyzed to determine individual student instructional needs.	Academic Support Program	08/06/2013	05/16/2014	\$0 - No Funding Required	Social Studies Instructional Staff, Administrative Staff

Activity - FLEX	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
FLEX time will be provided to students needing intervention. These activities can include Quality Core Benchmark Assessments and Laying the Foundations	Academic Support Program	08/06/2013	05/16/2014	\$1000 - District Funding	Social Studies Instructional Staff, Administrative Staff

## Measurable Objective 3:

# KDE Comprehensive School Improvement Plan

Trigg County High School

collaborate to increase the percent of students scoring proficient in Writing from 33% in 2015 to 50.3% in 2016 by 05/27/2016 as measured by On-Demand Writing assessment..

## Strategy1:

Targeted Intervention - Use targeted interventions to increase the proficiency on the EOC assessment for English II.

Category:

Research Cited:

Activity - FLEX	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
FLEX time will be provided to students needing intervention. These activities can include Quality Core Benchmark Assessments, Laying the Foundations designed specific instruction, writing samples, and direct instruction.  Quality Core Benchmark assessments and Laying the Foundation designed specific instruction will be taught to students in ENGLISH II.	Academic Support Program	08/06/2013	05/16/2014	\$1000 - District Funding	Instructional Staff, Administrative Staff

## Strategy2:

Formative Assessment - Teachers will formatively assess student writing and provide specific feedback throughout instruction. ELA teachers will discuss student performance during PLC meetings and develop a plan to ensure proficiency for every student

Category: Continuous Improvement

Research Cited:

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PLC meetings are held weekly for teachers to create and revise Units of Study On-Demand Prompts and Common Assessments congruent to the Kentucky Core Academic Standards. The assessment results are analyzed to determine individual student instructional needs.	Academic Support Program	08/08/2014	05/29/2015	\$0 - No Funding Required	Instructional Staff, Administrative Staff

## Measurable Objective 4:

collaborate to become proficient in Global Competencies/World Languages by 06/01/2016 as measured by Program Review.

## Strategy1:

Instructional Strategies/Curriculum Alignment - Teachers will align curriculum and embed Global Competencies into units of study/PBL's.

Category: Learning Systems

Research Cited:



# KDE Comprehensive School Improvement Plan

Trigg County High School

Activity - Units of Study	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will incorporate Global Competency standards into daily instruction.	Direct Instruction	12/01/2015	06/01/2016	\$0 - No Funding Required	Teachers, Administration

## Measurable Objective 5:

collaborate to increase the percent of students proficient in Science from 32.4% to 41.9% by 05/16/2014 as measured by the biology EOC assessment.

### Strategy1:

Curriculum/Assessment Alignment (Science) - In order to increase student proficiency, students will receive instruction organized into units of study.

Category:

Research Cited:

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PLC meetings are held weekly for teachers to create and revise Units of Study and Common Assessments congruent to the Kentucky Core Academic Standards. The assessment results are analyzed to determine individual student instructional needs.	Academic Support Program	08/06/2013	05/16/2014	\$0 - No Funding Required	Science Instructional Staff, Administrative Staff

### Strategy2:

Targeted Intervention (biology) - Use targeted interventions to increase the proficiency on the EOC assessment for Biology.

Category:

Research Cited:

Activity - FLEX	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
FLEX time will be provided to students needing intervention. These activities can include Quality Core Benchmark Assessments, flipped classroom, quizlet, wikispace, Khan Academy, Edmodo, Aventa, etc.	Academic Support Program	08/06/2013	05/16/2014	\$1000 - District Funding	Science Instructional Staff, Administrative Staff

## Measurable Objective 6:

collaborate to increase the rate of proficiency from 8.5 to 9.7 by 05/16/2014 as measured by the Program Review for Arts and Humanities..

### Strategy1:

Arts and Humanities Integration - In order to increase proficiency in arts and humanities, TCHS will integrate arts and humanities activities across the curriculum.

Category:

Research Cited:

**KDE Comprehensive School Improvement Plan**

Trigg County High School

Activity - Arts and Humanities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will integrate Arts and Humanities in all content areas and will submit samples for the program review.	Academic Support Program	08/08/2014	05/29/2015	\$500 - Title II Part A	Teachers, Administrative Staff

**Measurable Objective 7:**

collaborate to increase the percent of students scoring proficient in Mathematics from 20.7% to 41.4% by 05/27/2016 as measured by the Algebra II EOC assessment.

**Strategy1:**

Curriculum Assessment/Alignment - In order to increase student proficiency, students will receive instruction organized into units of study.

Category:

Research Cited:

Activity - FLEX	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
FLEX time will be provided to students needing intervention. These activities can include Quality Core Benchmark Assessments and Laying the Foundations	Academic Support Program	08/06/2013	05/16/2014	\$1000 - District Funding	Social Studies Instructional Staff, Administrative Staff

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PLC meetings are held weekly for teachers to create and revise Units of Study and Common Assessments congruent to the Kentucky Core Academic Standards. The assessment results are analyzed to determine individual student instructional needs.	Academic Support Program	08/06/2013	05/16/2014	\$0 - No Funding Required	Social Studies Instructional Staff, Administrative Staff

**Measurable Objective 8:**

collaborate to increase the overall reading and math from 36.7% in 2015 to 52.7 % proficiency by 05/27/2016 as measured by by End of Course and On Demand Assessments.

**Strategy1:**

Targeted Intervention (ELA) - Teachers will formatively assess student writing and provide specific feedback throughout instruction. ELA teachers will discuss student performance during PLC meetings and develop a plan to ensure proficiency for every student.

Category: Other - Curriculum, Instruction and Assessment

Research Cited:

# KDE Comprehensive School Improvement Plan

Trigg County High School

Activity - FLEX	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
FLEX time will be provided to students needing intervention. These activities can include Quality Core Benchmark Assessments, Laying the Foundations designed specific instruction, writing samples, and direct instruction.	Academic Support Program	08/06/2013	05/16/2014	\$1000 - District Funding	ELA Instructional Staff, Administrative Staff

## Strategy2:

Curriculum/Assessment Alignment - In order to increase student proficiency, students will receive instruction organized into units of study.

Category:

Research Cited:

Activity - Benchmark Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will develop/revise and administer Quality Core Benchmark Assessments and Common Assessments to determine levels of student mastery of Common Core Standards. Teachers will work together in PLC's to disaggregate data and determine instructional next steps for all students.	Academic Support Program Direct Instruction	08/07/2015	05/27/2016	\$0 - No Funding Required	Teachers, Instructional Supervisor and Administrative Staff

## Goal 4:

Trigg County High School will decrease the percent of students scoring Novice in Reading from 41% to 20.5% and Math from 29.7% to 14.85% by 2020 as measured by End of Course Assessments.

## Measurable Objective 1:

3% of All Students will demonstrate a proficiency by decreasing the Math Novice ratings of all students from 29.7% to 26% . in Algebra by 05/27/2016 as measured by Algebra II End of Course Assessment.

## Strategy1:

Common Assessments - Teachers will collaborate with curriculum supervisor and/or principal to design effective instructional lessons and activities that will move students to proficiency.

Category: Continuous Improvement

Research Cited:

Activity - Common Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will develop and administer Common Assessments to determine level of student proficiency on the Kentucky Core Academic Standards. Teachers will review the data and determine instructional next steps for individual students. Meeting notes will be added to content level PLC schoology groups.	Direct Instruction Academic Support Program	11/06/2015	05/27/2016	\$5000 - Title I Schoolwide	Teachers, Administrators

# KDE Comprehensive School Improvement Plan

Trigg County High School

The school identified specific strategies to increase the average freshman graduation rate.

## Goal 1:

Increase the cohort graduation rate from 91.8% in 2013 to 93.4% by 2016 as measured by the five year Adjusted Cohort Graduation Rate

## Measurable Objective 1:

collaborate to decrease the suspension rate of all students from 4.9% to 2.0% by 05/27/2016 as measured by Graduation Rate Data.

## Strategy1:

Behavioral Response to Intervention - Implementation of a Behavioral Response to Intervention (RTI) will be created for students at-risk.

Category:

Research Cited:

Activity - Rewards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reward students when goals are achieved on the Behavioral Intervention Plan.	Behavioral Support Program	08/08/2014	05/29/2015	\$500 - Other	Instructional Staff, Youth Service Center Staff, Administrative Staff

Activity - Home Visits	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Home visits will be made to at-risk students' homes.	Behavioral Support Program	08/08/2014	05/29/2015	\$0 - No Funding Required	Instructional Staff, Administrative Staff, Youth Service Center Staff, Post-Secondary Career Counselor,

Activity - "Why Try" Behavior Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implement research-based "Why Try" program to aid students-at-risk learn resiliency and overcome personal obstacles.	Behavioral Support Program	08/08/2014	05/29/2015	\$1000 - Title I Schoolwide	Instructional Staff, Guidance, Administrative Staff, Youth Service Center Staff

## Measurable Objective 2:

collaborate to increase four year cohort graduation rate from 93.7% in 2015 to 93.4% by 05/27/2016 as measured by Adjusted Graduation Cohort rate..

## Strategy1:

Reversing the Peer Effect" - "Reversing the Peer Effect" through advising – Students will set goals, review benchmarks and work to find their passion through a variety of experiences offered at TCHS.

Category:

Research Cited:

SY 2015-2016

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**KDE Comprehensive School Improvement Plan**

Trigg County High School

Activity - Connections	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each staff member will lead a class of 15 - 20 students from all grade levels for advisor/advisee sessions. Teachers will evenly distribute and mentor students identified as at-risk according to the Persistence to Graduation report.	Career Preparation/Orientation	08/06/2015	05/27/2016	\$0 - No Funding Required	Instructional Staff, Post-Secondary Career Counselor, Youth Service Center Staff, Administrative Staff

Activity - Home Visits	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each staff member will schedule home visits for their incoming freshmen students.	Career Preparation/Orientation	08/06/2015	05/27/2016	\$0 - No Funding Required	Instructional Staff, Post-Secondary Career Counselor, Youth Service Center Staff, Administrative Staff

Activity - Connections Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each staff member will undergo professional development to prepare for home visits and better understand our efforts to "reverse the peer effect".	Career Preparation/Orientation	08/06/2015	05/27/2016	\$1000 - Title II Part A	Instructional Staff, Post-Secondary Career Counselor, Administrative Staff, Youth Service Center Staff

The school identified specific strategies to increase the percentage of students who are college and career ready.

**Goal 1:**

Increase the percentage of students who are college and career ready from 71.7% to 75% by 2016.

**Measurable Objective 1:**

collaborate to increase the percent of students College and Career ready from 71.7% to 75% by 05/27/2016 as measured by ACT, KOSSA, ASVAB, Workkeys, and Industry Certificates.

**Strategy1:**

College/Career Ready Prep - All students will receive college and career ready preparation in a variety of ways.

Category:

Research Cited:

Activity - FLEX Day	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During Flex Days students will receive instruction on test taking strategies.	Academic Support Program	08/06/2015	05/27/2016	\$0 - Other	Instructional Staff, Guidance Staff, Administrative Staff

# KDE Comprehensive School Improvement Plan

Trigg County High School

Activity - Reading Plus	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
TCHS will provide seniors not meeting the reading benchmark instruction and interventions using the Reading Plus Program to teach, review, intervene and reassess for student mastery.	Academic Support Program	08/06/2015	05/27/2016	\$4000 - Title I Schoolwide	Teachers and Administrative Staff

Activity - Transitional Coursework/Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
TCHS will provide seniors not meeting the benchmarks instruction and interventions using the KDE transitional coursework or other content specific interventions.	Academic Support Program	08/08/2014	05/29/2015	\$500 - General Fund	Teachers and administrators

Activity - Method Test Prep	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All Students will have access to an ACT prep program, Method Test Prep, which will be accessed through students Individual Learning Plans (ILP).	Academic Support Program	10/01/2015	06/01/2016	\$1100 - Title I Schoolwide	Teachers, College and Career Coach, Administrative Staff

## Strategy2:

Create a College Going Culture - A College Going Culture will be created through collaboration with the community, staff, College and Career Coordinator and Gear Up KY staff.

Category:

Research Cited:

Activity - KOSSA Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will develop assessments congruent to the KOSSA standards. The results of the assessments will be analyzed and students will receive instruction based on individual needs as determined from each assessment.	Career Preparation/ Orientation	09/04/2015	05/02/2016	\$0 - No Funding Required	Teachers and Administrative Staff

Activity - Open Enrollment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students are provided with open enrollment opportunities in pre-AP and AP courses.	Career Preparation/ Orientation	08/06/2015	05/27/2016	\$0 - No Funding Required	Instructional Staff, Guidance, Administrative Staff

Activity - Campus Visits	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide students the opportunity to participate in college campus visits based upon their ILP.	Career Preparation/ Orientation	08/06/2015	05/27/2016	\$1000 - Other	Instructional Staff, Post-secondary and career counselor, Gear-Up-KY Staff

# KDE Comprehensive School Improvement Plan

Trigg County High School

Activity - Career Pathways	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Student will schedule using career pathways and Individual Learning Plans.	Career Preparation/Orientation	02/05/2016	05/27/2016	\$0 - No Funding Required	Instructional Staff, Guidance Staff, Post-Secondary Career Counselor, Administrative Staff

Activity - Individual Learning Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will review and revise their Individual Learning Plans (ILP's).	Career Preparation/Orientation	05/29/2015	05/27/2016	\$0 - No Funding Required	College Career Coach, Instructional Staff, Administrative Staff

Activity - Individual Counseling	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students are provided with individualized counseling with the college and post secondary counselor.	Career Preparation/Orientation	08/06/2015	05/27/2016	\$0 - No Funding Required	College and Post Secondary Career Counselor

Activity - Dual Credit	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Dual Credit opportunities are offered to students who have met the ACT KYOTE and/or COMPASS benchmarks through Hopkinsville Community College, Murray State Racer Academy and TCHS instructional staff.	Career Preparation/Orientation	08/08/2014	05/29/2015	\$500 - District Funding	Instructional Staff, Guidance, Administrative Staff

Activity - FAFSA Workshop	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide graduating students and their parents/guardians with FAFSA workshops and counseling to complete the FAFSA form.	Career Preparation/Orientation	12/01/2015	01/30/2016	\$0 - No Funding Required	Post Secondary and Career Counselor, Instructional Staff, Administrative Staff, Guidance Staff

Activity - Senior Seminar	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All Seniors will participate in a seminar led by postsecondary, career and community partners.	Career Preparation/Orientation	08/06/2015	05/27/2016	\$800 - Other	Instructional Staff, Guidance, College and Career Counselor, Administrative Staff

## Measurable Objective 2:

collaborate to increase the percent of students with a disability College and Career Ready from 0% to 20% by 05/16/2014 as measured by the ACT, KOSSA, ASVAB, WorkKeys, and Industry Certificates..

## Strategy1:

SY 2015-2016

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# KDE Comprehensive School Improvement Plan

Trigg County High School

College/Career Readiness Preparation - All students with disabilities will receive college and career readiness preparation in a variety of ways.

Category:

Research Cited:

Activity - Transitional Coursework/Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
TCHS will provide students with disabilities not meeting the benchmarks instruction and interventions using the KDE transitional coursework or other content specific interventions.	Academic Support Program	08/06/2013	05/16/2014	\$500 - Title I Schoolwide	ELA and Mathematics instructional staff

### Measurable Objective 3:

collaborate to increase the percent of minority students College and Career Ready from 29.4% to 40% by 05/16/2014 as measured by ACT, KOSSA, ASVAB, WorkKeys, and Industry Certificates.

### Strategy1:

College/Career Reading Preparation - All minority student will receive college and career ready preparation in a variety of ways.

Category:

Research Cited:

Activity - Transitional Coursework/Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
TCHS will provide minority students not meeting the benchmarks instruction and interventions using the KDE transitional coursework or other content specific interventions.	Academic Support Program	08/06/2013	05/16/2014	\$500 - Title I Schoolwide	ELA and Mathematics Instructional Staff

The school identified specific strategies to increase the percentage of distinguished programs in the arts and humanities, PL/CS and writing.

### Goal 1:

Increase the percentage of students who are college and career ready from 71.7% to 75% by 2016.

### Measurable Objective 1:

collaborate to reach proficiency by 05/27/2016 as measured by the Program Review for Practical Living/Consmer Science..

### Strategy1:

Health Education Integration - In order to increase proficiency in Health Education, the school wellness committee will meet 4 times per year and monitor the following activities:

SY 2015-2016

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**KDE Comprehensive School Improvement Plan**

Trigg County High School

Category: Continuous Improvement

Research Cited:

Activity - Physical Activity	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
TCHS will increase the physical activity opportunities throughout the school environment	Academic Support Program	08/08/2014	05/29/2015	\$500 - Other	Instructional Staff, Administrative Staff, Youth Service Center Staff

Activity - Health Education Integration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will integrate health education in all content areas and will submit health education samples for the PLCS program review.	Academic Support Program	08/08/2014	05/29/2015	\$500 - Other	Instructional Staff, Administrative Staff, Youth Service Center Staff

**Strategy2:**

Practical Living/Consumer Science Integration - In order to increase proficiency in Practical Living/Consumer Science, TCHS will integrate Practical Living/Consumer Science activities across the curriculum.

Category: Professional Learning &amp; Support

Research Cited:

Activity - Practical Living/Consumer Science	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will integrate PLCS in all content areas and will submit Practical Living/Consumer samples for the program review.	Career Preparation/Orientation	08/08/2014	05/29/2015	\$500 - Title II Part A	Teachers, Administrative Staff, Postsecondary and Career Ready Coach

**Goal 2:**

Trigg County High School will increase the averaged combined reading and math End of Course scores for all students from 36.7% in 2015 to 70.5% in 2019.

**Measurable Objective 1:**

collaborate to increase the percent of students scoring proficient in Mathematics from 20.7% to 41.4% by 05/27/2016 as measured by the Algebra II EOC assessment.

**Strategy1:**

Curriculum Assessment/Alignment - In order to increase student proficiency, students will receive instruction organized into units of study.

Category:

Research Cited:

# KDE Comprehensive School Improvement Plan

Trigg County High School

Activity - FLEX	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
FLEX time will be provided to students needing intervention. These activities can include Quality Core Benchmark Assessments and Laying the Foundations	Academic Support Program	08/06/2013	05/16/2014	\$1000 - District Funding	Social Studies Instructional Staff, Administrative Staff

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PLC meetings are held weekly for teachers to create and revise Units of Study and Common Assessments congruent to the Kentucky Core Academic Standards. The assessment results are analyzed to determine individual student instructional needs.	Academic Support Program	08/06/2013	05/16/2014	\$0 - No Funding Required	Social Studies Instructional Staff, Administrative Staff

## Measurable Objective 2:

collaborate to increase the rate of proficiency from 8.5 to 9.7 by 05/16/2014 as measured by the Program Review for Arts and Humanities..

### Strategy1:

Arts and Humanities Integration - In order to increase proficiency in arts and humanities, TCHS will integrate arts and humanities activities across the curriculum.

Category:

Research Cited:

Activity - Arts and Humanities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will integrate Arts and Humanities in all content areas and will submit samples for the program review.	Academic Support Program	08/08/2014	05/29/2015	\$500 - Title II Part A	Teachers, Administrative Staff

## Measurable Objective 3:

collaborate to become proficient in Global Competencies/World Languages by 06/01/2016 as measured by Program Review.

### Strategy1:

Instructional Strategies/Curriculum Alignment - Teachers will align curriculum and embed Global Competencies into units of study/PBL's.

Category: Learning Systems

Research Cited:

Activity - Units of Study	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will incorporate Global Competency standards into daily instruction.	Direct Instruction	12/01/2015	06/01/2016	\$0 - No Funding Required	Teachers, Administration

## Measurable Objective 4:

collaborate to increase the percent of students scoring proficient in Social Studies from 42.3% to 48.1% by 05/16/2014 as measured by the

**KDE Comprehensive School Improvement Plan**

Trigg County High School

U.S. History EOC assessment..

**Strategy1:**

Curriculum Assessment/Alignment - In order to increase student proficiency, students will receive instruction organized into units of study.

Category:

Research Cited:

Activity - FLEX	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
FLEX time will be provided to students needing intervention. These activities can include Quality Core Benchmark Assessments and Laying the Foundations	Academic Support Program	08/06/2013	05/16/2014	\$1000 - District Funding	Social Studies Instructional Staff, Administrative Staff

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PLC meetings are held weekly for teachers to create and revise Units of Study and Common Assessments congruent to the Kentucky Core Academic Standards. The assessment results are analyzed to determine individual student instructional needs.	Academic Support Program	08/06/2013	05/16/2014	\$0 - No Funding Required	Social Studies Instructional Staff, Administrative Staff

**Measurable Objective 5:**

collaborate to increase the percent of students proficient in Science from 32.4% to 41.9% by 05/16/2014 as measured by the biology EOC assessment.

**Strategy1:**

Targeted Intervention (biology) - Use targeted interventions to increase the proficiency on the EOC assessment for Biology.

Category:

Research Cited:

Activity - FLEX	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
FLEX time will be provided to students needing intervention. These activities can include Quality Core Benchmark Assessments, flipped classroom, quizlet, wikispace, Khan Academy, Edmodo, Aventa, etc.	Academic Support Program	08/06/2013	05/16/2014	\$1000 - District Funding	Science Instructional Staff, Administrative Staff

**Strategy2:**

Curriculum/Assessment Alignment (Science) - In order to increase student proficiency, students will receive instruction organized into units of study.

Category:

Research Cited:

# KDE Comprehensive School Improvement Plan

Trigg County High School

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PLC meetings are held weekly for teachers to create and revise Units of Study and Common Assessments congruent to the Kentucky Core Academic Standards. The assessment results are analyzed to determine individual student instructional needs.	Academic Support Program	08/06/2013	05/16/2014	\$0 - No Funding Required	Science Instructional Staff, Administrative Staff

## Measurable Objective 6:

collaborate to to reach proficiency on all standards by 06/01/2016 as measured by the Program Review for Writing..

## Strategy1:

Writing Integration - In order to increase proficiency in writing TCHS will integrate writing activities across the curriculum as determined by the SBDM Writing policy.

Category: Continuous Improvement

Research Cited:

Activity - Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will integrate writing in all content areas and will submit writing samples for both the program review and the TCHS Writing Policy.	Academic Support Program	08/08/2014	05/29/2015	\$500 - Title II Part A	Instructional Staff, Administrative Staff

## **KDE Assurances - School**

## **Introduction**

KDE Assurances - School

**Assurances**

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Comprehensive Needs Assessment	The school conducted a comprehensive needs assessment, which included a review of academic achievement data for all students and assessed the needs of the school relative to each of the schoolwide program components.	Yes		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Core Academic Programs	The school planned and developed Schoolwide researchbased instructional reform strategies to strengthen the core academic program, increase the amount and quality of learning time, and provide additional support to all students.	Yes		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Preschool Transition	The school planned preschool transition strategies and the implementation process.	Yes		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Research-based Strategies	The school planned and developed schoolwide researchbased instructional strategies that provide additional instruction for students experiencing the greatest degree of difficulty mastering the state's academic achievement standards.	Yes		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Highly Qualified Teachers	The school planned strategies to recruit and retain highly qualified teachers.	Yes		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Title I, Part A Schoolwide Funds	The school allocated and spent Title I, Part A Schoolwide funds only on allowable programs and activities and maintained appropriate financial records in this regard on its Title I, Part A programs and activities.	Yes		

# KDE Comprehensive School Improvement Plan

Trigg County High School

Label	Assurance	Response	Comment	Attachment
Parental Involvement	The school planned or developed strategies to increase parental involvement in the design, implementation, evaluation and communication of assessment results of the Schoolwide activities, which included the development and implementation of a Parent Compact and a Parent Involvement Policy.	Yes		

Label	Assurance	Response	Comment	Attachment
Schoolwide Planning	The school incorporated the ten schoolwide planning criteria into the existing school improvement planning process.	Yes		

Label	Assurance	Response	Comment	Attachment
Professional Development	The school planned or provided appropriate professional development activities for staff members who will be serving students.	Yes		

Label	Assurance	Response	Comment	Attachment
Comprehensive Plan	The school an annual evaluation that addresses the implementation of the comprehensive plan and student achievement results that will inform changes when needed.	Yes		

Label	Assurance	Response	Comment	Attachment
Comprehensive Needs Assessment	The school conducted a comprehensive needs assessment, which included a review of academic achievement data, and established objective criteria for identifying eligible Title I students.	Yes		

Label	Assurance	Response	Comment	Attachment
Instructional Strategies	The school planned and developed research based instructional strategies to support and assist identified students.	Yes		

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned targeted assistance activities for identified students that coordinated and integrate with other federal, state, and local programs.	Yes		

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned targeted assistance activities for identified students that coordinate with and support the regular educational program so identified students have access to both.	Yes		



**KDE Comprehensive School Improvement Plan**

Trigg County High School

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Schoolwide Activities	The school planned activities to coordinate and integrate with other federal, state, and local programs.	Yes		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Targeted Assistance Activities	The school planned or developed strategies to monitor and evaluate the success of targeted assistance activities with the identified students and will use the results of the evaluation to inform and improve instructional strategies and professional development activities.	Yes		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Highly Qualified	The school assigned paraprofessionals who met the requirements of Highly Qualified under ESEA to work with targeted assistance programs and activities.	Yes		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Federal Program Funds	The school allocated and spent federal program funds only on programs and activities for identified eligible students. The school maintained appropriate financial records on its Title I, Part A programs and activities.	Yes		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Parental Involvement	The school planned or developed strategies to increase parental involvement in the design, implementation, and evaluation of the targeted assistance activities, which included the implementation of a Parent Compact and a Parent Involvement Policy.	Yes		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Targeted Assistance Planning	The school incorporated the eight Targeted Assistance Planning components into the existing school improvement planning process.	Yes		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Professional Development	The school planned or provided appropriate professional development activities for staff members who serve identified Title I students.	Yes		

**KDE Comprehensive School Improvement Plan**

Trigg County High School

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Comprehensive Improvement Plan	The school planned an annual evaluation that addressed the implementation of the comprehensive plan and student achievement results that informed changes when needed.	Yes		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Transparency	The current school year Comprehensive School Improvement Plan (CSIP) is available for stakeholders to examine on our school website (provide the website link below).	Yes		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Teacher Quality	The school notifies parents when their child(ren) are taught for four or more consecutive weeks by teachers who are not highly qualified.	Yes		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Professional Development	The school provides professional development for staff based on a comprehensive needs assessment, which included a review of academic achievement data and additional criteria, to ensure all students are college and career ready.	Yes		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Ranking Report	The school ensures that if the Title I Ranking Report lists counselors, nurses, media, specialists or "other" staff for the school, there is documentation indicating this need in order to improve student achievement.	Yes		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Para-educators	The school ensures that all para-educators with instructional duties are under the direct supervision of a highly qualified classroom teacher and providing instruction rather than clerical work.	Yes		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Para-educators	The school ensures that all para-educators with instructional duties that involve targeted students are under the direct supervision of a highly qualified classroom teacher and providing instruction rather than clerical work.	Yes		

**KDE Comprehensive School Improvement Plan**

Trigg County High School

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Para-educator Non-Instructional Duties	The school ensures that there is a schedule of non-instructional duties for para-educators demonstrating that the duties are on a limited basis only.	Yes		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Para-educator Non-Instructional Duties	The school scheduled non-instructional duties for para-educators working with targeted students demonstrating that the duties are on a limited basis only.	Yes		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Cap Size Requirements	The school met its cap size requirements without using Title I funds.	Yes		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Cap Size Requirements	The school met its cap size requirements without using Title II funds.	Yes		

# **The Missing Piece**

## **Introduction**

This report provides a comprehensive response to the six objectives of The Missing Piece set for the by the Commissioner's Parent Advisory Council (CPAC). This diagnostic uses performance measurement and progress, as well as relationship building, resources and support to build capacity within schools and districts measure parent involvement and the desired outcome being made. Use the links below to navigate the diagnostic content and respond to the questions.

## **Stakeholders**

**What stakeholders (name and title) did you engage for the purpose of completing the Missing Piece diagnostic?**

Parents, Students, Teachers, School Leadership, Community Members

## Relationship Building

Overall Rating: 2.71

	Statement or Question	Response	Rating
2.1	Parents report that school staff understands and demonstrates how strong relationships with parents contribute to effective teaching and learning.	Parents report their relationship with school staff is about discussing student academic performance and/or behavior.	Apprentice

	Statement or Question	Response	Rating
2.2	School staff implements systematic steps to welcome the parents of new and English as-a-Second-Language (ESL) students (for example, using home visits, personal calls or letters, open houses and/or other methods).	School staff implements systematic steps to welcome the parents of new and ESL students (for example, using home visits, personal calls or letters, open houses, and/or other methods).	Proficient

	Statement or Question	Response	Rating
2.3	Parents and other stakeholders report that they are actively welcomed when they visit the school.	Parents and other stakeholders report that they are actively welcomed when they visit the school.	Proficient

	Statement or Question	Response	Rating
2.4	School staff implements systematic steps to encourage parents to attend school activities and participate in decisions about their children's learning.	School staff implements systematic steps to encourage parents to attend school activities and participate in decisions about their children's learning.	Proficient

	Statement or Question	Response	Rating
2.5	School staff involves parents in personal communication about their students' progress at least once a month.	School staff involves parents in personal communication about their students' progress at least once a month.	Proficient

	Statement or Question	Response	Rating
2.6	School staff completes needs assessment with all parents to determine resources necessary for their child's academic success.	School staff completes needs assessment with all parents to determine resources necessary for their child's academic success.	Proficient

	Statement or Question	Response	Rating
2.7	All parents are asked for feedback on the school's efforts to welcome and engage parents and the feedback is used to improve the school's efforts.	Staff occasionally asks for feedback on school's efforts to welcome and engage parents, in an informal or casual way with no regular data collection.	Apprentice

## Communications

Overall Rating: 2.71

	Statement or Question	Response	Rating
3.1	School staff implements systematic efforts to inform parents about academic goals, class work, grades and homework for their children in their home language. (For example, classroom contracts, student assignment books, homework websites, and online grade books).	School staff implements systematic efforts to inform parents about academic goals, class work, grades and homework for their children in their home language. (For example, using classroom contracts, student assignment books, homework websites, and online grade books.)	Proficient

	Statement or Question	Response	Rating
3.2	School staff offers varied ways that parents can share information with teachers about their children's learning needs. (For example, phone and e-mail contacts, offering parent conferences, making home visits, or other methods).	School staff offers varied ways to that parent can see share information with teachers about their children's learning needs. (For example, phone and email contact, offering parent conferences, and making home visits).	Proficient

	Statement or Question	Response	Rating
3.3	School staff partners with community leaders and organizations to build parent understanding of academic expectations, school strategies, and student achievement results.	School staff sometime provides community organizations with information about academic expectations for parents who use their services.	Apprentice

	Statement or Question	Response	Rating
3.4	School staff offers parents opportunities to discuss school-wide achievement issues, including assessment data, at least once a semester.	School staff offers parents opportunities to discuss school-wide achievement issues, including assessment data, at least once a semester.	Proficient

	Statement or Question	Response	Rating
3.5	School staff implements systematic efforts to maximize parent-teacher conference participation. (For example, offering multiple locations, convenient times, follow-up with parents who do not reply to first notices, and opportunities for student-led conferences).	School staff implements systematic efforts to maximize parent-teacher conference participation. (For example, offering multiple locations, convenient times, follow-up with parents who do not reply to first notices, opportunities for student-led conferences).	Proficient

	Statement or Question	Response	Rating
3.6	At least 50 percent of parents respond to annual school and/or district stakeholder surveys.	District-wide stakeholder surveys are given to parents and teachers encourage parents to respond.	Apprentice



# KDE Comprehensive School Improvement Plan

Trigg County High School

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>3.7</b>	Stakeholder survey data is consistently used to plan school improvement efforts and to evaluate their effectiveness.	Stakeholder survey data is consistently used to plan school improvement efforts and to evaluate their effectiveness.	Proficient

## Decision Making

Overall Rating: 2.14

	Statement or Question	Response	Rating
4.1	The school staff offers professional learning community opportunities, workshops, and easily accessible written information to equip parents for service on the SBDM council and committees.	School staff offers professional learning community opportunities, workshops, and accessible written information to equip parents for service on SBDM council and committees.	Proficient

	Statement or Question	Response	Rating
4.2	School council and committees facilitate broad parent participation by actively recruiting diverse membership, providing interpreters and translated materials when needed, setting convenient meeting times, and seeking wide parent input. At least 40 percent of parents vote in SBDM parent election.	School council has parent members as required by law, parents are not asked to serve on committees, meeting time and place is determined by principal. Low voter turnout for SBDM parent election.	Novice

	Statement or Question	Response	Rating
4.3	Parents on the SBDM council and committees engage and mentor many other parents by reporting to multiple groups and seeking input through surveys, meetings, and varied other methods.	School council chair reports feedback to head of largest parent organization who then decides further dissemination methods or input. There is no provision for parent input other than as required by school law.	Apprentice

	Statement or Question	Response	Rating
4.4	The school council adopts measurable objectives and plans coherent strategies to build authentic parent participation, and the school council monitors the implementation and impact of that work.	School council has some parent involvement components and action items that deal with specific academic areas. Little or no funding is provided. Little or no implementation and impact checking is done.	Apprentice

	Statement or Question	Response	Rating
4.5	School council policies ensure active roles for parents on SBDM council and committees, and other groups making decisions about school improvement.	School council policies ensure active roles for parents on SBDM committees, in school improvement planning, and also in decisions about the education of their individual children.	Proficient

	Statement or Question	Response	Rating
4.6	Parents report that they are treated as valued partners on school leadership teams, SBDM council and committees, the school council, and other groups making decisions about school improvement.	Parents report that they are sometimes encouraged to take part in discussions about school improvement.	Apprentice

# KDE Comprehensive School Improvement Plan

Trigg County High School

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>4.7</b>	School staff has a plan to identify new and experienced parent leaders who support and build capacity for parents to serve effectively on the school council and committee work.	School staff provides opportunities for outgoing parent council members to meet with new parent council members to share knowledge of serving on the council.	Apprentice

**Advocacy**

Overall Rating: 2.5

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
5.1	School staff ensures every student has a parent and/or another adult who knows how to advocate, or speak up for them, regarding the student's academic goals and individual needs.	School staff ensures every student has a parent and/or another adult who knows how to advocate, or speak up for them, regarding the students' academic goals and learning needs.	Proficient

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
5.2	Most parents participate actively in student led conferences or other two-way communication about meeting their child's individual learning needs.	Most parents participate actively in student led conferences or other two-way communication about meeting their child's individual learning needs.	Proficient

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
5.3	Parents report participating actively and effectively in required planning for individual learning, for example, Individual Education Plans, Individual Learning Plans, Gifted Student Plans, 504 Plans, and intervention strategies to ensure college readiness (Senate Bill 130).	Parents report that they are invited to attend meetings to discuss Individual Education Plans, Individual Learning Plans, 504 plans and/or intervention strategies.	Apprentice

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
5.4	School staff gives parents clear, complete information on the procedures for resolving concerns and filing complaints, and the council reviews summary data on those complaints to identify needed improvements.	School council has a policy and a process to resolve issues or complaints and outcomes are sometimes tracked and reported to the council.	Apprentice

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
5.5	School staff ensures that parents and community members are well informed about how to become educational advocates, or how to access a trained educational advocate when needed.	School staff ensures that parents and community members are well informed about how to become an educational advocate or how to access an educational advocate when needed.	Proficient

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
5.6	As students are identified by school staff as having disabilities or performing at the novice level, additional intentional steps are taken to ensure that parents have the option to use a trained advocate to assist them in speaking for their child's needs.	Novice level students are identified by school staff to receive targeted strategies for academic improvement. Parents are informed of the strategies but do not receive training on how to use those strategies or how progress will be measured.	Apprentice

## Learning Opportunities

Overall Rating: 1.83

	Statement or Question	Response	Rating
6.1	Parents have multiple opportunities to learn about and discuss the following: - Kentucky standards and expectations for all students - The school's curriculum, instructional methods, and student services - The school's decision-making process, including opportunities for parents to participate on SBDM councils and committees - Their children's learning and development, along with legal and practical options for helping their children succeed, such as the IEP and/or ILP process - Community resources to support learning - Opportunities to participate in state and district school improvement efforts, such as forums, committees, and surveys.	School provides open house and family nights for some parents to learn about: • Kentucky standards and expectations for all students. • School's curriculum, instructional methods, and student services. • School's decision-making process, including opportunities for parents to participate on councils and SBDM committees. • Their children's learning and development, along with legal and practical options for helping their children succeed such as participation in IEP and/or ILP process. • Community resources to support learning.	Apprentice

	Statement or Question	Response	Rating
6.2	School staff makes systematic use of written communications (for example, newsletters, websites, and bulletin boards) to help parents understand their own children's progress and the progress of the school.	School staff makes systematic use of written communications (for example, newsletters, Web sites, bulletin boards) to help parents understand their own children's academic progress and the progress of school.	Proficient

	Statement or Question	Response	Rating
6.3	School staff displays proficient student work with scoring guides to demonstrate academic expectations to parents and students, and updates the displays regularly.	School staff exhibits some student work with scoring guide and proficient level work.	Apprentice

	Statement or Question	Response	Rating
6.4	School staff offers parent workshops and meetings in convenient locations to help parents develop skills in supporting their children's learning and the school's improvement efforts.	School staff offers targeted parent workshops and meetings to help parents develop skills to support their child's learning.	Apprentice

	Statement or Question	Response	Rating
6.5	School council has a classroom observation policy that welcomes families to visit all classrooms.	School staff allows parents to visit regular education classrooms upon request. There is no school policy.	Novice

	Statement or Question	Response	Rating
6.6	School staff develops parent leaders who contribute regularly to other parents' understanding and who help meet other parent learning needs.	There is little or no development of parent leaders.	Novice

## Community Partnerships

Overall Rating: 3.0

	Statement or Question	Response	Rating
7.1	School leadership regularly shares information on student achievement and involves business and community leaders in school improvement efforts.	School leadership regularly shares information on student achievement and involves business and community leaders in school improvement efforts.	Proficient

	Statement or Question	Response	Rating
7.2	School leadership develops partnerships with several businesses, organizations, and agencies to support student learning and create mentors for students and parents.	School leadership develops partnerships with several businesses, organizations, and agencies to support student learning and create mentors for students and parents.	Proficient

	Statement or Question	Response	Rating
7.3	School leadership collaborates with employers to support parent and volunteer participation in students' education.	School leadership collaborates with employers to support parent and volunteer participation in students' education.	Proficient

	Statement or Question	Response	Rating
7.4	School staff collaborates with businesses, organizations, and agencies to address individual student needs and shares that information with parents.	School staff collaborates with businesses, organizations, and agencies to address individual student needs and shares that information with parents.	Proficient

	Statement or Question	Response	Rating
7.5	Parents make active use of the school's resources and community resources and report that they provide meaningful help to resolve family challenges that could interfere with student learning. (For example, FRYSC or Title I coordinators connect family with community resources and follow up).	Parents make active use of school and community resources and report that they provide meaningful help to resolve family challenges that could interfere with student learning. (For example, FRYSC or Title 1 coordinators connect family with community resources and follow up).	Proficient

	Statement or Question	Response	Rating
7.6	School staff offers and publicizes community-based learning activities aligned with the curriculum, such as tutoring linked to the curriculum and internships, for all students and parents.	School staff offers and publicizes community-based learning activities, such as tutoring linked to the curriculum, for all students and parents.	Proficient

## **Reflection**

### **Reflect upon your responses to each of the Missing Piece objectives.**

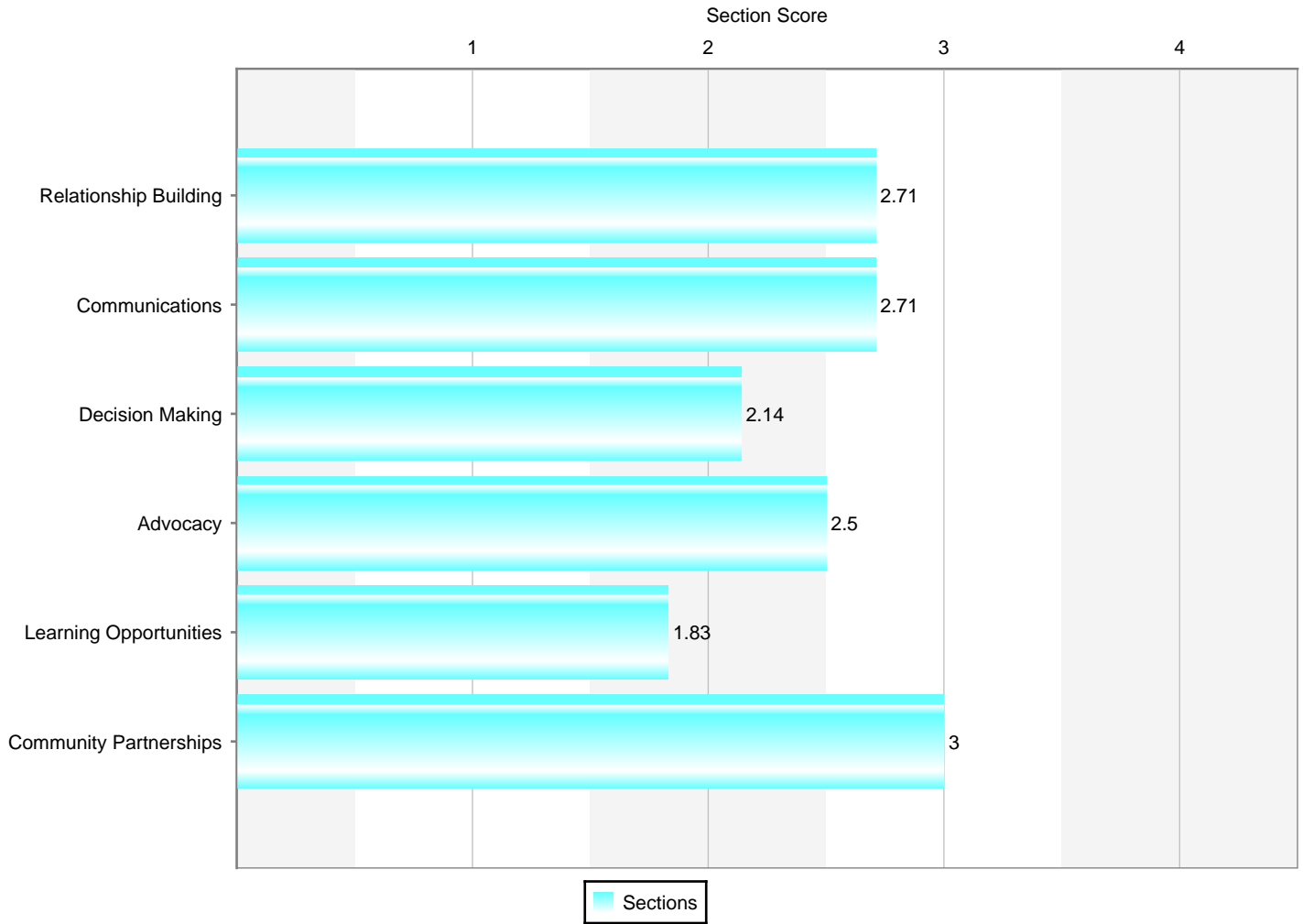
TCHS offers a variety of avenues for communication with parents, students, staff and the community related to academic information.

Individual teachers use Remind 101 for students and parents, we maintain a Facebook page, Infinite Campus parent portal, principal sends parent emails encouraging participation in learning activities related to their student and a mass calling system to provide a variety of groups with information regarding student achievement.

TCHS needs to promote more parental involvement, particularly in developing parent leaders and parent involvement in school committees and school planning. Communication to parents needs to be more consistent and intentional and should promote parental involvement and advocating for student learning. TCHS strength is having the SBDM council lead the direction of the school and for promoting academic learning for all students, including students with greater learning needs. In order to improve, TCHS needs to collaborate more with parents and the community in order to provide the ultimate learning environment for all students.

## Report Summary

### Scores By Section





# **Improvement Plan Stakeholder Involvement**

## **Introduction**

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

## **Improvement Planning Process**

### Improvement Planning Process

**Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.**

Stakeholders were sent electronic surveys via email from the TCHS Principal. Stakeholders were also notified via School Messenger Calling System. Teachers were provided opportunities for input during the December faculty meeting.

TELL survey data was also used to inform responses.

**Describe the representations from stakeholder groups that participated in the development of the improvement plan and their responsibilities in this process.**

Stakeholders involved in the development of the improvement plan were parents, teachers, and students.

Teachers asked students for input into their learning process.

Again, TELL survey data was also utilized.

**Explain how the final improvement plan was communicated to all stakeholders, and the method and frequency in which stakeholders receive information on its progress.**

The final improvement plan was communicated to the SBDM Council, and School Board. The plan will also be posted on the school website. A link to the school report card will be put on the January 2016 grade report card. As the plan is updated throughout the year changes will be posted to the website.

# **School Safety Report**

## **Introduction**

In response to recent tragic events in our nation's schools, during the 2013 legislative session the Kentucky General Assembly took action, through the passage of Senate Bill 8/House Bill 354, to assure that our schools are safer places for students and staff to work and learn. Among other things, SB8/HB354 required changes to emergency plan requirements, the development of school safety practices, and additional severe weather, lockdown and earthquake drills. The bill also required local school district superintendents to verify to the Kentucky Department of Education that all schools in the district are in compliance with these requirements. This diagnostic is the means by which this reporting is accomplished.

**School Safety Requirements**

Label	Assurance	Response	Comment	Attachment
1.	Does each school have a written Emergency Management Plan (EMP)?	Yes		

Label	Assurance	Response	Comment	Attachment
2.	Did the SBDM Council adopt a policy requiring the development and adoption of an EMP?	Yes	October 23, 2013	

Label	Assurance	Response	Comment	Attachment
3.	Did the SBDM Council adopt the EMP?	Yes	October 23, 2013	

Label	Assurance	Response	Comment	Attachment
4.	Has each school provided the local first responders with a copy of the school's EMP and a copy of the school's floor plan?	Yes		

Label	Assurance	Response	Comment	Attachment
5.	Has the EMP been reviewed and revised as needed by the SBDM council, principal, and first responders (annually)?	Yes	July 28, 2015	

Label	Assurance	Response	Comment	Attachment
6.	Was the EMP reviewed with the faculty and staff prior to the first instructional day of the school year?	Yes	August 5, 2015	

Label	Assurance	Response	Comment	Attachment
7.	Were local law enforcement and/or fire officials invited to review the EMP?	Yes		

Label	Assurance	Response	Comment	Attachment
8.	Are evacuation routes posted in each room at any doorway used for evacuation, with primary and secondary routes indicated?	Yes		

# KDE Comprehensive School Improvement Plan

Trigg County High School

Label	Assurance	Response	Comment	Attachment
9.	Has the local Fire Marshal reviewed the designated safe zones for severe weather and are they posted in each room?	Yes	Mr. Ladd confirmed that the plan has been reviewed by the Fire Marshall and will provide the date.	

Label	Assurance	Response	Comment	Attachment
10.	Have practices been developed for students to follow during an earthquake?	Yes		

Label	Assurance	Response	Comment	Attachment
11.	Has each school developed and adhered to practices designed to ensure control of access to each school (i.e., controlling access to exterior doors, front entrance, classrooms, requiring visitor sign-in and display of identification badges)?	Yes		

Label	Assurance	Response	Comment	Attachment
12.	Has each school completed all four emergency response drills during the first 30 days of the school year? (Fire in compliance with <a href="http://www.lrc.ky.gov/kar/815/010/060.htm" target="_blank">http://www.lrc.ky.gov/kar/815/010/060.htm</a> Fire Safety regulations), Lockdown, Severe Weather and Earthquake)	Yes	Fire-8-12-15 Earthquake 9-8-2015 Lockdown 8-19-2015 Severe Weather 9-8-2015	

Label	Assurance	Response	Comment	Attachment
13.	Are processes in place to ensure all four emergency response drills (Fire in compliance with <a href="http://www.lrc.ky.gov/kar/815/010/060.htm" target="_blank">http://www.lrc.ky.gov/kar/815/010/060.htm</a> Fire Safety regulations), Lockdown, Severe Weather and Earthquake) will occur within the first thirty instructional days beginning January 1?	Yes		

# **Equitable Access Diagnostic**



## **Introduction**

As part of No Child Left Behind (NCLB) each state is required to develop strategies to ensure that poor and minority children are not taught at higher rates than other children by inexperienced, unqualified, or out-of-field teachers. The results of this effort became a national push to ensure all teachers were highly qualified (HQT); meaning each teacher holds the appropriate certification for the content and/or grade level for which they are assigned. National data show that poor and minority continue to be taught by inexperienced, unqualified, or out-of-field teachers. As a result, in 2014, the United States Department of Education (USDOE) required states to develop equity plans and use evidence based strategies to address this issue. The focus of the plan is to move away from the concept of “highly qualified” to “high effective”.

**Needs Assessment**

Label	Assurance	Response	Comment	Attachment
1.1	Has a review of the data has been conducted to determine barriers to achieve equitable access to effective educators within the school?	Yes		

**What are the barriers identified?**

At the High School level, students have the opportunity to select electives in which they have a personal interest. It is difficult to find the time to pull students from any of these electives to provide extra support in the Core areas. PLC's must review data from Common Assessments more closely and provide more formative feedback to individual students.

**What sources of data were used to determine the barriers?**

End of Course Assessment Data  
 MAP Data  
 ACT College and Career Ready Data

**What are the root causes of those identified barriers?**

At the High School level, students have the opportunity to select electives in which they have a personal interest. It is difficult to find the time to pull students from any of these electives to provide extra support in the Core areas. PLC's must review data from Common Assessments more closely and provide more formative feedback to individual students.

**What does the Professional Growth and Effectiveness System data say about the effectiveness of teachers in the school?**

According to the School Report card 99% of the teachers in the Trigg County Public Schools scored in the Exemplary/Accomplished category.

## **Equitable Access Strategies**

**Placement: Describe school policies or procedures that address the assignment of students to ensure low income and minority students are not assigned to inexperienced, ineffective or out-of-field teachers more often than their peers who are not identified as low income or minority students.**

No policy is in place however, all efforts are made to place students based on need only. In a small system, often only one teacher is available to teach a specific course.

**Placement: How is data used to make student assignment decisions to ensure low income, minority, Limited English Proficient and Exceptional Children and Youth are not assigned to inexperienced, ineffective or out-of-field teachers more often than their peers?**

See previous answer.

**Recruitment and Retention: How does the school analyze student level data to design targeted recruitment of effective and diverse teachers?**

Certification is the master served.

Our goal is to recruit and hire the most qualified and diverse teachers that are available.

**Recruitment and Retention: How does the school recruit teachers who are effective in implementing practices that are targeted to support the diverse learning needs of minority students, low income students, Limited English Proficient and Exceptional Children and Youth?**

Again, our goal is to hire and recruit the most qualified applicant. TCHS does try to mirror our student population to the best of our ability.

**Recruitment and Retention: How does the school retain effective teachers? Identify any incentives.**

Through opportunities for leadership roles.

**Professional Learning: Identify supports, including mentoring and/or induction, provided to meet the needs of first year, inexperienced and out-of-field teachers.**

All new to the school teachers are assigned a mentor.

The district provides a New Teacher Institute.

**Professional Learning: Utilizing PGES data, how are the professional learning needs of teachers with an effectiveness rating below accomplished addressed?**

Teachers create a Personal Learning Plan that identifies both the needs of their students as well as their personal needs as a teacher. TCHS's Guiding Coalition determined an overall Problem of Practice based on PGES standards 2 and 3 as a schoolwide problem of practice.

**Working Conditions: How are TELL Kentucky results being addressed to increase recruitment, retention and professional learning needs of staff?**

Reviewed.

## Questions

**Identify all goals, objectives, strategies and activities created that support equitable access and the responses in this diagnostic.**

Please see CSIP