



KDE Comprehensive School Improvement Plan

Trigg County Intermediate School

Trigg County

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Cadiz, KY 42211

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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?

The Trigg County Intermediate School has approximately 478 students, 32 teachers, 4 instructional assistants, a guidance counselor, a librarian, an assistant principal/curriculum supervisor, and a principal. Trigg County has over 13,000 people living in its community and is located in Cadiz, Kentucky near Lake Barkley and The Land Between The Lakes. Trigg County Intermediate School has experienced an increase in free and reduced students over the past three years due to the county's largest employment factory, Johnson Controls, closing down which left many of our parents unemployed. The following percentages represents our current demographic information:

American Indian and Asian is 0.42%

African American: 9.41%

Hispanic: 2.72%

White: 82.01%

Two or More: 5.02%

Special Education: 13.18%

Male: 52.72%

Female: 47.28%

Free/Reduced: 62.00%

Trigg County's unique features are drawing in tourism each year due to the two lakes, LBL, The Lake Barkley State Resort Park, and The Ham Festival. Trigg County also has The Janice Mason Art Museum which provides our students and adults many opportunities to participate in art education programs. Trigg County's challenge is to create and maintain great high-paying jobs so that our students and community members do not have to settle living elsewhere.

School's Purpose

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

Trigg County Intermediate School mission and vision is to ensure success for all students.

The following questions prompt us to examine if and how we are living according to our values. We are working to be able to answer "Yes!" to them all.

Integrity Inspiration

Do we promote personal responsibility? Are we enthusiastic about learning?

Are we accountable to one another? Do we enjoy what we do?

Do we fulfill our commitments? Are we motivated by our environment?

Do we build trust being honest with one another? Are we involved in making the school a great place?

Respect Success

Do we treat others the way we would choose to be treated? Do we strive to reach our potential?

Are we open to others viewpoints? Do we set goals & work to achieve them?

Do we offer equal opportunities to contribute? Do we live & learn with pride?

Do we appreciate our differences and value our strengths? Do we celebrate our successes?

Support Community

Do we offer help when others are facing challenges? Do we create a safe/welcoming place?

Do we provide encouragement & resources? Do we foster a sense of belonging?

Are we generous in offering caring/comfort to others? Do we build healthy relationships?

Do we bring compassion to our interactions with one another? Do we communicate effectively with one another?

Trigg County Intermediate School will educate all students academically and socially in a safe, non-threatening environment. All students will be provided with diverse learning opportunities, set goals, and use strategies to help them become college and career ready.

Notable Achievements and Areas of Improvement

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

Trigg County Intermediate received a "Proficient Progressing" overall category for the 2014-2015 school year on the K-PREP assessment with a overall score of 71.6 and a percentile rank of 85. We decreased our number of students scoring novice in reading from 116 to 66 students. In math we decreased our novice from 84 to 73. Trigg County Intermediate School received a "Needs Improvement" rating for the 2013-2014 school year. Our mission at TCIS is to decrease the apprentice and novice percentiles of all students in all subjects based on the K-PREP Assessment. TCIS notably achieved its No Child Left Behind Goals in the 2012-2013 school years while lowering the novice percentiles of all students in reading and mathematics.

Additional Information

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

Trigg County Intermediate School is committed to using blended learning to provide teachers and students with the tools to reach their full potential and succeed in the 21st Century. The student-teacher relationship is one of the most important factors in student success; but teachers rarely have the time for one-one interaction with students. Blended Learning enables more one-on-one and small group interaction between teachers and students and provides regular feedback to teachers, allowing them to closely monitor student progress. Students are participating in station-rotation models and a lab rotation model each day throughout the school year. Students are also completing Project Based Learning (PBL) objectives in each grade throughout the school year. PBL allows our students to collaborate with community partners, high school students, middle school students, business leaders, as well as other things like community service projects. Students showcase their work through Exhibition Nights or by Presentations of Learning that involves students, teachers, family, and community members throughout the school year.

TCIS 2015-2016 Revised CSIP

12-10-15

Overview

Plan Name

TCIS 2015-2016 Revised CSIP 12-10-15

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	Trigg County Intermediate will increase the averaged combined reading and math K-PREP scores from 48.9% to 74.5% in 2017.	Objectives: 1 Strategies: 7 Activities: 28	Organizational	\$26120
2	Trigg County Intermediate will increase the average combined K-PREP reading and math proficiency ratings for all students in the non-duplicated gap group from 40.8% in 2012 to 70.4% in 2017.	Objectives: 2 Strategies: 3 Activities: 12	Organizational	\$3000
3	Trigg County Intermediate will reduce the novice reduction student count by 50% by the year 2020.	Objectives: 1 Strategies: 1 Activities: 3	Organizational	\$3000

Goal 1: Trigg County Intermediate will increase the averaged combined reading and math K-PREP scores from 48.9% to 74.5% in 2017.

Measurable Objective 1:

collaborate to increase the overall reading and math for Trigg Intermediate from 54.0 to 74.5. by 05/30/2017 as measured by KPREP.

Strategy 1:

TAG - Response to Intervention - In order to increase our student proficiency in reading and math, students who score at the 25th percentile or lower on the MAPS Assessment will be provided additional time and support with a research-based intervention. Progress monitoring data will be maintained by our teachers and staff.

Category:

Research Cited: John Hattie's Visible Learning Research

Activity - School Targeted Assistance Team	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school targeted assistance team meets once a month to analyze progress monitoring data. The team determines who enters the program and who exits the program based on individual student performance on our screener, MAP. The team also monitors the current intervention to ensure if it is successful or not. If the intervention is not successful, the team will determine a different intervention to be provided to the student.	Academic Support Program	01/03/2013	05/01/2017	\$0	No Funding Required	TCIS School Targeted Assistance Team
Activity - Interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
We are currently utilizing research-based interventions to provide additional instructional support in reading and math. The reading interventions we are currently using are Lexia, Reading Plus, Orten Gillingham, Great Leaps, and Cars and Stars. The math interventions we are currently using are DreamBox, Number Worlds, Cams and Stams, and Great Leaps Math. We continue to research additional interventions.	Academic Support Program	08/15/2012	05/30/2017	\$0	No Funding Required	Teachers
Activity - Personalized Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All grades at TCIS are utilizing Google Chrome Books to personalize learning. All grades are currently are at a 1:1 ratio with Google Chrome Books. The students are utilizing these Chrome Books to personalize learning with RTI research-based technology programs. We currently use DreamBox, Lexia, and Reading Plus school-wide for all students. Each student will be on their own individualized learning track based on their academic performance. The funding for this source is the additional ChromeBooks that have been purchased this year.	Academic Support Program	08/05/2013	05/31/2017	\$3120	Title I Schoolwide	21st Century Learning Lab Third, Fourth, and Fifth Grade Teachers

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Strategy 2:

Literacy Initiative - Strategies are being utilized to strengthen literacy in our school.

Category:

Activity - Orten-Gillingham	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
This research-based instructional program will be utilized in classrooms with students needing intensive literacy instruction. This is used as an intervention for students with the largest deficiencies in reading.	Academic Support Program	12/01/2012	05/30/2017	\$0	No Funding Required	Certified Orten-Gillingham trained teachers and 21st century learning lab teachers
Activity - Imagine It Reading Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Third grade students are using the Imagine It research-based reading program for a rounded literacy program. This program was purchased to support reading instruction that supports KCAS standards. The cost of this was 29,000 when purchased.	Academic Support Program	10/01/2012	05/30/2017	\$0	No Funding Required	Third Grade Teachers
Activity - Writing Block	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Fifth, fourth, and third grade will have a writing period designed solely for writing instruction. Teachers will collaborate during PLCs to intensively target KCAS writing targets and the skills identified in the school writing plan. Teachers will plan weekly writing instruction together along with rubrics to gauge progress.	Direct Instruction	01/14/2013	05/01/2017	\$0	No Funding Required	All teachers
Activity - Reading Fluency Support Programs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Reading Teachers embed Six Minute Solution daily checks in reading instruction to gauge the level of each student's reading fluency. In the 21st Century Learning Labs Reading Plus and Lexia help students gain higher rates of reading fluency.	Direct Instruction	09/03/2012	05/01/2017	\$0	No Funding Required	Reading Teachers
Activity - Questioning PD	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers participated in professional learning opportunities that built teaching capacity for questioning skills. Teachers have participated in several trainings that provided instructional strategies for classroom questioning. Teachers also identified the different levels and types of questions. We utilized the PGES rubric to guide teacher instruction. This is an ongoing process during PLC meetings sporadically throughout the year.	Professional Learning	01/03/2013	05/01/2017	\$0	No Funding Required	Instructional Supervisor and Teachers

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Activity - Early Interventions in the Primary School	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Primary School screens all students before they enter kindergarten with the BRIGANCE screener. They also offer Ready, Set, Kindergarten nights for future incoming kindergarten students along with a transition night. The Primary School has also formed a partnership with Toyota and has received the Toyota Born Learning Grant to help fund some readiness activities for Trigg County incoming students aging from birth to age four.	Academic Support Program	08/05/2013	05/28/2017	\$0	No Funding Required	Primary school staff and district administration

Activity - Station Rotations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers are utilizing station rotations in their everyday instruction to diversify instruction and this enables them to work with students in small groups. This allows teachers to instruct using 21st century practices that help deepen the process of mastering the common core standards.	Academic Support Program	08/05/2014	05/30/2017	\$0	No Funding Required	All teachers

Strategy 3:

Math Initiative - We have multiple measure in place to support our current math program.

Category:

Activity - Multiplication Boards	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
In all grades three through five all students that have mastered their multiplication facts will be recognized on the Multiplication Rocks board. The student must take a timed multiplication assessment in order to show proficiency of facts. Our school recognized that students' retention of multiplication facts was an area that we, as a school, needed to address with a system of recognition to further encourage students to learn the facts.	Academic Support Program	09/10/2012	05/01/2017	\$0	No Funding Required	Math teachers

Activity - Math Manipulatives	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math teachers in all grades use manipulatives to deepen the content of the math concepts. Math teachers utilize EnVision manipulatives that reinforce concepts in creative and innovative ways. SMART Exchange math games are used that project on the SMARTBOARD and students interact with electronic manipulatives to further content knowledge. These activities are embedded in lesson plans.	Direct Instruction	09/03/2012	05/28/2017	\$0	No Funding Required	Math Teachers

Activity - Enacting Effective RTI Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Third grade math teachers attended an intensive math intervention training aimed at strengthening instruction in math and targeting students who were deficient in math. Teachers were provided with manipulatives and hands-on instructional strategies to target performing students. All instruction in the training was directly applied to KCAS. We are continuing to use these practices in our math program.	Academic Support Program	01/13/2014	05/01/2017	\$0	No Funding Required	Third grade teachers

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Activity - EnVision Math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Beginning in the 2015-2016 school year we will begin using the Envision Math program in all math classrooms.	Academic Support Program	08/10/2015	05/01/2017	\$22000	Other	Math teachers

Strategy 4:

TELL Survey - Address areas of concern from the results of the TELL survey

Category:

Activity - Individualized Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The TELL survey identified that a concern that needed to be addressed was individualized professional development. Teachers now have a voice in at least part of their professional development. PD is offered on Growth Days and on opening day that provides teachers with choices.	Professional Learning	08/01/2013	05/30/2017	\$0	No Funding Required	Teachers

Activity - TCIS Leadership Team	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The TELL survey provided information that teachers had concerns about being effective leaders in this school. It also provided data that teachers did not feel comfortable raising issues and concerns that are important to them. The principal opened up membership up to any teacher in the school. The team is composed of all new members so that a larger number of teachers are represented in the decision-making process. The membership of this team will continue to rotate every year.	Other	08/10/2015	05/28/2017	\$1000	School Council Funds	TCIS Leadership Team Members

Strategy 5:

Program Review - All teachers are collecting evidence to provide proof of Arts and Humanities, Practical Living, and Writing instruction for the Program Review.

Category:

Activity - PD 360 - Edvation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will access and implement strategies learned from professional development opportunities delivered in Edvation. Teachers will share new strategies they have learned in their Professional Learning Community throughout the school year.	Professional Learning	01/01/2013	05/30/2017	\$0	No Funding Required	All teachers

Activity - Writing PLC	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers have participated in writing trainings to learn new strategies to increase the instructional quality of writing opportunities in all content areas and also to address reading and math literacy for all students. Then during PLCs all teachers collaborate to plan writing instructional activities. These are ongoing practices that we continue to constantly evaluate the effectiveness of our writing program.	Professional Learning	07/29/2013	05/30/2017	\$0	No Funding Required	Principal, Instructional Supervisor and Teachers
Activity - Arts and Humanities/Practical Living Team Leader PD	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Arts and Humanities and Practical Living Team Leaders met with administration to discuss and plan Arts and Humanities and Practical Living cross-curricular activities that will be incorporated into grade-level reading and math instruction. This is an ongoing process.	Professional Learning	08/05/2013	05/30/2017	\$0	No Funding Required	Arts and Humanities/Practical Living Team Leaders and Administration
Activity - Program Review Committee Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers serve on one of the four Program Review Committees. These committees meet every growth day to discuss program review components and to review evidence that has been submitted thus far. This committee also proposes instructional strategies that will be implemented into regular classroom activities.	Professional Learning	08/05/2013	05/30/2017	\$0	No Funding Required	All teachers and administration
Activity - Local Guest Artist School Visit and A&H Guest Speakers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Two local guest artists will be coming and speaking to our students about their careers and their art pieces. They will also be discussing the fundamentals of art. This is a yearly occurrence. We also have a variety of arts and humanities guest speakers that come and share their craft with the students.	Academic Support Program	02/03/2014	05/01/2017	\$0	No Funding Required	Arts and Humanities Teachers
Activity - PECAT/HECAT Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PL/CS Teacher completed this professional development and utilizes this curriculum for instruction. PECAT -Physical Education Curriculum Analysis Tool - K -12 (district and/or school) scope and sequence as part of a comprehensive physical education program that is aligned for practical living. HECAT - Health Education Curriculum Analysis Tool - developed a K-12 scope and sequence as part of a comprehensive health education program that is aligned to the KCAS for Practical living.	Academic Support Program	07/15/2013	05/30/2017	\$0	No Funding Required	PL/CS Teacher

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Activity - District Wellness Committee	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Wellness Committee meets monthly and school has representation on committee. Goals for school wellness are incorporated into the curriculum.	Academic Support Program	08/30/2013	05/30/2017	\$0	No Funding Required	Wellness Committee

Activity - Arts and Humanities School and Community Events	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
We have several opportunities to promote Arts and Humanities in our school and community. All students will provide a piece of artwork that will be featured in the Trigg Elementary Art Show yearly. This is a juried event. We also have an Art Exhibition Night that allows students an additional time to share and explain their piece of artwork. We also conduct an Art Auction at our school to showcase student artwork.	Academic Support Program	09/07/2015	05/01/2017	\$0	No Funding Required	Arts and Humanities Teachers

Strategy 6:

Parental Involvement - Activities are planned to encourage parental involvement.

Category:

Activity - Parent - Teacher Engagement Activities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Throughout the school year, our school has activities to increase parental involvement. - Reading Night - Math Night - STEM night - Parent-Teacher Conferences - Back-to-School Night - Weekly Newsletters - FaceBook page - School Website - Weekly Email from Principal - Home Visits - SBDM SubCommittees - Meet and Greet Night - Presentations of Learning - (Project Nights) - Rotary Academic Awards - Art Auction	Parent Involvement	08/05/2013	05/01/2017	\$0	No Funding Required	Teachers, Parents, and Administrators

Strategy 7:

Innovation - Trigg Intermediate is a school of innovation.

Category: Learning Systems

Activity - Personalized Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Students in the third, fourth, and fifth grade attend a 21st century learning lab to personalize learning in math and reading. The students will utilize Chrome Books to personalize learning with RTI research-based technology programs. We currently use DreamBox, Lexia, and Reading Plus school-wide with all students. Each student will be on their own individualized learning track based on their academic performance.	Technology	08/11/2014	05/30/2017	\$0	No Funding Required	21st Century Learning Lab
Activity - Station Rotations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers are using Station Rotations for regular classroom instruction to help individualize instruction and allow students choice and voice in their learning.	Academic Support Program	08/04/2014	05/30/2017	\$0	No Funding Required	All teachers
Activity - Problem-Based Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers are utilizing this innovation strategy for instruction of the KCAS standards. Teachers are utilizing this strategy to help individualize instruction and allow students to have choice and voice in their learning. This strategy also helps to expand the depth of the content knowledge being delivered.	Academic Support Program	08/01/2014	05/30/2017	\$0	No Funding Required	All classroom teachers received PBL training from the Buck Institute.

Goal 2: Trigg County Intermediate will increase the average combined K-PREP reading and math proficiency ratings for all students in the non-duplicated gap group from 40.8% in 2012 to 70.4% in 2017.

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings in the non-duplicated gap group from 46.7% to 52.6% by 05/01/2017 as measured by K-PREP.

Strategy 1:

Curriculum Assessment and Alignment - Teachers meet in weekly Professional Learning Community meetings to ensure that all curriculum and assessments are congruent to Kentucky Core Academic Standards. Student assessment data is disaggregated to identify individual student instructional needs.

Category:

Activity - Content Area Weekly PLC Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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All content area teachers and administrators meet weekly in Professional Learning Community meetings. This time is used to plan PBL grade-wide activities and do protocols to check for effectiveness, disaggregate formative assessment results, and discuss effectiveness of interventions in place. Teachers create Units of Study and Grade-Level Common Assessments congruent to KCAS. Teachers also disaggregate state and grade level assessment data to identify areas of instructional need for individual students.	Academic Support Program	09/12/2012	05/01/2017	\$0	No Funding Required	Teachers and administrators
Activity - Monthly Vertical Content Area Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and administrators meet monthly in Vertical Content Area Meetings. The purpose is to ensure specific content area instruction is delivered in the most effective way possible. Common assessments are examined to ensure that they are congruent to KCAS. Assessment data is disaggregated and teachers share effective strategies and practices used to deliver curriculum to students.	Academic Support Program	10/15/2012	05/01/2017	\$0	No Funding Required	All teachers and administrators
Activity - Personalized Learning Programs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Our 21st Century Learning Lab utilize Reading Plus, Lexia, and DreamBox to individualize student instruction in the areas of math and reading. All of these programs formatively assess students daily and place children in KCAS content specific for their individualized learning needs. Our students also utilize Study Island to do practice activities aligned to KCAS. Their instructional activities on SI will be individualized based on how the student performed on the MAP assessment.	Academic Support Program	01/28/2013	05/30/2017	\$0	No Funding Required	All teachers
Activity - Thoughtful Education Organizers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
In each grade we utilize graphic organizers in all subjects areas as a strategy to help students deepen the understanding of the content presented. In each grade reading has grade-specific organizers that include all KCAS Literary and Informational standards contained on one organizer.	Direct Instruction	12/03/2012	05/01/2017	\$0	No Funding Required	All Teachers
Activity - Formative Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers regularly formatively assess in all subject areas to guide instructional decisions on a daily basis. This process enables teachers to give immediate remediation if needed to those not mastering the content and this process drives daily instruction. We follow these seven strategies: clear learning targets, examples of strong and weak work, regular descriptive feedback, students' self-assessment and goal-setting, focused lessons, focused revision, and student self-reflection.	Direct Instruction	08/20/2012	06/01/2017	\$0	No Funding Required	All teachers
Activity - Grade Level Writing Expectations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Teachers in each grade level met in PLCs and created grade-specific writing non-negotiables. The teachers collaborated and created grade-level writing expectations that will enable students to master KCAS writing standards. This creates the bar that each student will be accountable for in all writing instruction, and makes grade level writing instruction cohesive.	Professional Learning	08/05/2013	06/01/2017	\$0	No Funding Required	Teachers
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Activity - TCIS Standards Mastery Assessment Reporting	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
In reading and math all KCAS standards are assessed and teachers report mastery of standards for all students. This information is used to drive conversations during PLCs to help monitor and improve instruction. All Common Core Standards have to be tested by end of April each year to provide data on student mastery. These assessments are common grade level assessments. This is the beginning of a process to transition to standards-based grading.	Academic Support Program	08/28/2015	05/26/2017	\$0	No Funding Required	Teachers and Administration

Strategy 2:

Personalized Learning - Technology will be utilized to individualize student instruction.

Category:

Activity - Technology In the Classroom	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Within the regular classroom setting teachers across all grade levels use technology to support instruction. The teachers are using programs such as Math Magician, Ten Marks, Mathletics, Reading Plus, Study Island, MW problems, Math Free, ThinkLink, SMART Exchange, Essential Skills, Imagine It Reading technology, Geometry Apps, Cool Math, Multiplication.com and Science Court. These programs and apps customize instruction for the student. We also utilize the clicker system and SmartBoards to enhance classroom instruction.	Academic Support Program	09/17/2012	06/01/2017	\$3000	School Council Funds	All Teachers

Activity - 21st Century Learning Labs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students attend a 21st Century Learning Lab each day. During this lab time students are engaged in reading and math programs to personalize student instruction. This technology allows students to work on their own individualized learning track with programs to personalize their own learning. The programs that are utilized in the labs are Lexia, Reading Plus, and DreamBox.	Academic Support Program	08/30/2013	06/01/2017	\$0	No Funding Required	21st Century Learning Lab Teachers

Measurable Objective 2:

collaborate to decrease inappropriate classroom behaviors so that students will remain focused and on-task during all classroom instruction to increase the amount of information that students learn and retain by 05/01/2017 as measured by a twenty-five percent decrease in the number of Office Discipline Referrals.

Strategy 1:

TCIS CHAMPS Behavior Management Program Components - Common school-wide rules and procedures are used throughout the school to encourage appropriate student behaviors in all school areas. There are also other components that are an integral part of the TCIS CHAMPS program that are included to ensure student

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success. All teachers were trained with the CHAMPS module.

Category:

Activity - Student Recognition based on Guidelines for Success	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students are identified and recognized with an award for exhibiting model behaviors in the character areas of respect, responsibility, fairness, trustworthiness, caring, honesty, and citizenship.	Behavioral Support Program	09/03/2012	05/30/2017	\$0	No Funding Required	All teachers

Activity - Behavioral TAG Team	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A team of teachers from each grade level, the principal, the assistant principal, the guidance counselor and the district psychologist meet monthly to discuss the progress of students with major behavior problems to discuss if the current intervention is successfully diminishing the problematic behaviors. They also discuss any modifications or changes that might need to be made to the current intervention if the child is not progressing.	Behavioral Support Program	10/15/2012	05/30/2017	\$0	No Funding Required	Behavioral TAG Team

Activity - Persistence to Graduation/Suspension Data Review	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Behavioral TAG Team will review this data at monthly meetings to review students placed in high risk from PTG data and suspension data. With a teacher from each grade level represented at the meeting, the team will identify and implement modifications and interventions, if needed, for the students identified in the high risk group from both sets of data. The assistant principal and guidance counselor will review grades and discipline data before the TAG meeting to have information to provide pertaining to the academic and behavioral progress of those students identified from both data sets.	Academic Support Program	02/15/2013	05/30/2017	\$0	No Funding Required	Behavioral TAG Team

Goal 3: Trigg County Intermediate will reduce the novice reduction student count by 50% by the year 2020.

Measurable Objective 1:

collaborate to reduce the number of novice students in reading and math by 10/30/2020 as measured by KPREP.

Strategy 1:

Blended Learning/PBL - Station Rotations

Lab Rotations

PBL

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Category: Continuous Improvement

Activity - Station Rotations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Within every classroom teachers are utilizing this instructional strategy to improve student academic outcomes, increase student ownership of learning, student engagement, and increase teacher retention. Students rotate through a variety of stations where content is delivered in a variety of meaningful ways to meet different learning styles.	Academic Support Program	08/01/2015	10/01/2020	\$0	No Funding Required	All classroom teachers
Activity - 21st Century Learning Labs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Within a lab setting students navigate through digital instruction at their own pace. Students are pushed to take ownership of their own learning. Teachers maximize quality instruction in these lab settings because while students are working on their prescribed program the teacher is able to pull other groups of students that have not mastered a skill to do additional work on these concepts. Teachers empower students to take charge of their own learning by aggressive goal setting.	Academic Support Program	08/06/2014	05/01/2020	\$3000	School Council Funds	21st Century Learning Lab Teachers
Activity - Problem-Based Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PBL is being used to deliver content through the 4Cs. Key concepts of this instructional process are student choice, involvement of community resources, students driving their own instruction, and students collaborating to solve a problem.	Academic Support Program	08/01/2014	05/01/2020	\$0	No Funding Required	All teachers

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Personalized Learning	All grades at TCIS are utilizing Google Chrome Books to personalize learning. All grades are currently at a 1:1 ratio with Google Chrome Books. The students are utilizing these Chrome Books to personalize learning with RTI research-based technology programs. We currently use DreamBox, Lexia, and Reading Plus school-wide for all students. Each student will be on their own individualized learning track based on their academic performance. The funding for this source is the additional ChromeBooks that have been purchased this year.	Academic Support Program	08/05/2013	05/31/2017	\$3120	21st Century Learning Lab Third, Fourth, and Fifth Grade Teachers
Total					\$3120	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
EnVision Math	Beginning in the 2015-2016 school year we will begin using the Envision Math program in all math classrooms.	Academic Support Program	08/10/2015	05/01/2017	\$22000	Math teachers
Total					\$22000	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Problem-Based Learning	Teachers are utilizing this innovation strategy for instruction of the KCAS standards. Teachers are utilizing this strategy to help individualize instruction and allow students to have choice and voice in their learning. This strategy also helps to expand the depth of the content knowledge being delivered.	Academic Support Program	08/01/2014	05/30/2017	\$0	All classroom teachers received PBL training from the Buck Institute.

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Monthly Vertical Content Area Meetings	Teachers and administrators meet monthly in Vertical Content Area Meetings. The purpose is to ensure specific content area instruction is delivered in the most effective way possible. Common assessments are examined to ensure that they are congruent to KCAS. Assessment data is disaggregated and teachers share effective strategies and practices used to deliver curriculum to students.	Academic Support Program	10/15/2012	05/01/2017	\$0	All teachers and administrators
Individualized Professional Development	The TELL survey identified that a concern that needed to be addressed was individualized professional development. Teachers now have a voice in at least part of their professional development. PD is offered on Growth Days and on opening day that provides teachers with choices.	Professional Learning	08/01/2013	05/30/2017	\$0	Teachers
Parent - Teacher Engagement Activities	Throughout the school year, our school has activities to increase parental involvement. <ul style="list-style-type: none"> - Reading Night - Math Night - STEM night - Parent-Teacher Conferences - Back-to-School Night - Weekly Newsletters - FaceBook page - School Website - Weekly Email from Principal - Home Visits - SBDM SubCommittees - Meet and Greet Night - Presentations of Learning - (Project Nights) - Rotary Academic Awards - Art Auction 	Parent Involvement	08/05/2013	05/01/2017	\$0	Teachers, Parents, and Administrators
Personalized Learning	Students in the third, fourth, and fifth grade attend a 21st century learning lab to personalize learning in math and reading. The students will utilize Chrome Books to personalize learning with RTI research-based technology programs. We currently use DreamBox, Lexia, and Reading Plus school-wide with all students. Each student will be on their own individualized learning track based on their academic performance.	Technology	08/11/2014	05/30/2017	\$0	21st Century Learning Lab
Personalized Learning Programs	Our 21st Century Learning Lab utilize Reading Plus, Lexia, and DreamBox to individualize student instruction in the areas of math and reading. All of these programs formatively assess students daily and place children in KCAS content specific for their individualized learning needs. Our students also utilize Study Island to do practice activities aligned to KCAS. Their instructional activities on SI will be individualized based on how the student performed on the MAP assessment.	Academic Support Program	01/28/2013	05/30/2017	\$0	All teachers

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Formative Assessment	All teachers regularly formatively assess in all subject areas to guide instructional decisions on a daily basis. This process enables teachers to give immediate remediation if needed to those not mastering the content and this process drives daily instruction. We follow these seven strategies: clear learning targets, examples of strong and weak work, regular descriptive feedback, students' self-assessment and goal-setting, focused lessons, focused revision, and student self-reflection.	Direct Instruction	08/20/2012	06/01/2017	\$0	All teachers
Questioning PD	Teachers participated in professional learning opportunities that built teaching capacity for questioning skills. Teachers have participated in several trainings that provided instructional strategies for classroom questioning. Teachers also identified the different levels and types of questions. We utilized the PGES rubric to guide teacher instruction. This is an ongoing process during PLC meetings sporadically throughout the year.	Professional Learning	01/03/2013	05/01/2017	\$0	Instructional Supervisor and Teachers
Math Manipulatives	Math teachers in all grades use manipulatives to deepen the content of the math concepts. Math teachers utilize EnVision manipulatives that reinforce concepts in creative and innovative ways. SMART Exchange math games are used that project on the SMARTBOARD and students interact with electronic manipulatives to further content knowledge. These activities are embedded in lesson plans.	Direct Instruction	09/03/2012	05/28/2017	\$0	Math Teachers
Station Rotations	All teachers are using Station Rotations for regular classroom instruction to help individualize instruction and allow students choice and voice in their learning.	Academic Support Program	08/04/2014	05/30/2017	\$0	All teachers
Student Recognition based on Guidelines for Success	Students are identified and recognized with an award for exhibiting model behaviors in the character areas of respect, responsibility, fairness, trustworthiness, caring, honesty, and citizenship.	Behavioral Support Program	09/03/2012	05/30/2017	\$0	All teachers
Reading Fluency Support Programs	Reading Teachers embed Six Minute Solution daily checks in reading instruction to gauge the level of each student's reading fluency. In the 21st Century Learning Labs Reading Plus and Lexia help students gain higher rates of reading fluency.	Direct Instruction	09/03/2012	05/01/2017	\$0	Reading Teachers
Thoughtful Education Organizers	In each grade we utilize graphic organizers in all subjects areas as a strategy to help students deepen the understanding of the content presented. In each grade reading has grade-specific organizers that include all KCAS Literary and Informational standards contained on one organizer.	Direct Instruction	12/03/2012	05/01/2017	\$0	All Teachers

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PECAT/HECAT Professional Development	<p>PL/CS Teacher completed this professional development and utilizes this curriculum for instruction.</p> <p>PECAT -Physical Education Curriculum Analysis Tool - K - 12 (district and/or school) scope and sequence as part of a comprehensive physical education program that is aligned for practical living.</p> <p>HECAT - Health Education Curriculum Analysis Tool - developed a K-12 scope and sequence as part of a comprehensive health education program that is aligned to the KCAS for Practical living.</p>	Academic Support Program	07/15/2013	05/30/2017	\$0	PL/CS Teacher
Writing Block	Fifth, fourth, and third grade will have a writing period designed solely for writing instruction. Teachers will collaborate during PLCs to intensively target KCAS writing targets and the skills identified in the school writing plan. Teachers will plan weekly writing instruction together along with rubrics to gauge progress.	Direct Instruction	01/14/2013	05/01/2017	\$0	All teachers
Imagine It Reading Program	Third grade students are using the Imagine It research-based reading program for a rounded literacy program. This program was purchased to support reading instruction that supports KCAS standards. The cost of this was 29,000 when purchased.	Academic Support Program	10/01/2012	05/30/2017	\$0	Third Grade Teachers
Content Area Weekly PLC Meetings	All content area teachers and administrators meet weekly in Professional Learning Community meetings. This time is used to plan PBL grade-wide activities and do protocols to check for effectiveness, disaggregate formative assessment results, and discuss effectiveness of interventions in place. Teachers create Units of Study and Grade-Level Common Assessments congruent to KCAS. Teachers also disaggregate state and grade level assessment data to identify areas of instructional need for individual students.	Academic Support Program	09/12/2012	05/01/2017	\$0	Teachers and administrators
Interventions	We are currently utilizing research-based interventions to provide additional instructional support in reading and math. The reading interventions we are currently using are Lexia, Reading Plus, Orton Gillingham, Great Leaps, and Cars and Stars. The math interventions we are currently using are DreamBox, Number Worlds, Cams and Stams, and Great Leaps Math. We continue to research additional interventions.	Academic Support Program	08/15/2012	05/30/2017	\$0	Teachers
Local Guest Artist School Visit and A&H Guest Speakers	Two local guest artists will be coming and speaking to our students about their careers and their art pieces. They will also be discussing the fundamentals of art. This is a yearly occurrence. We also have a variety of arts and humanities guest speakers that come and share their craft with the students.	Academic Support Program	02/03/2014	05/01/2017	\$0	Arts and Humanities Teachers

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Early Interventions in the Primary School	The Primary School screens all students before they enter kindergarten with the BRIGANCE screener. They also offer Ready, Set, Kindergarten nights for future incoming kindergarten students along with a transition night. The Primary School has also formed a partnership with Toyota and has received the Toyota Born Learning Grant to help fund some readiness activities for Trigg County incoming students aging from birth to age four.	Academic Support Program	08/05/2013	05/28/2017	\$0	Primary school staff and district administration
21st Century Learning Labs	All students attend a 21st Century Learning Lab each day. During this lab time students are engaged in reading and math programs to personalize student instruction. This technology allows students to work on their own individualized learning track with programs to personalize their own learning. The programs that are utilized in the labs are Lexia, Reading Plus, and DreamBox.	Academic Support Program	08/30/2013	06/01/2017	\$0	21st Century Learning Lab Teachers
Persistence to Graduation/Suspension Data Review	The Behavioral TAG Team will review this data at monthly meetings to review students placed in high risk from PTG data and suspension data. With a teacher from each grade level represented at the meeting, the team will identify and implement modifications and interventions, if needed, for the students identified in the high risk group from both sets of data. The assistant principal and guidance counselor will review grades and discipline data before the TAG meeting to have information to provide pertaining to the academic and behavioral progress of those students identified from both data sets.	Academic Support Program	02/15/2013	05/30/2017	\$0	Behavioral TAG Team
Arts and Humanities School and Community Events	We have several opportunities to promote Arts and Humanities in our school and community. All students will provide a piece of artwork that will be featured in the Trigg Elementary Art Show yearly. This is a juried event. We also have an Art Exhibition Night that allows students an additional time to share and explain their piece of artwork. We also conduct an Art Auction at our school to showcase student artwork.	Academic Support Program	09/07/2015	05/01/2017	\$0	Arts and Humanities Teachers
Station Rotations	Teachers are utilizing station rotations in their everyday instruction to diversify instruction and this enables them to work with students in small groups. This allows teachers to instruct using 21st century practices that help deepen the process of mastering the common core standards.	Academic Support Program	08/05/2014	05/30/2017	\$0	All teachers
District Wellness Committee	Wellness Committee meets monthly and school has representation on committee. Goals for school wellness are incorporated into the curriculum.	Academic Support Program	08/30/2013	05/30/2017	\$0	Wellness Committee
Station Rotations	Within every classroom teachers are utilizing this instructional strategy to improve student academic outcomes, increase student ownership of learning, student engagement, and increase teacher retention. Students rotate through a variety of stations where content is delivered in a variety of meaningful ways to meet different learning styles.	Academic Support Program	08/01/2015	10/01/2020	\$0	All classroom teachers

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Arts and Humanities/Practical Living Team Leader PD	Arts and Humanities and Practical Living Team Leaders met with administration to discuss and plan Arts and Humanities and Practical Living cross-curricular activities that will be incorporated into grade-level reading and math instruction. This is an ongoing process.	Professional Learning	08/05/2013	05/30/2017	\$0	Arts and Humanities/Practical Living Team Leaders and Administration
Writing PLC	Teachers have participated in writing trainings to learn new strategies to increase the instructional quality of writing opportunities in all content areas and also to address reading and math literacy for all students. Then during PLCs all teachers collaborate to plan writing instructional activities. These are ongoing practices that we continue to constantly evaluate the effectiveness of our writing program.	Professional Learning	07/29/2013	05/30/2017	\$0	Principal, Instructional Supervisor and Teachers
PD 360 - Edivation	All teachers will access and implement strategies learned from professional development opportunities delivered in Edivation. Teachers will share new strategies they have learned in their Professional Learning Community throughout the school year.	Professional Learning	01/01/2013	05/30/2017	\$0	All teachers
Multiplication Boards	In all grades three through five all students that have mastered their multiplication facts will be recognized on the Multiplication Rocks board. The student must take a timed multiplication assessment in order to show proficiency of facts. Our school recognized that students' retention of multiplication facts was an area that we, as a school, needed to address with a system of recognition to further encourage students to learn the facts.	Academic Support Program	09/10/2012	05/01/2017	\$0	Math teachers
Orten-Gillingham	This research-based instructional program will be utilized in classrooms with students needing intensive literacy instruction. This is used as an intervention for students with the largest deficiencies in reading.	Academic Support Program	12/01/2012	05/30/2017	\$0	Certified Orten-Gillingham trained teachers and 21st century learning lab teachers
TCIS Standards Mastery Assessment Reporting	In reading and math all KCAS standards are assessed and teachers report mastery of standards for all students. This information is used to drive conversations during PLCs to help monitor and improve instruction. All Common Core Standards have to be tested by end of April each year to provide data on student mastery. These assessments are common grade level assessments. This is the beginning of a process to transition to standards-based grading.	Academic Support Program	08/28/2015	05/26/2017	\$0	Teachers and Administration
Grade Level Writing Expectations	Teachers in each grade level met in PLCs and created grade-specific writing non-negotiables. The teachers collaborated and created grade-level writing expectations that will enable students to master KCAS writing standards. This creates the bar that each student will be accountable for in all writing instruction, and makes grade level writing instruction cohesive.	Professional Learning	08/05/2013	06/01/2017	\$0	Teachers

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Problem-Based Learning	PBL is being used to deliver content through the 4Cs. Key concepts of this instructional process are student choice, involvement of community resources, students driving their own instruction, and students collaborating to solve a problem.	Academic Support Program	08/01/2014	05/01/2020	\$0	All teachers
Program Review Committee Meetings	All teachers serve on one of the four Program Review Committees. These committees meet every growth day to discuss program review components and to review evidence that has been submitted thus far. This committee also proposes instructional strategies that will be implemented into regular classroom activities.	Professional Learning	08/05/2013	05/30/2017	\$0	All teachers and administration
Behavioral TAG Team	A team of teachers from each grade level, the principal, the assistant principal, the guidance counselor and the district psychologist meet monthly to discuss the progress of students with major behavior problems to discuss if the current intervention is successfully diminishing the problematic behaviors. They also discuss any modifications or changes that might need to be made to the current intervention if the child is not progressing.	Behavioral Support Program	10/15/2012	05/30/2017	\$0	Behavioral TAG Team
Enacting Effective RTI Training	Third grade math teachers attended an intensive math intervention training aimed at strengthening instruction in math and targeting students who were deficient in math. Teachers were provided with manipulatives and hands-on instructional strategies to target performing students. All instruction in the training was directly applied to KCAS. We are continuing to use these practices in our math program.	Academic Support Program	01/13/2014	05/01/2017	\$0	Third grade teachers
School Targeted Assistance Team	The school targeted assistance team meets once a month to analyze progress monitoring data. The team determines who enters the program and who exits the program based on individual student performance on our screener, MAP. The team also monitors the current intervention to ensure if it is successful or not. If the intervention is not successful, the team will determine a different intervention to be provided to the student.	Academic Support Program	01/03/2013	05/01/2017	\$0	TCIS School Targeted Assistance Team
Total					\$0	

School Council Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
21st Century Learning Labs	Within a lab setting students navigate through digital instruction at their own pace. Students are pushed to take ownership of their own learning. Teachers maximize quality instruction in these lab settings because while students are working on their prescribed program the teacher is able to pull other groups of students that have not mastered a skill to do additional work on these concepts. Teachers empower students to take charge of their own learning by aggressive goal setting.	Academic Support Program	08/06/2014	05/01/2020	\$3000	21st Century Learning Lab Teachers

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Technology In the Classroom	Within the regular classroom setting teachers across all grade levels use technology to support instruction. The teachers are using programs such as Math Magician, Ten Marks, Mathletics, Reading Plus, Study Island, MW problems, Math Free, ThinkLink, SMART Exchange, Essential Skills, Imagine It Reading technology, Geometry Apps, Cool Math, Multiplication.com and Science Court. These programs and apps customize instruction for the student. We also utilize the clicker system and SmartBoards to enhance classroom instruction.	Academic Support Program	09/17/2012	06/01/2017	\$3000	All Teachers
TCIS Leadership Team	The TELL survey provided information that teachers had concerns about being effective leaders in this school. It also provided data that teachers did not feel comfortable raising issues and concerns that are important to them. The principal opened up membership up to any teacher in the school. The team is composed of all new members so that a larger number of teachers are represented in the decision-making process. The membership of this team will continue to rotate every year.	Other	08/10/2015	05/28/2017	\$1000	TCIS Leadership Team Members
Total					\$7000	

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 our growth?

The data tells us that we need to continue to close our gap and increase our growth. Although we did have significant gains this year we know we still have work to do. We have a need in all grades for instructional growth in math. While we did see much growth in the reading area, we are still continuing our focus to increase our rigor.

Our data does not tell us how children achieve on multiple choice items as opposed to extended response items. The data does not show us if our students need growth on responding to extended response items. We know that we need to increase our instructional strategies in the arena of writing instruction and implementation.

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?

We celebrated novice reduction in reading, math, social studies, writing, and language mechanics. In reading we decreased our percent of students scoring novice by almost half. We are celebrating this but know we have a long road ahead of us. We also decreased our percent novice in math and social studies. Although these are celebration points we recognize that there is much work to do. We are implementing a new math program this school year aligned to the Common Core. We are hoping this aligns our instructional practices.

We continue to fine tune our instructional strategies in writing. We know that increasing the rigor of our writing instruction will increase our academic performance in all academic areas. Students being able to explain their thought processes in writing with depth and brevity will increase their understanding of the content.

Opportunities for Improvement

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

Math is an area of need in all our grades. In PLCs we are digging into the standards to increase teacher content knowledge in these areas. We are discussing what good instruction looks like as a group process building on teacher strengths and weaknesses. We also are examining formative assessment data to gauge and pinpoint exactly where fine tuning of instruction needs to occur.

We are utilizing a lab rotation model this school year. All students receive regular instruction in their content area classes, then all students rotate through an innovation lab where they are placed on a personalized learning path for reading and math with Lexia, Reading Plus, and DreamBox

Conclusion

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

We are providing professional development opportunities throughout the year for our math teachers to ensure that we are properly using this instrument to instruct the common core standards. This is just one piece of the puzzle to raise our level of math achievement. We are also reflecting on our assessments to help guide our instruction.

All students are receiving dual instruction in reading and math through a rotation model with a regular classroom teacher and an innovation lab that personalizes their learning path. We are constantly reviewing data from our lab programs to inform instruction.

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:

Trigg County Intermediate will increase the averaged combined reading and math K-PREP scores from 48.9% to 74.5% in 2017.

Measurable Objective 1:

collaborate to increase the overall reading and math for Trigg Intermediate from 54.0 to 74.5. by 05/30/2017 as measured by KPREP.

Strategy1:

TELL Survey - Address areas of concern from the results of the TELL survey

Category:

Research Cited:

Activity - Individualized Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The TELL survey identified that a concern that needed to be addressed was individualized professional development. Teachers now have a voice in at least part of their professional development. PD is offered on Growth Days and on opening day that provides teachers with choices.	Professional Learning	08/01/2013	05/30/2017	\$3000 - Title I School Improvement (ISI)	Teachers

Activity - TCIS Leadership Team	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The TELL survey provided information that teachers had concerns about being effective leaders in this school. It also provided data that teachers did not feel comfortable raising issues and concerns that are important to them. The principal opened up membership up to any teacher in the school. The team is composed of all new members so that a larger number of teachers are represented in the decision-making process. The membership of this team will continue to rotate every year.	Other	08/10/2015	05/28/2017	\$1000 - School Council Funds	TCIS Leadership Team Members

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Activity - Increased time in schedule for ELA and Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The results of the TELL Survey showed that teachers were concerned there was not enough time in the block schedule for ELA and Math. The schedule for ELA and Math blocks was increased from 60 to 86 minutes. The SBDM Council approved this change. We vary this time by direct instruction, station rotations, and 21st century lab time.	Academic Support Program	08/08/2012	05/30/2017	\$0 - No Funding Required	All teachers

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

Goal 1:

Trigg County Intermediate will increase the averaged combined reading and math K-PREP scores from 48.9% to 74.5% in 2017.

Measurable Objective 1:

collaborate to increase the overall reading and math for Trigg Intermediate from 54.0 to 74.5. by 05/30/2017 as measured by KPREP.

Strategy1:

Parental Involvement - Activities are planned to encourage parental involvement.

Category:

Research Cited:

Activity - Parent - Teacher Engagement Activities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Throughout the school year, our school has activities to increase parental involvement. - Reading Night - Math Night - STEM night - Parent-Teacher Conferences - Back-to-School Night - Weekly Newsletters - FaceBook page - School Website - Weekly Email from Principal - Home Visits - SBDM SubCommittees - Meet and Greet Night - Presentations of Learning - (Project Nights) - Rotary Academic Awards	Parent Involvement	08/05/2013	05/01/2017	\$0 - Title I Part A	Teachers, Parents, and Administrators

Strategy2:

Literacy Initiative - Strategies are being utilized to strengthen literacy in our school.

Category:

Research Cited:

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Activity - Station Rotations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers are utilizing station rotations in their everyday instruction to diversify instruction and this enables them to work with students in small groups. This allows teachers to instruct using 21st century practices that help deepen the process of mastering the common core standards.	Academic Support Program	08/05/2014	05/30/2017	\$0 - No Funding Required	All teachers

Activity - Early Interventions in the Primary School	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Primary School screens all students before they enter kindergarten with the BRIGANCE screener. They also offer Ready, Set, Kindergarten nights for future incoming kindergarten students along with a transition night. The Primary School has also formed a partnership with Toyota this year and has received the Toyota Born Learning Grant to help fund some readiness activities for Trigg County incoming students aging from birth to age four.	Academic Support Program	08/05/2013	05/28/2017	\$0 - Other	Primary school staff and district administration

Activity - Imagine It Reading Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Third grade students will be using the Imagine It research-based reading program for a rounded literacy program. This program was purchased in October 2012 to support reading instruction that supports KCAS standards.	Academic Support Program	10/01/2012	05/30/2017	\$29000 - School Council Funds	Third Grade Teachers

Activity - Questioning PD	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers participated in professional learning opportunities that built teaching capacity for questioning skills. Teachers have participated in several trainings that provided instructional strategies for classroom questioning. Teachers also identified the different levels and types of questions. We utilized the PGES rubric to guide teacher instruction. This is an ongoing process during PLC meetings.	Professional Learning	01/03/2013	05/01/2017	\$0 - No Funding Required	Instructional Supervisor and Teachers

Activity - Orten-Gillingham	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
This research-based instructional program will be utilized in classrooms with students needing intensive literacy instruction. This is used as an intervention for students with the largest deficiencies in reading.	Academic Support Program	12/01/2012	05/30/2017	\$1500 - Title I School Improvement (ISI)	Certified Orten-Gillingham trained teachers and 21st century learning lab teachers

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Activity - Writing Block	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Fifth, fourth, and third grade will have a writing period designed solely for writing instruction. Teachers will collaborate during PLCs to intensively target KCAS writing targets and the skills identified in the school writing plan. Teachers will plan weekly writing instruction together along with rubrics to gauge progress.	Direct Instruction	01/14/2013	05/01/2017	\$3000 - Other	All teachers

Activity - Six Minute Solution	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading Teachers embed this program in reading instruction to gauge the level of each student's reading fluency.	Direct Instruction	09/03/2012	05/01/2017	\$2000 - School Council Funds	Reading Teachers

Strategy3:

Math Initiative - We have multiple measure in place to support our current math program.

Category:

Research Cited:

Activity - EnVision Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Beginning in the 2015-2016 school year we will begin using the Envision Math program in all math classrooms.	Academic Support Program	08/10/2015	05/01/2017	\$22000 - Other	Math teachers

Activity - Math Manipulatives	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math teachers in all grades use manipulatives to deepen the content of the math concepts. Math teachers utilize Everyday Math games and manipulatives that reinforce concepts in creative and innovative ways. SMART Exchange math games are used that project on the SMARTBOARD and students interact with electronic manipulatives to further content knowledge. These activities are embedded in lesson plans. Math manipulatives are also used frequently within the EnVision and Go Math lessons.	Direct Instruction	09/03/2012	05/28/2017	\$3000 - Title I Part A	Math Teachers

Activity - Multiplication Boards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
In all grades three through five all students that have mastered their multiplication facts will be recognized on the Multiplication Rocks board. The student must take a timed multiplication assessment in order to show proficiency of facts. Our school recognized that students' retention of multiplication facts was an area that we, as a school, needed to address with a system of recognition to further encourage students to learn the facts.	Academic Support Program	09/10/2012	05/01/2017	\$0 - No Funding Required	Math teachers

KDE Comprehensive School Improvement Plan

Trigg County Intermediate School

Activity - Enacting Effective RTI Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Third grade math teachers attended an intensive math intervention training aimed at strengthening instruction in math and targeting students who were deficient in math. Teachers were provided with manipulatives and hands-on instructional strategies to target performing students. All instruction in the training was directly applied to KCAS.	Academic Support Program	01/13/2014	04/30/2014	\$0 - Title I Part A	Third grade teachers

Strategy4:

TAG - Response to Intervention - In order to increase our student proficiency in reading and math, students who score at the 25th percentile or lower on the MAPS Assessment will be provided additional time and support with a research-based intervention. Progress monitoring data will be maintained by our teachers and staff.

Category:

Research Cited: John Hattie's Visible Learning Research

Activity - Personalized Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in the fourth and fifth grade are utilizing Google Chrome Books to personalize learning. Students in the fifth grade are at a 1:1 ratio with Google Chrome Books. The fourth grade currently have approximately 150 Chrome Books. The third grade have approximately 90 Chrome Books. There will be more purchased before the end of the school year. The students will utilize these Chrome Books to personalize learning with RTI research-based technology programs. We currently use DreamBox, Lexia, and Reading Plus school-wide all students. Each student will be on their own individualized learning track based on their academic performance.	Academic Support Program	08/05/2013	05/31/2017	\$30000 - Other	21st Century Learning Lab Third, Fourth, and Fifth Grade Teachers

Activity - School Targeted Assistance Team	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school targeted assistance team meets once a month to analyze progress monitoring data. The team determines who enters the program and who exits the program based on individual student performance on our screener, MAP. The team also monitors the current intervention to ensure if it is successful or not. If the intervention is not successful, the team will determine a different intervention to be provided to the student.	Academic Support Program	01/03/2013	05/01/2017	\$1000 - Title I Schoolwide	TCIS School Targeted Assistance Team

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Activity - Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
We are currently utilizing research-based interventions to provide additional instructional support in reading and math. The reading interventions we are currently using are Lexia, Reading Plus, Orton Gillingham, Great Leaps, and Cars and Stars. The math interventions we are currently using are DreamBox, Number Worlds, Cams and Stams, and Great Leaps Math. We continue to research additional interventions.	Academic Support Program	08/15/2012	05/30/2017	\$4000 - Title I School Improvement (ISI)	Teachers

Strategy5:

Innovation - Trigg Intermediate is a school of innovation.

Category: Learning Systems

Research Cited:

Activity - Personalized Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in the third, fourth, and fifth grade attend a 21st century learning lab to personalize learning in math and reading. The students will utilize these Chrome Books to personalize learning with RTI research-based technology programs. We currently use DreamBox, Lexia, and Reading Plus school-wide with all students. Each student will be on their own individualized learning track based on their academic performance.	Technology	08/11/2014	05/30/2017	\$15000 - Title I Schoolwide	21st Century Learning Lab

Activity - Station Rotations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers are using Station Rotations for regular classroom instruction.	Academic Support Program	08/04/2014	05/30/2017	\$0 - No Funding Required	All teachers

Activity - Problem-Based Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers are utilizing this innovation strategy for instruction of the KCAS standards.	Academic Support Program	08/01/2014	05/30/2017	\$10000 - Title I Part A	All classroom teachers received PBL training from the Buck Institute.

Strategy6:

Program Review - All teachers are collecting evidence to provide proof of Arts and Humanities, Practical Living, and Writing instruction for the Program Review.

Category:

Research Cited:

KDE Comprehensive School Improvement Plan

Trigg County Intermediate School

Activity - Writing Grade Level Instructional Activity PD	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Writing leaders and administration met for a 3 hour training to establish writing activities and strategies for each grade level. Teacher leaders collaborated vertically to align activities to KCAS writing standards. These teacher leaders will meet again in January to evaluate evidence with administration.	Professional Learning	08/05/2013	05/30/2014	\$250 - School Council Funds	Writing teacher leaders and administration

Activity - Arts and Humanities/Practical Living Team Leader PD	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Arts and Humanities and Practical Living Team Leaders met with administration to discuss and plan Arts and Humanities and Practical Living cross-curricular activities that will be incorporated into grade-level reading and math instruction.	Professional Learning	08/05/2013	05/30/2017	\$0 - No Funding Required	Arts and Humanities/Practical Living Team Leaders and Administration

Activity - Writing Coach	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Writing coach will work with teachers to incorporate effective writing instructional activities in all core areas. Coach also instructs students in small groups with targeted intensive writing instruction.	Academic Support Program	01/20/2014	05/30/2014	\$0 - Title I Part A	Writing Coach and Teachers

Activity - Practical Living Teacher Professional Development Day	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All practical living/career studies teachers met with community leaders and explored together our local practical living and art and humanities offerings for students in the area. (e.g., Carson Center)	Professional Learning	11/03/2014	11/03/2014	\$150 - General Fund	All practical living and arts and humanities teachers

Activity - Writing PD	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers have participated in writing trainings to learn new strategies to increase the instructional quality of writing opportunities in all content areas and also to address reading and math literacy for all students. Before school started for 2013 - 2014 school year all grades met and discussed writing activities for the year. Then on each growth day teachers collaborate to plan writing instructional activities. We continue these practices in 2014-2015.	Professional Learning	07/29/2013	05/30/2017	\$0 - No Funding Required	Principal, Instructional Supervisor and Teachers

Activity - Program Review Committee Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers serve on one of the four Program Review Committees. These committees meet every growth day to discuss program review components and to review evidence that has been submitted thus far. This committee also proposes instructional strategies that will be implemented into regular classroom activities.	Professional Learning	08/05/2013	05/30/2017	\$0 - No Funding Required	All teachers and administration

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Activity - District Wellness Committee	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Wellness Committee meets monthly and school has representation on committee. Goals for school wellness are incorporated into the curriculum.	Academic Support Program	08/30/2013	05/30/2017	\$0 - No Funding Required	Wellness Committee

Activity - Health in a Box Curriculum	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All third grade students will be completing this five week instructional unit that instructs students in Health and Nutrition. This is a partnership with Murray State University's Nursing Program funded by a federal grant. All third students will be instructed in the benefits of healthy nutrition and the lifelong benefits of this.	Academic Support Program	02/03/2014	03/14/2014	\$0 - No Funding Required	All third grade teachers and PL/CS teachers

Activity - Reading to Learn Conference	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
In reviewing the school MAPS scores and state test scores, data shows that our students need improvement in writing and reading. To aid in student growth, three fourth grade teachers, one third grade teacher, and the instructional supervisor were sent to the professional development, Reading to Learn. This PD focuses on research-based best practice strategies to help struggling students improve in the area of writing, reading, and reading comprehension. The goal is for these teachers to implement these strategies in the classroom and the students show growth on their MAPS and state testing in the area of writing and reading.	Academic Support Program	09/23/2013	11/29/2013	\$0 - Title I Part A	Instructional supervisor, three fourth grade teachers and a third grade teacher

Activity - PD 360 - Edivation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will access and implement strategies learned from professional development opportunities delivered in Edivation. Teachers will share new strategies they have learned in their Professional Learning Community throughout the school year.	Professional Learning	01/01/2013	05/30/2017	\$0 - No Funding Required	All teachers

Activity - Art Show and Art Exhibition Night	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students will provide a piece of artwork that will be featured in the Trigg Elementary Art Show. This is a juried event. We also have an Art Exhibition Night that allows students an additional time to share and explain their piece of artwork.	Academic Support Program	09/07/2015	05/01/2017	\$0 - No Funding Required	Arts and Humanities Teachers

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Activity - PECAT/HECAT Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>PL/CS Teacher completed this professional development and utilizes this curriculum for instruction.</p> <p>PECAT -Physical Education Curriculum Analysis Tool - K -12 (district and/or school) scope and sequence as part of a comprehensive physical education program that is aligned for practical living.</p> <p>HECAT - Health Education Curriculum Analysis Tool - developed a K-12 scope and sequence as part of a comprehensive health education program that is aligned to the KCAS for Practical living.</p>	Academic Support Program	07/15/2013	05/30/2017	\$0 - Title I Part A	PL/CS Teacher

Activity - Local Guest Artist School Visit and A&H Guest Speakers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Two local guest artists will be coming and speaking to our students about their careers and their art pieces. They will also be discussing the fundamentals of art. This is a yearly occurrence. We also have a variety of arts and humanities guest speakers that come and share their craft with the students.	Academic Support Program	02/03/2014	05/01/2017	\$0 - No Funding Required	Arts and Humanities Teachers

Strategy7:

TELL Survey - Address areas of concern from the results of the TELL survey

Category:

Research Cited:

Activity - Individualized Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The TELL survey identified that a concern that needed to be addressed was individualized professional development. Teachers now have a voice in at least part of their professional development. PD is offered on Growth Days and on opening day that provides teachers with choices.	Professional Learning	08/01/2013	05/30/2017	\$3000 - Title I School Improvement (ISI)	Teachers

Activity - TCIS Leadership Team	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The TELL survey provided information that teachers had concerns about being effective leaders in this school. It also provided data that teachers did not feel comfortable raising issues and concerns that are important to them. The principal opened up membership up to any teacher in the school. The team is composed of all new members so that a larger number of teachers are represented in the decision-making process. The membership of this team will continue to rotate every year.	Other	08/10/2015	05/28/2017	\$1000 - School Council Funds	TCIS Leadership Team Members

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Trigg County Intermediate School

Activity - Increased time in schedule for ELA and Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The results of the TELL Survey showed that teachers were concerned there was not enough time in the block schedule for ELA and Math. The schedule for ELA and Math blocks was increased from 60 to 86 minutes. The SBDM Council approved this change. We vary this time by direct instruction, station rotations, and 21st century lab time.	Academic Support Program	08/08/2012	05/30/2017	\$0 - No Funding Required	All teachers

Goal 2:

Trigg County Intermediate will increase the average combined K-PREP reading and math proficiency ratings for all students in the non-duplicated gap group from 40.8% in 2012 to 70.4% in 2017.

Measurable Objective 1:

collaborate to decrease inappropriate classroom behaviors so that students will remain focused and on-task during all classroom instruction to increase the amount of information that students learn and retain by 05/30/2013 as measured by a twenty-five percent decrease in the number of Office Discipline Referrals.

Strategy1:

TCIS CHAMPS Behavior Management Program Components - Common school-wide rules and procedures are used throughout the school to encourage appropriate student behaviors in all school areas. There are also other components that are an integral part of the TCIS CHAMPS program that are included to ensure student success. All teachers were trained with the CHAMPS module.

Category:

Research Cited:

Activity - Behavioral TAG Team	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A team of teachers from each grade level, the principal, the assistant principal, the guidance counselor and the district psychologist meet monthly to discuss the progress of students with major behavior problems to discuss if the current intervention is successfully diminishing the problematic behaviors. They also discuss any modifications or changes that might need to be made to the current intervention if the child is not progressing.	Behavioral Support Program	10/15/2012	05/30/2017	\$0 - No Funding Required	Behavioral TAG Team

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Trigg County Intermediate School

Activity - Persistence to Graduation/Suspension Data Review	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Behavioral TAG Team will review this data at monthly meetings to review students placed in high risk from PTG data and suspension data. With a teacher from each grade level represented at the meeting, the team will identify and implement modifications and interventions, if needed, for the students identified in the high risk group from both sets of data. The assistant principal and guidance counselor will review grades and discipline data before the TAG meeting to have information to provide pertaining to the academic and behavioral progress of those students identified from both data sets. No students with IEPs were suspended in the 2011-2012 school year.	Academic Support Program	02/15/2013	05/30/2017	\$0 - No Funding Required	Behavioral TAG Team

Activity - Student Recognition based on Guidelines for Success	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students are identified and recognized with an award for exhibiting model behaviors in the character areas of respect, responsibility, fairness, trustworthiness, caring, honesty, and citizenship.	Behavioral Support Program	09/03/2012	05/30/2017	\$0 - No Funding Required	All teachers

Measurable Objective 2:

collaborate to increase the average combined reading and math proficiency ratings in the non-duplicated gap group from 46.7% to 52.6% by 05/01/2017 as measured by K-PREP.

Strategy1:

Personalized Learning - Technology will be utilized to individualize student instruction.

Category:

Research Cited:

Activity - Technology In the Classroom	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Within the regular classroom setting teachers across all grade levels use technology to support instruction. The teachers are using programs such as Math Magician, Ten Marks, Mathletics, Reading Plus, Study Island, MW problems, Math Free, ThinkLink, SMART Exchange, Essential Skills, Imagine It Reading technology, Geometry Apps, Cool Math, Multiplication.com and Science Court. These programs and apps customize instruction for the student. We also utilize the clicker system and SmartBoards to enhance classroom instruction.	Academic Support Program	09/17/2012	06/01/2017	\$3000 - School Council Funds	All Teachers

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Trigg County Intermediate School

Activity - 21st Century Learning Labs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students attend a 21st Century Learning Lab each day. During this lab time students are engaged in reading and math programs to personalize student instruction. This technology allows students to work on their own individualized learning track with programs to personalize their own learning. The programs that are utilized in the labs are Lexia, Reading Plus, and DreamBox.	Academic Support Program	08/30/2013	06/01/2017	\$30000 - Title I Part A	21st Century Learning Lab Teachers

Strategy2:

Curriculum Assessment and Alignment - Teachers meet in weekly Professional Learning Community meetings to ensure that all curriculum and assessments are congruent to Kentucky Core Academic Standards. Student assessment data is disaggregated to identify individual student instructional needs.

Category:

Research Cited:

Activity - Grade Level Writing Expectations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in each grade level met in PLCs and created grade-specific writing non-negotiables. The teachers collaborated and created grade-level writing expectations that will enable students to master KCAS writing standards. This creates the bar that each student will be accountable for in all writing instruction, and makes grade level writing instruction cohesive.	Professional Learning	08/05/2013	06/01/2017	\$0 - No Funding Required	Teachers

Activity - Monthly Vertical Content Area Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and administrators meet monthly in Vertical Content Area Meetings. The purpose is to ensure specific content area instruction is delivered in the most effective way possible. Common assessments are examined to ensure that they are congruent to KCAS. Assessment data is disaggregated and teachers share effective strategies and practices used to deliver curriculum to students.	Academic Support Program	10/15/2012	05/01/2017	\$0 - No Funding Required	All teachers and administrators

Activity - Formative Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers regularly formatively assess in all subject areas to guide instructional decisions on a daily basis. This process enables teachers to give immediate remediation if needed to those not mastering the content and this process drives daily instruction. We follow these seven strategies: clear learning targets, examples of strong and weak work, regular descriptive feedback, students' self-assessment and goal-setting, focused lessons, focused revision, and student self-reflection.	Direct Instruction	08/20/2012	06/01/2017	\$0 - No Funding Required	All teachers

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Activity - TCIS Standards Mastery Assessment Reporting	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
In reading and math all KCAS standards are assessed and teachers report mastery of standards for all students. This information is used to drive conversations during PLCs to help monitor and improve instruction. All Common Core Standards have to be tested by end of April each year to provide data on student mastery. These assessments are common grade level assessments. This is the beginning of a process to transition to standards-based grading.	Academic Support Program	08/28/2015	05/26/2017	\$0 - No Funding Required	Teachers and Administration

Activity - Personalized Learning Programs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Study Island has recently undergone an alignment study with the MAP assessment. The purpose of this was to individualize instruction for each student in all content areas, personalized learning. Our students utilize Study Island to do practice activities aligned to KCAS. Their instructional activities on SI will be individualized based on how the student performed on the MAP assessment. DreamBox, Lexia, and Reading Plus are all currently being utilized in our school for all students. All of these programs formatively assess students daily and place children in KCAS content specific for their individualized learning needs.	Academic Support Program	01/28/2013	05/30/2017	\$350 - School Council Funds	All teachers

Activity - Content Area Weekly PLC Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All content area teachers and administrators meet bi-weekly in Professional Learning Community meetings. Teachers create Units of Study and Grade-Level Common Assessments congruent to KCAS. Teachers also disaggregate state and grade level assessment data to identify areas of instructional need for individual students. Teachers 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.	Academic Support Program	09/12/2012	05/01/2017	\$0 - No Funding Required	Teachers and administrators

Activity - Thoughtful Education Organizers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
In each grade we utilize graphic organizers in all subjects areas as a strategy to help students deepen the understanding of the content presented. In each grade reading has grade-specific organizers that include all KCAS Literary and Informational standards contained on one organizer.	Direct Instruction	12/03/2012	05/01/2017	\$0 - No Funding Required	All Teachers

Goal 3:

Trigg County Intermediate will reduce the novice reduction student count by 50% by the year 2020.

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Trigg County Intermediate School

Measurable Objective 1:

collaborate to reduce the number of novice students in reading and math by 10/30/2020 as measured by KPREP.

Strategy1:

Blended Learning/PBL - Station Rotations

Lab Rotations

PBL

Category: Continuous Improvement

Research Cited:

Activity - Station Rotations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Within every classroom teachers are utilizing this instructional strategy to improve student academic outcomes, increase student ownership of learning, student engagement, and increase teacher retention. Students rotate through a variety of stations where content is delivered in a variety of meaningful ways to meet different learning styles.	Academic Support Program	08/01/2015	10/01/2020	\$0 - No Funding Required	All classroom teachers

Activity - 21st Century Learning Labs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Within a lab setting students navigate through digital instruction at their own pace. Students are pushed to take ownership of their own learning. Teachers maximize quality instruction in these lab settings because while students are working on their prescribed program the teacher is able to pull other groups of students that have not mastered a skill to do additional work on these concepts. Teachers empower students to take charge of their own learning by aggressive goal setting.	Academic Support Program	08/06/2014	05/01/2020	\$3000 - School Council Funds	21st Century Learning Lab Teachers

Activity - Problem-Based Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PBL is being used to deliver content through the 4Cs. Key concepts of this instructional process are student choice, involvement of community resources, students driving their own instruction, and students collaborating to solve a problem.	Academic Support Program	08/01/2014	05/01/2020	\$8000 - Title I Part A	All teachers

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

Goal 1:

Trigg County Intermediate will increase the averaged combined reading and math K-PREP scores from 48.9% to 74.5% in 2017.

KDE Comprehensive School Improvement Plan

Trigg County Intermediate School

Measurable Objective 1:

collaborate to increase the overall reading and math for Trigg Intermediate from 54.0 to 74.5. by 05/30/2017 as measured by KPREP.

Strategy1:

Literacy Initiative - Strategies are being utilized to strengthen literacy in our school.

Category:

Research Cited:

Activity - Early Interventions in the Primary School	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Primary School screens all students before they enter kindergarten with the BRIGANCE screener. They also offer Ready, Set, Kindergarten nights for future incoming kindergarten students along with a transition night. The Primary School has also formed a partnership with Toyota this year and has received the Toyota Born Learning Grant to help fund some readiness activities for Trigg County incoming students aging from birth to age four.	Academic Support Program	08/05/2013	05/28/2017	\$0 - Other	Primary school staff and district administration

Narrative:

Brigance

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

Goal 1:

Trigg County Intermediate will increase the averaged combined reading and math K-PREP scores from 48.9% to 74.5% in 2017.

Measurable Objective 1:

collaborate to increase the overall reading and math for Trigg Intermediate from 54.0 to 74.5. by 05/30/2017 as measured by KPREP.

Strategy1:

Literacy Initiative - Strategies are being utilized to strengthen literacy in our school.

Category:

Research Cited:

Activity - Orten-Gillingham	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
This research-based instructional program will be utilized in classrooms with students needing intensive literacy instruction. This is used as an intervention for students with the largest deficiencies in reading.	Academic Support Program	12/01/2012	05/30/2017	\$1500 - Title I School Improvement (ISI)	Certified Orten-Gillingham trained teachers and 21st century learning lab teachers

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Trigg County Intermediate School

Activity - Station Rotations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers are utilizing station rotations in their everyday instruction to diversify instruction and this enables them to work with students in small groups. This allows teachers to instruct using 21st century practices that help deepen the process of mastering the common core standards.	Academic Support Program	08/05/2014	05/30/2017	\$0 - No Funding Required	All teachers

Activity - Writing Block	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Fifth, fourth, and third grade will have a writing period designed solely for writing instruction. Teachers will collaborate during PLCs to intensively target KCAS writing targets and the skills identified in the school writing plan. Teachers will plan weekly writing instruction together along with rubrics to gauge progress.	Direct Instruction	01/14/2013	05/01/2017	\$3000 - Other	All teachers

Activity - Six Minute Solution	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading Teachers embed this program in reading instruction to gauge the level of each student's reading fluency.	Direct Instruction	09/03/2012	05/01/2017	\$2000 - School Council Funds	Reading Teachers

Activity - Early Interventions in the Primary School	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Primary School screens all students before they enter kindergarten with the BRIGANCE screener. They also offer Ready, Set, Kindergarten nights for future incoming kindergarten students along with a transition night. The Primary School has also formed a partnership with Toyota this year and has received the Toyota Born Learning Grant to help fund some readiness activities for Trigg County incoming students aging from birth to age four.	Academic Support Program	08/05/2013	05/28/2017	\$0 - Other	Primary school staff and district administration

Activity - Imagine It Reading Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Third grade students will be using the Imagine It research-based reading program for a rounded literacy program. This program was purchased in October 2012 to support reading instruction that supports KCAS standards.	Academic Support Program	10/01/2012	05/30/2017	\$29000 - School Council Funds	Third Grade Teachers

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Activity - Questioning PD	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers participated in professional learning opportunities that built teaching capacity for questioning skills. Teachers have participated in several trainings that provided instructional strategies for classroom questioning. Teachers also identified the different levels and types of questions. We utilized the PGES rubric to guide teacher instruction. This is an ongoing process during PLC meetings.	Professional Learning	01/03/2013	05/01/2017	\$0 - No Funding Required	Instructional Supervisor and Teachers

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

Goal 1:

Trigg County Intermediate will increase the average combined K-PREP reading and math proficiency ratings for all students in the non-duplicated gap group from 40.8% in 2012 to 70.4% in 2017.

Measurable Objective 1:

collaborate to decrease inappropriate classroom behaviors so that students will remain focused and on-task during all classroom instruction to increase the amount of information that students learn and retain by 05/30/2013 as measured by a twenty-five percent decrease in the number of Office Discipline Referrals.

Strategy1:

TCIS CHAMPS Behavior Management Program Components - Common school-wide rules and procedures are used throughout the school to encourage appropriate student behaviors in all school areas. There are also other components that are an integral part of the TCIS CHAMPS program that are included to ensure student success. All teachers were trained with the CHAMPS module.

Category:

Research Cited:

Activity - Persistence to Graduation/Suspension Data Review	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Behavioral TAG Team will review this data at monthly meetings to review students placed in high risk from PTG data and suspension data. With a teacher from each grade level represented at the meeting, the team will identify and implement modifications and interventions, if needed, for the students identified in the high risk group from both sets of data. The assistant principal and guidance counselor will review grades and discipline data before the TAG meeting to have information to provide pertaining to the academic and behavioral progress of those students identified from both data sets. No students with IEPs were suspended in the 2011-2012 school year.	Academic Support Program	02/15/2013	05/30/2017	\$0 - No Funding Required	Behavioral TAG Team

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Trigg County Intermediate School

Activity - Behavioral TAG Team	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A team of teachers from each grade level, the principal, the assistant principal, the guidance counselor and the district psychologist meet monthly to discuss the progress of students with major behavior problems to discuss if the current intervention is successfully diminishing the problematic behaviors. They also discuss any modifications or changes that might need to be made to the current intervention if the child is not progressing.	Behavioral Support Program	10/15/2012	05/30/2017	\$0 - No Funding Required	Behavioral TAG Team

Activity - Student Recognition based on Guidelines for Success	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students are identified and recognized with an award for exhibiting model behaviors in the character areas of respect, responsibility, fairness, trustworthiness, caring, honesty, and citizenship.	Behavioral Support Program	09/03/2012	05/30/2017	\$0 - No Funding Required	All teachers

Measurable Objective 2:

collaborate to increase the average combined reading and math proficiency ratings in the non-duplicated gap group from 46.7% to 52.6% by 05/01/2017 as measured by K-PREP.

Strategy1:

Curriculum Assessment and Alignment - Teachers meet in weekly Professional Learning Community meetings to ensure that all curriculum and assessments are congruent to Kentucky Core Academic Standards. Student assessment data is disaggregated to identify individual student instructional needs.

Category:

Research Cited:

Activity - Formative Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers regularly formatively assess in all subject areas to guide instructional decisions on a daily basis. This process enables teachers to give immediate remediation if needed to those not mastering the content and this process drives daily instruction. We follow these seven strategies: clear learning targets, examples of strong and weak work, regular descriptive feedback, students' self-assessment and goal-setting, focused lessons, focused revision, and student self-reflection.	Direct Instruction	08/20/2012	06/01/2017	\$0 - No Funding Required	All teachers

Activity - Thoughtful Education Organizers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
In each grade we utilize graphic organizers in all subjects areas as a strategy to help students deepen the understanding of the content presented. In each grade reading has grade-specific organizers that include all KCAS Literary and Informational standards contained on one organizer.	Direct Instruction	12/03/2012	05/01/2017	\$0 - No Funding Required	All Teachers

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Activity - TCIS Standards Mastery Assessment Reporting	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
In reading and math all KCAS standards are assessed and teachers report mastery of standards for all students. This information is used to drive conversations during PLCs to help monitor and improve instruction. All Common Core Standards have to be tested by end of April each year to provide data on student mastery. These assessments are common grade level assessments. This is the beginning of a process to transition to standards-based grading.	Academic Support Program	08/28/2015	05/26/2017	\$0 - No Funding Required	Teachers and Administration

Activity - Personalized Learning Programs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Study Island has recently undergone an alignment study with the MAP assessment. The purpose of this was to individualize instruction for each student in all content areas, personalized learning. Our students utilize Study Island to do practice activities aligned to KCAS. Their instructional activities on SI will be individualized based on how the student performed on the MAP assessment. DreamBox, Lexia, and Reading Plus are all currently being utilized in our school for all students. All of these programs formatively assess students daily and place children in KCAS content specific for their individualized learning needs.	Academic Support Program	01/28/2013	05/30/2017	\$350 - School Council Funds	All teachers

Activity - Monthly Vertical Content Area Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and administrators meet monthly in Vertical Content Area Meetings. The purpose is to ensure specific content area instruction is delivered in the most effective way possible. Common assessments are examined to ensure that they are congruent to KCAS. Assessment data is disaggregated and teachers share effective strategies and practices used to deliver curriculum to students.	Academic Support Program	10/15/2012	05/01/2017	\$0 - No Funding Required	All teachers and administrators

Activity - Grade Level Writing Expectations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in each grade level met in PLCs and created grade-specific writing non-negotiables. The teachers collaborated and created grade-level writing expectations that will enable students to master KCAS writing standards. This creates the bar that each student will be accountable for in all writing instruction, and makes grade level writing instruction cohesive.	Professional Learning	08/05/2013	06/01/2017	\$0 - No Funding Required	Teachers

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Activity - Content Area Weekly PLC Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All content area teachers and administrators meet bi-weekly in Professional Learning Community meetings. Teachers create Units of Study and Grade-Level Common Assessments congruent to KCAS. Teachers also disaggregate state and grade level assessment data to identify areas of instructional need for individual students. Teachers 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.	Academic Support Program	09/12/2012	05/01/2017	\$0 - No Funding Required	Teachers and administrators

Strategy2:

Personalized Learning - Technology will be utilized to individualize student instruction.

Category:

Research Cited:

Activity - Technology In the Classroom	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Within the regular classroom setting teachers across all grade levels use technology to support instruction. The teachers are using programs such as Math Magician, Ten Marks, Mathletics, Reading Plus, Study Island, MW problems, Math Free, ThinkLink, SMART Exchange, Essential Skills, Imagine It Reading technology, Geometry Apps, Cool Math, Multiplication.com and Science Court. These programs and apps customize instruction for the student. We also utilize the clicker system and SmartBoards to enhance classroom instruction.	Academic Support Program	09/17/2012	06/01/2017	\$3000 - School Council Funds	All Teachers

Activity - 21st Century Learning Labs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students attend a 21st Century Learning Lab each day. During this lab time students are engaged in reading and math programs to personalize student instruction. This technology allows students to work on their own individualized learning track with programs to personalize their own learning. The programs that are utilized in the labs are Lexia, Reading Plus, and DreamBox.	Academic Support Program	08/30/2013	06/01/2017	\$30000 - Title I Part A	21st Century Learning Lab Teachers

Goal 2:

Trigg County Intermediate will increase the averaged combined reading and math K-PREP scores from 48.9% to 74.5% in 2017.

Measurable Objective 1:

collaborate to increase the overall reading and math for Trigg Intermediate from 54.0 to 74.5. by 05/30/2017 as measured by KPREP.

Strategy1:

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Math Initiative - We have multiple measure in place to support our current math program.

Category:

Research Cited:

Activity - Multiplication Boards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
In all grades three through five all students that have mastered their multiplication facts will be recognized on the Multiplication Rocks board. The student must take a timed multiplication assessment in order to show proficiency of facts. Our school recognized that students' retention of multiplication facts was an area that we, as a school, needed to address with a system of recognition to further encourage students to learn the facts.	Academic Support Program	09/10/2012	05/01/2017	\$0 - No Funding Required	Math teachers

Activity - Math Manipulatives	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math teachers in all grades use manipulatives to deepen the content of the math concepts. Math teachers utilize Everyday Math games and manipulatives that reinforce concepts in creative and innovative ways. SMART Exchange math games are used that project on the SMARTBOARD and students interact with electronic manipulatives to further content knowledge. These activities are embedded in lesson plans. Math manipulatives are also used frequently within the EnVision and Go Math lessons.	Direct Instruction	09/03/2012	05/28/2017	\$3000 - Title I Part A	Math Teachers

Activity - EnVision Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Beginning in the 2015-2016 school year we will begin using the Envision Math program in all math classrooms.	Academic Support Program	08/10/2015	05/01/2017	\$22000 - Other	Math teachers

Activity - Enacting Effective RTI Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Third grade math teachers attended an intensive math intervention training aimed at strengthening instruction in math and targeting students who were deficient in math. Teachers were provided with manipulatives and hands-on instructional strategies to target performing students. All instruction in the training was directly applied to KCAS.	Academic Support Program	01/13/2014	04/30/2014	\$0 - Title I Part A	Third grade teachers

Strategy2:

TELL Survey - Address areas of concern from the results of the TELL survey

Category:

Research Cited:

KDE Comprehensive School Improvement Plan

Trigg County Intermediate School

Activity - Individualized Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The TELL survey identified that a concern that needed to be addressed was individualized professional development. Teachers now have a voice in at least part of their professional development. PD is offered on Growth Days and on opening day that provides teachers with choices.	Professional Learning	08/01/2013	05/30/2017	\$3000 - Title I School Improvement (ISI)	Teachers

Activity - TCIS Leadership Team	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The TELL survey provided information that teachers had concerns about being effective leaders in this school. It also provided data that teachers did not feel comfortable raising issues and concerns that are important to them. The principal opened up membership up to any teacher in the school. The team is composed of all new members so that a larger number of teachers are represented in the decision-making process. The membership of this team will continue to rotate every year.	Other	08/10/2015	05/28/2017	\$1000 - School Council Funds	TCIS Leadership Team Members

Activity - Increased time in schedule for ELA and Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The results of the TELL Survey showed that teachers were concerned there was not enough time in the block schedule for ELA and Math. The schedule for ELA and Math blocks was increased from 60 to 86 minutes. The SBDM Council approved this change. We vary this time by direct instruction, station rotations, and 21st century lab time.	Academic Support Program	08/08/2012	05/30/2017	\$0 - No Funding Required	All teachers

Strategy3:

Literacy Initiative - Strategies are being utilized to strengthen literacy in our school.

Category:

Research Cited:

Activity - Orten-Gillingham	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
This research-based instructional program will be utilized in classrooms with students needing intensive literacy instruction. This is used as an intervention for students with the largest deficiencies in reading.	Academic Support Program	12/01/2012	05/30/2017	\$1500 - Title I School Improvement (ISI)	Certified Orten-Gillingham trained teachers and 21st century learning lab teachers

Activity - Station Rotations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers are utilizing station rotations in their everyday instruction to diversify instruction and this enables them to work with students in small groups. This allows teachers to instruct using 21st century practices that help deepen the process of mastering the common core standards.	Academic Support Program	08/05/2014	05/30/2017	\$0 - No Funding Required	All teachers

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Activity - Writing Block	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Fifth, fourth, and third grade will have a writing period designed solely for writing instruction. Teachers will collaborate during PLCs to intensively target KCAS writing targets and the skills identified in the school writing plan. Teachers will plan weekly writing instruction together along with rubrics to gauge progress.	Direct Instruction	01/14/2013	05/01/2017	\$3000 - Other	All teachers

Activity - Early Interventions in the Primary School	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Primary School screens all students before they enter kindergarten with the BRIGANCE screener. They also offer Ready, Set, Kindergarten nights for future incoming kindergarten students along with a transition night. The Primary School has also formed a partnership with Toyota this year and has received the Toyota Born Learning Grant to help fund some readiness activities for Trigg County incoming students aging from birth to age four.	Academic Support Program	08/05/2013	05/28/2017	\$0 - Other	Primary school staff and district administration

Activity - Questioning PD	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers participated in professional learning opportunities that built teaching capacity for questioning skills. Teachers have participated in several trainings that provided instructional strategies for classroom questioning. Teachers also identified the different levels and types of questions. We utilized the PGES rubric to guide teacher instruction. This is an ongoing process during PLC meetings.	Professional Learning	01/03/2013	05/01/2017	\$0 - No Funding Required	Instructional Supervisor and Teachers

Activity - Imagine It Reading Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Third grade students will be using the Imagine It research-based reading program for a rounded literacy program. This program was purchased in October 2012 to support reading instruction that supports KCAS standards.	Academic Support Program	10/01/2012	05/30/2017	\$29000 - School Council Funds	Third Grade Teachers

Activity - Six Minute Solution	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading Teachers embed this program in reading instruction to gauge the level of each student's reading fluency.	Direct Instruction	09/03/2012	05/01/2017	\$2000 - School Council Funds	Reading Teachers

Strategy4:

Parental Involvement - Activities are planned to encourage parental involvement.

Category:

Research Cited:

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Activity - Parent - Teacher Engagement Activities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Throughout the school year, our school has activities to increase parental involvement. - Reading Night - Math Night - STEM night - Parent-Teacher Conferences - Back-to-School Night - Weekly Newsletters - FaceBook page - School Website - Weekly Email from Principal - Home Visits - SBDM SubCommittees - Meet and Greet Night - Presentations of Learning - (Project Nights) - Rotary Academic Awards	Parent Involvement	08/05/2013	05/01/2017	\$0 - Title I Part A	Teachers, Parents, and Administrators

Strategy5:

Program Review - All teachers are collecting evidence to provide proof of Arts and Humanities, Practical Living, and Writing instruction for the Program Review.

Category:

Research Cited:

Activity - Reading to Learn Conference	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
In reviewing the school MAPS scores and state test scores, data shows that our students need improvement in writing and reading. To aid in student growth, three fourth grade teachers, one third grade teacher, and the instructional supervisor were sent to the professional development, Reading to Learn. This PD focuses on research-based best practice strategies to help struggling students improve in the area of writing, reading, and reading comprehension. The goal is for these teachers to implement these strategies in the classroom and the students show growth on their MAPS and state testing in the area of writing and reading.	Academic Support Program	09/23/2013	11/29/2013	\$0 - Title I Part A	Instructional supervisor, three fourth grade teachers and a third grade teacher

Activity - District Wellness Committee	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Wellness Committee meets monthly and school has representation on committee. Goals for school wellness are incorporated into the curriculum.	Academic Support Program	08/30/2013	05/30/2017	\$0 - No Funding Required	Wellness Committee

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Activity - Program Review Committee Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers serve on one of the four Program Review Committees. These committees meet every growth day to discuss program review components and to review evidence that has been submitted thus far. This committee also proposes instructional strategies that will be implemented into regular classroom activities.	Professional Learning	08/05/2013	05/30/2017	\$0 - No Funding Required	All teachers and administration

Activity - PD 360 - Edivation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will access and implement strategies learned from professional development opportunities delivered in Edivation. Teachers will share new strategies they have learned in their Professional Learning Community throughout the school year.	Professional Learning	01/01/2013	05/30/2017	\$0 - No Funding Required	All teachers

Activity - Health in a Box Curriculum	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All third grade students will be completing this five week instructional unit that instructs students in Health and Nutrition. This is a partnership with Murray State University's Nursing Program funded by a federal grant. All third students will be instructed in the benefits of healthy nutrition and the lifelong benefits of this.	Academic Support Program	02/03/2014	03/14/2014	\$0 - No Funding Required	All third grade teachers and PL/CS teachers

Activity - Writing Coach	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Writing coach will work with teachers to incorporate effective writing instructional activities in all core areas. Coach also instructs students in small groups with targeted intensive writing instruction.	Academic Support Program	01/20/2014	05/30/2014	\$0 - Title I Part A	Writing Coach and Teachers

Activity - Writing Grade Level Instructional Activity PD	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Writing leaders and administration met for a 3 hour training to establish writing activities and strategies for each grade level. Teacher leaders collaborated vertically to align activities to KCAS writing standards. These teacher leaders will meet again in January to evaluate evidence with administration.	Professional Learning	08/05/2013	05/30/2014	\$250 - School Council Funds	Writing teacher leaders and administration

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Activity - Writing PD	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers have participated in writing trainings to learn new strategies to increase the instructional quality of writing opportunities in all content areas and also to address reading and math literacy for all students. Before school started for 2013 - 2014 school year all grades met and discussed writing activities for the year. Then on each growth day teachers collaborate to plan writing instructional activities. We continue these practices in 2014-2015.	Professional Learning	07/29/2013	05/30/2017	\$0 - No Funding Required	Principal, Instructional Supervisor and Teachers

Activity - PECAT/HECAT Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>PL/CS Teacher completed this professional development and utilizes this curriculum for instruction.</p> <p>PECAT -Physical Education Curriculum Analysis Tool - K -12 (district and/or school) scope and sequence as part of a comprehensive physical education program that is aligned for practical living.</p> <p>HECAT - Health Education Curriculum Analysis Tool - developed a K-12 scope and sequence as part of a comprehensive health education program that is aligned to the KCAS for Practical living.</p>	Academic Support Program	07/15/2013	05/30/2017	\$0 - Title I Part A	PL/CS Teacher

Activity - Art Show and Art Exhibition Night	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students will provide a piece of artwork that will be featured in the Trigg Elementary Art Show. This is a juried event. We also have an Art Exhibition Night that allows students an additional time to share and explain their piece of artwork.	Academic Support Program	09/07/2015	05/01/2017	\$0 - No Funding Required	Arts and Humanities Teachers

Activity - Arts and Humanities/Practical Living Team Leader PD	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Arts and Humanities and Practical Living Team Leaders met with administration to discuss and plan Arts and Humanities and Practical Living cross-curricular activities that will be incorporated into grade-level reading and math instruction.	Professional Learning	08/05/2013	05/30/2017	\$0 - No Funding Required	Arts and Humanities/Practical Living Team Leaders and Administration

Activity - Local Guest Artist School Visit and A&H Guest Speakers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Two local guest artists will be coming and speaking to our students about their careers and their art pieces. They will also be discussing the fundamentals of art. This is a yearly occurrence. We also have a variety of arts and humanities guest speakers that come and share their craft with the students.	Academic Support Program	02/03/2014	05/01/2017	\$0 - No Funding Required	Arts and Humanities Teachers

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Activity - Practical Living Teacher Professional Development Day	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All practical living/career studies teachers met with community leaders and explored together our local practical living and art and humanities offerings for students in the area. (e.g., Carson Center)	Professional Learning	11/03/2014	11/03/2014	\$150 - General Fund	All practical living and arts and humanities teachers

Strategy6:

TAG - Response to Intervention - In order to increase our student proficiency in reading and math, students who score at the 25th percentile or lower on the MAPS Assessment will be provided additional time and support with a research-based intervention. Progress monitoring data will be maintained by our teachers and staff.

Category:

Research Cited: John Hattie's Visible Learning Research

Activity - Personalized Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in the fourth and fifth grade are utilizing Google Chrome Books to personalize learning. Students in the fifth grade are at a 1:1 ratio with Google Chrome Books. The fourth grade currently have approximately 150 Chrome Books. The third grade have approximately 90 Chrome Books. There will be more purchased before the end of the school year. The students will utilize these Chrome Books to personalize learning with RTI research-based technology programs. We currently use DreamBox, Lexia, and Reading Plus school-wide all students. Each student will be on their own individualized learning track based on their academic performance.	Academic Support Program	08/05/2013	05/31/2017	\$30000 - Other	21st Century Learning Lab Third, Fourth, and Fifth Grade Teachers

Activity - Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
We are currently utilizing research-based interventions to provide additional instructional support in reading and math. The reading interventions we are currently using are Lexia, Reading Plus, Orton Gillingham, Great Leaps, and Cars and Stars. The math interventions we are currently using are DreamBox, Number Worlds, Cams and Stams, and Great Leaps Math. We continue to research additional interventions.	Academic Support Program	08/15/2012	05/30/2017	\$4000 - Title I School Improvement (ISI)	Teachers

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Activity - School Targeted Assistance Team	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school targeted assistance team meets once a month to analyze progress monitoring data. The team determines who enters the program and who exits the program based on individual student performance on our screener, MAP. The team also monitors the current intervention to ensure if it is successful or not. If the intervention is not successful, the team will determine a different intervention to be provided to the student.	Academic Support Program	01/03/2013	05/01/2017	\$1000 - Title I Schoolwide	TCIS School Targeted Assistance Team

Strategy7:

Innovation - Trigg Intermediate is a school of innovation.

Category: Learning Systems

Research Cited:

Activity - Station Rotations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers are using Station Rotations for regular classroom instruction.	Academic Support Program	08/04/2014	05/30/2017	\$0 - No Funding Required	All teachers

Activity - Problem-Based Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers are utilizing this innovation strategy for instruction of the KCAS standards.	Academic Support Program	08/01/2014	05/30/2017	\$10000 - Title I Part A	All classroom teachers received PBL training from the Buck Institute.

Activity - Personalized Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in the third, fourth, and fifth grade attend a 21st century learning lab to personalize learning in math and reading. The students will utilize these Chrome Books to personalize learning with RTI research-based technology programs. We currently use DreamBox, Lexia, and Reading Plus school-wide with all students. Each student will be on their own individualized learning track based on their academic performance.	Technology	08/11/2014	05/30/2017	\$15000 - Title I Schoolwide	21st Century Learning Lab

Goal 3:

Trigg County Intermediate will reduce the novice reduction student count by 50% by the year 2020.

Measurable Objective 1:

collaborate to reduce the number of novice students in reading and math by 10/30/2020 as measured by KPREP.

Strategy1:

Blended Learning/PBL - Station Rotations

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Lab Rotations

PBL

Category: Continuous Improvement

Research Cited:

Activity - 21st Century Learning Labs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Within a lab setting students navigate through digital instruction at their own pace. Students are pushed to take ownership of their own learning. Teachers maximize quality instruction in these lab settings because while students are working on their prescribed program the teacher is able to pull other groups of students that have not mastered a skill to do additional work on these concepts. Teachers empower students to take charge of their own learning by aggressive goal setting.	Academic Support Program	08/06/2014	05/01/2020	\$3000 - School Council Funds	21st Century Learning Lab Teachers

Activity - Problem-Based Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PBL is being used to deliver content through the 4Cs. Key concepts of this instructional process are student choice, involvement of community resources, students driving their own instruction, and students collaborating to solve a problem.	Academic Support Program	08/01/2014	05/01/2020	\$8000 - Title I Part A	All teachers

Activity - Station Rotations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Within every classroom teachers are utilizing this instructional strategy to improve student academic outcomes, increase student ownership of learning, student engagement, and increase teacher retention. Students rotate through a variety of stations where content is delivered in a variety of meaningful ways to meet different learning styles.	Academic Support Program	08/01/2015	10/01/2020	\$0 - No Funding Required	All classroom teachers

The school identified specific strategies to address subgroup achievement gaps.

Goal 1:

Trigg County Intermediate will increase the averaged combined reading and math K-PREP scores from 48.9% to 74.5% in 2017.

Measurable Objective 1:

collaborate to increase the overall reading and math for Trigg Intermediate from 54.0 to 74.5. by 05/30/2017 as measured by KPREP.

Strategy1:

KDE Comprehensive School Improvement Plan

Trigg County Intermediate School

Program Review - All teachers are collecting evidence to provide proof of Arts and Humanities, Practical Living, and Writing instruction for the Program Review.

Category:

Research Cited:

Activity - Local Guest Artist School Visit and A&H Guest Speakers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Two local guest artists will be coming and speaking to our students about their careers and their art pieces. They will also be discussing the fundamentals of art. This is a yearly occurrence. We also have a variety of arts and humanities guest speakers that come and share their craft with the students.	Academic Support Program	02/03/2014	05/01/2017	\$0 - No Funding Required	Arts and Humanities Teachers

Activity - Reading to Learn Conference	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
In reviewing the school MAPS scores and state test scores, data shows that our students need improvement in writing and reading. To aid in student growth, three fourth grade teachers, one third grade teacher, and the instructional supervisor were sent to the professional development, Reading to Learn. This PD focuses on research-based best practice strategies to help struggling students improve in the area of writing, reading, and reading comprehension. The goal is for these teachers to implement these strategies in the classroom and the students show growth on their MAPS and state testing in the area of writing and reading.	Academic Support Program	09/23/2013	11/29/2013	\$0 - Title I Part A	Instructional supervisor, three fourth grade teachers and a third grade teacher

Activity - Practical Living Teacher Professional Development Day	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All practical living/career studies teachers met with community leaders and explored together our local practical living and art and humanities offerings for students in the area. (e.g., Carson Center)	Professional Learning	11/03/2014	11/03/2014	\$150 - General Fund	All practical living and arts and humanities teachers

Activity - Writing Coach	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Writing coach will work with teachers to incorporate effective writing instructional activities in all core areas. Coach also instructs students in small groups with targeted intensive writing instruction.	Academic Support Program	01/20/2014	05/30/2014	\$0 - Title I Part A	Writing Coach and Teachers

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Activity - Writing Grade Level Instructional Activity PD	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Writing leaders and administration met for a 3 hour training to establish writing activities and strategies for each grade level. Teacher leaders collaborated vertically to align activities to KCAS writing standards. These teacher leaders will meet again in January to evaluate evidence with administration.	Professional Learning	08/05/2013	05/30/2014	\$250 - School Council Funds	Writing teacher leaders and administration

Activity - District Wellness Committee	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Wellness Committee meets monthly and school has representation on committee. Goals for school wellness are incorporated into the curriculum.	Academic Support Program	08/30/2013	05/30/2017	\$0 - No Funding Required	Wellness Committee

Activity - Program Review Committee Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers serve on one of the four Program Review Committees. These committees meet every growth day to discuss program review components and to review evidence that has been submitted thus far. This committee also proposes instructional strategies that will be implemented into regular classroom activities.	Professional Learning	08/05/2013	05/30/2017	\$0 - No Funding Required	All teachers and administration

Activity - Arts and Humanities/Practical Living Team Leader PD	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Arts and Humanities and Practical Living Team Leaders met with administration to discuss and plan Arts and Humanities and Practical Living cross-curricular activities that will be incorporated into grade-level reading and math instruction.	Professional Learning	08/05/2013	05/30/2017	\$0 - No Funding Required	Arts and Humanities/Practical Living Team Leaders and Administration

Activity - Art Show and Art Exhibition Night	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students will provide a piece of artwork that will be featured in the Trigg Elementary Art Show. This is a juried event. We also have an Art Exhibition Night that allows students an additional time to share and explain their piece of artwork.	Academic Support Program	09/07/2015	05/01/2017	\$0 - No Funding Required	Arts and Humanities Teachers

Activity - PD 360 - Edivation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will access and implement strategies learned from professional development opportunities delivered in Edivation. Teachers will share new strategies they have learned in their Professional Learning Community throughout the school year.	Professional Learning	01/01/2013	05/30/2017	\$0 - No Funding Required	All teachers

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Activity - PECAT/HECAT Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>PL/CS Teacher completed this professional development and utilizes this curriculum for instruction.</p> <p>PECAT -Physical Education Curriculum Analysis Tool - K -12 (district and/or school) scope and sequence as part of a comprehensive physical education program that is aligned for practical living.</p> <p>HECAT - Health Education Curriculum Analysis Tool - developed a K-12 scope and sequence as part of a comprehensive health education program that is aligned to the KCAS for Practical living.</p>	Academic Support Program	07/15/2013	05/30/2017	\$0 - Title I Part A	PL/CS Teacher

Activity - Health in a Box Curriculum	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All third grade students will be completing this five week instructional unit that instructs students in Health and Nutrition. This is a partnership with Murray State University's Nursing Program funded by a federal grant. All third students will be instructed in the benefits of healthy nutrition and the lifelong benefits of this.	Academic Support Program	02/03/2014	03/14/2014	\$0 - No Funding Required	All third grade teachers and PL/CS teachers

Activity - Writing PD	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers have participated in writing trainings to learn new strategies to increase the instructional quality of writing opportunities in all content areas and also to address reading and math literacy for all students. Before school started for 2013 - 2014 school year all grades met and discussed writing activities for the year. Then on each growth day teachers collaborate to plan writing instructional activities. We continue these practices in 2014-2015.	Professional Learning	07/29/2013	05/30/2017	\$0 - No Funding Required	Principal, Instructional Supervisor and Teachers

Strategy2:

TELL Survey - Address areas of concern from the results of the TELL survey

Category:

Research Cited:

Activity - TCIS Leadership Team	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The TELL survey provided information that teachers had concerns about being effective leaders in this school. It also provided data that teachers did not feel comfortable raising issues and concerns that are important to them. The principal opened up membership up to any teacher in the school. The team is composed of all new members so that a larger number of teachers are represented in the decision-making process. The membership of this team will continue to rotate every year.	Other	08/10/2015	05/28/2017	\$1000 - School Council Funds	TCIS Leadership Team Members

KDE Comprehensive School Improvement Plan

Trigg County Intermediate School

Activity - Individualized Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The TELL survey identified that a concern that needed to be addressed was individualized professional development. Teachers now have a voice in at least part of their professional development. PD is offered on Growth Days and on opening day that provides teachers with choices.	Professional Learning	08/01/2013	05/30/2017	\$3000 - Title I School Improvement (ISI)	Teachers

Activity - Increased time in schedule for ELA and Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The results of the TELL Survey showed that teachers were concerned there was not enough time in the block schedule for ELA and Math. The schedule for ELA and Math blocks was increased from 60 to 86 minutes. The SBDM Council approved this change. We vary this time by direct instruction, station rotations, and 21st century lab time.	Academic Support Program	08/08/2012	05/30/2017	\$0 - No Funding Required	All teachers

Strategy3:

Parental Involvement - Activities are planned to encourage parental involvement.

Category:

Research Cited:

Activity - Parent - Teacher Engagement Activities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Throughout the school year, our school has activities to increase parental involvement. - Reading Night - Math Night - STEM night - Parent-Teacher Conferences - Back-to-School Night - Weekly Newsletters - FaceBook page - School Website - Weekly Email from Principal - Home Visits - SBDM SubCommittees - Meet and Greet Night - Presentations of Learning - (Project Nights) - Rotary Academic Awards	Parent Involvement	08/05/2013	05/01/2017	\$0 - Title I Part A	Teachers, Parents, and Administrators

Strategy4:

Innovation - Trigg Intermediate is a school of innovation.

Category: Learning Systems

Research Cited:

KDE Comprehensive School Improvement Plan

Trigg County Intermediate School

Activity - Problem-Based Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers are utilizing this innovation strategy for instruction of the KCAS standards.	Academic Support Program	08/01/2014	05/30/2017	\$10000 - Title I Part A	All classroom teachers received PBL training from the Buck Institute.

Activity - Station Rotations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers are using Station Rotations for regular classroom instruction.	Academic Support Program	08/04/2014	05/30/2017	\$0 - No Funding Required	All teachers

Activity - Personalized Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in the third, fourth, and fifth grade attend a 21st century learning lab to personalize learning in math and reading. The students will utilize these Chrome Books to personalize learning with RTI research-based technology programs. We currently use DreamBox, Lexia, and Reading Plus school-wide with all students. Each student will be on their own individualized learning track based on their academic performance.	Technology	08/11/2014	05/30/2017	\$15000 - Title I Schoolwide	21st Century Learning Lab

Strategy5:

Math Initiative - We have multiple measure in place to support our current math program.

Category:

Research Cited:

Activity - Math Manipulatives	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math teachers in all grades use manipulatives to deepen the content of the math concepts. Math teachers utilize Everyday Math games and manipulatives that reinforce concepts in creative and innovative ways. SMART Exchange math games are used that project on the SMARTBOARD and students interact with electronic manipulatives to further content knowledge. These activities are embedded in lesson plans. Math manipulatives are also used frequently within the EnVision and Go Math lessons.	Direct Instruction	09/03/2012	05/28/2017	\$3000 - Title I Part A	Math Teachers

Activity - Enacting Effective RTI Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Third grade math teachers attended an intensive math intervention training aimed at strengthening instruction in math and targeting students who were deficient in math. Teachers were provided with manipulatives and hands-on instructional strategies to target performing students. All instruction in the training was directly applied to KCAS.	Academic Support Program	01/13/2014	04/30/2014	\$0 - Title I Part A	Third grade teachers

KDE Comprehensive School Improvement Plan

Trigg County Intermediate School

Activity - EnVision Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Beginning in the 2015-2016 school year we will begin using the Envision Math program in all math classrooms.	Academic Support Program	08/10/2015	05/01/2017	\$22000 - Other	Math teachers

Activity - Multiplication Boards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
In all grades three through five all students that have mastered their multiplication facts will be recognized on the Multiplication Rocks board. The student must take a timed multiplication assessment in order to show proficiency of facts. Our school recognized that students' retention of multiplication facts was an area that we, as a school, needed to address with a system of recognition to further encourage students to learn the facts.	Academic Support Program	09/10/2012	05/01/2017	\$0 - No Funding Required	Math teachers

Strategy6:

TAG - Response to Intervention - In order to increase our student proficiency in reading and math, students who score at the 25th percentile or lower on the MAPS Assessment will be provided additional time and support with a research-based intervention. Progress monitoring data will be maintained by our teachers and staff.

Category:

Research Cited: John Hattie's Visible Learning Research

Activity - Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
We are currently utilizing research-based interventions to provide additional instructional support in reading and math. The reading interventions we are currently using are Lexia, Reading Plus, Orton Gillingham, Great Leaps, and Cars and Stars. The math interventions we are currently using are DreamBox, Number Worlds, Cams and Stams, and Great Leaps Math. We continue to research additional interventions.	Academic Support Program	08/15/2012	05/30/2017	\$4000 - Title I School Improvement (ISI)	Teachers

Activity - School Targeted Assistance Team	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school targeted assistance team meets once a month to analyze progress monitoring data. The team determines who enters the program and who exits the program based on individual student performance on our screener, MAP. The team also monitors the current intervention to ensure if it is successful or not. If the intervention is not successful, the team will determine a different intervention to be provided to the student.	Academic Support Program	01/03/2013	05/01/2017	\$1000 - Title I Schoolwide	TCIS School Targeted Assistance Team

KDE Comprehensive School Improvement Plan

Trigg County Intermediate School

Activity - Personalized Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in the fourth and fifth grade are utilizing Google Chrome Books to personalize learning. Students in the fifth grade are at a 1:1 ratio with Google Chrome Books. The fourth grade currently have approximately 150 Chrome Books. The third grade have approximately 90 Chrome Books. There will be more purchased before the end of the school year. The students will utilize these Chrome Books to personalize learning with RTI research-based technology programs. We currently use DreamBox, Lexia, and Reading Plus school-wide all students. Each student will be on their own individualized learning track based on their academic performance.	Academic Support Program	08/05/2013	05/31/2017	\$30000 - Other	21st Century Learning Lab Third, Fourth, and Fifth Grade Teachers

Strategy7:

Literacy Initiative - Strategies are being utilized to strengthen literacy in our school.

Category:

Research Cited:

Activity - Writing Block	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Fifth, fourth, and third grade will have a writing period designed solely for writing instruction. Teachers will collaborate during PLCs to intensively target KCAS writing targets and the skills identified in the school writing plan. Teachers will plan weekly writing instruction together along with rubrics to gauge progress.	Direct Instruction	01/14/2013	05/01/2017	\$3000 - Other	All teachers

Activity - Questioning PD	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers participated in professional learning opportunities that built teaching capacity for questioning skills. Teachers have participated in several trainings that provided instructional strategies for classroom questioning. Teachers also identified the different levels and types of questions. We utilized the PGES rubric to guide teacher instruction. This is an ongoing process during PLC meetings.	Professional Learning	01/03/2013	05/01/2017	\$0 - No Funding Required	Instructional Supervisor and Teachers

Activity - Six Minute Solution	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading Teachers embed this program in reading instruction to gauge the level of each student's reading fluency.	Direct Instruction	09/03/2012	05/01/2017	\$2000 - School Council Funds	Reading Teachers

KDE Comprehensive School Improvement Plan

Trigg County Intermediate School

Activity - Station Rotations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers are utilizing station rotations in their everyday instruction to diversify instruction and this enables them to work with students in small groups. This allows teachers to instruct using 21st century practices that help deepen the process of mastering the common core standards.	Academic Support Program	08/05/2014	05/30/2017	\$0 - No Funding Required	All teachers

Activity - Orten-Gillingham	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
This research-based instructional program will be utilized in classrooms with students needing intensive literacy instruction. This is used as an intervention for students with the largest deficiencies in reading.	Academic Support Program	12/01/2012	05/30/2017	\$1500 - Title I School Improvement (ISI)	Certified Orten-Gillingham trained teachers and 21st century learning lab teachers

Activity - Early Interventions in the Primary School	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Primary School screens all students before they enter kindergarten with the BRIGANCE screener. They also offer Ready, Set, Kindergarten nights for future incoming kindergarten students along with a transition night. The Primary School has also formed a partnership with Toyota this year and has received the Toyota Born Learning Grant to help fund some readiness activities for Trigg County incoming students aging from birth to age four.	Academic Support Program	08/05/2013	05/28/2017	\$0 - Other	Primary school staff and district administration

Activity - Imagine It Reading Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Third grade students will be using the Imagine It research-based reading program for a rounded literacy program. This program was purchased in October 2012 to support reading instruction that supports KCAS standards.	Academic Support Program	10/01/2012	05/30/2017	\$29000 - School Council Funds	Third Grade Teachers

Goal 2:

Trigg County Intermediate will reduce the novice reduction student count by 50% by the year 2020.

Measurable Objective 1:

collaborate to reduce the number of novice students in reading and math by 10/30/2020 as measured by KPREP.

Strategy1:

Blended Learning/PBL - Station Rotations

Lab Rotations

PBL

Category: Continuous Improvement

Research Cited:

SY 2015-2016

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KDE Comprehensive School Improvement Plan

Trigg County Intermediate School

Activity - Problem-Based Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PBL is being used to deliver content through the 4Cs. Key concepts of this instructional process are student choice, involvement of community resources, students driving their own instruction, and students collaborating to solve a problem.	Academic Support Program	08/01/2014	05/01/2020	\$8000 - Title I Part A	All teachers

Activity - 21st Century Learning Labs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Within a lab setting students navigate through digital instruction at their own pace. Students are pushed to take ownership of their own learning. Teachers maximize quality instruction in these lab settings because while students are working on their prescribed program the teacher is able to pull other groups of students that have not mastered a skill to do additional work on these concepts. Teachers empower students to take charge of their own learning by aggressive goal setting.	Academic Support Program	08/06/2014	05/01/2020	\$3000 - School Council Funds	21st Century Learning Lab Teachers

Activity - Station Rotations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Within every classroom teachers are utilizing this instructional strategy to improve student academic outcomes, increase student ownership of learning, student engagement, and increase teacher retention. Students rotate through a variety of stations where content is delivered in a variety of meaningful ways to meet different learning styles.	Academic Support Program	08/01/2015	10/01/2020	\$0 - No Funding Required	All classroom teachers

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

N/A (this question does not apply)

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

N/A (this question does not apply)

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

Goal 1:

Trigg County Intermediate will increase the averaged combined reading and math K-PREP scores from 48.9% to 74.5% in 2017.

KDE Comprehensive School Improvement Plan

Trigg County Intermediate School

Measurable Objective 1:

collaborate to increase the overall reading and math for Trigg Intermediate from 54.0 to 74.5. by 05/30/2017 as measured by KPREP.

Strategy1:

Innovation - Trigg Intermediate is a school of innovation.

Category: Learning Systems

Research Cited:

Activity - Station Rotations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers are using Station Rotations for regular classroom instruction.	Academic Support Program	08/04/2014	05/30/2017	\$0 - No Funding Required	All teachers

Activity - Problem-Based Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers are utilizing this innovation strategy for instruction of the KCAS standards.	Academic Support Program	08/01/2014	05/30/2017	\$10000 - Title I Part A	All classroom teachers received PBL training from the Buck Institute.

Activity - Personalized Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in the third, fourth, and fifth grade attend a 21st century learning lab to personalize learning in math and reading. The students will utilize these Chrome Books to personalize learning with RTI research-based technology programs. We currently use DreamBox, Lexia, and Reading Plus school-wide with all students. Each student will be on their own individualized learning track based on their academic performance.	Technology	08/11/2014	05/30/2017	\$15000 - Title I Schoolwide	21st Century Learning Lab

Strategy2:

Program Review - All teachers are collecting evidence to provide proof of Arts and Humanities, Practical Living, and Writing instruction for the Program Review.

Category:

Research Cited:

Activity - Art Show and Art Exhibition Night	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students will provide a piece of artwork that will be featured in the Trigg Elementary Art Show. This is a juried event. We also have an Art Exhibition Night that allows students an additional time to share and explain their piece of artwork.	Academic Support Program	09/07/2015	05/01/2017	\$0 - No Funding Required	Arts and Humanities Teachers

KDE Comprehensive School Improvement Plan

Trigg County Intermediate School

Activity - Program Review Committee Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers serve on one of the four Program Review Committees. These committees meet every growth day to discuss program review components and to review evidence that has been submitted thus far. This committee also proposes instructional strategies that will be implemented into regular classroom activities.	Professional Learning	08/05/2013	05/30/2017	\$0 - No Funding Required	All teachers and administration

Activity - Local Guest Artist School Visit and A&H Guest Speakers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Two local guest artists will be coming and speaking to our students about their careers and their art pieces. They will also be discussing the fundamentals of art. This is a yearly occurrence. We also have a variety of arts and humanities guest speakers that come and share their craft with the students.	Academic Support Program	02/03/2014	05/01/2017	\$0 - No Funding Required	Arts and Humanities Teachers

Activity - PECAT/HECAT Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>PL/CS Teacher completed this professional development and utilizes this curriculum for instruction.</p> <p>PECAT -Physical Education Curriculum Analysis Tool - K -12 (district and/or school) scope and sequence as part of a comprehensive physical education program that is aligned for practical living.</p> <p>HECAT - Health Education Curriculum Analysis Tool - developed a K-12 scope and sequence as part of a comprehensive health education program that is aligned to the KCAS for Practical living.</p>	Academic Support Program	07/15/2013	05/30/2017	\$0 - Title I Part A	PL/CS Teacher

Activity - Writing Coach	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Writing coach will work with teachers to incorporate effective writing instructional activities in all core areas. Coach also instructs students in small groups with targeted intensive writing instruction.	Academic Support Program	01/20/2014	05/30/2014	\$0 - Title I Part A	Writing Coach and Teachers

Activity - Health in a Box Curriculum	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All third grade students will be completing this five week instructional unit that instructs students in Health and Nutrition. This is a partnership with Murray State University's Nursing Program funded by a federal grant. All third students will be instructed in the benefits of healthy nutrition and the lifelong benefits of this.	Academic Support Program	02/03/2014	03/14/2014	\$0 - No Funding Required	All third grade teachers and PL/CS teachers

KDE Comprehensive School Improvement Plan

Trigg County Intermediate School

Activity - District Wellness Committee	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Wellness Committee meets monthly and school has representation on committee. Goals for school wellness are incorporated into the curriculum.	Academic Support Program	08/30/2013	05/30/2017	\$0 - No Funding Required	Wellness Committee

Activity - PD 360 - Edivation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will access and implement strategies learned from professional development opportunities delivered in Edivation. Teachers will share new strategies they have learned in their Professional Learning Community throughout the school year.	Professional Learning	01/01/2013	05/30/2017	\$0 - No Funding Required	All teachers

Activity - Arts and Humanities/Practical Living Team Leader PD	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Arts and Humanities and Practical Living Team Leaders met with administration to discuss and plan Arts and Humanities and Practical Living cross-curricular activities that will be incorporated into grade-level reading and math instruction.	Professional Learning	08/05/2013	05/30/2017	\$0 - No Funding Required	Arts and Humanities/Practical Living Team Leaders and Administration

Activity - Writing PD	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers have participated in writing trainings to learn new strategies to increase the instructional quality of writing opportunities in all content areas and also to address reading and math literacy for all students. Before school started for 2013 - 2014 school year all grades met and discussed writing activities for the year. Then on each growth day teachers collaborate to plan writing instructional activities. We continue these practices in 2014-2015.	Professional Learning	07/29/2013	05/30/2017	\$0 - No Funding Required	Principal, Instructional Supervisor and Teachers

Activity - Reading to Learn Conference	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
In reviewing the school MAPS scores and state test scores, data shows that our students need improvement in writing and reading. To aid in student growth, three fourth grade teachers, one third grade teacher, and the instructional supervisor were sent to the professional development, Reading to Learn. This PD focuses on research-based best practice strategies to help struggling students improve in the area of writing, reading, and reading comprehension. The goal is for these teachers to implement these strategies in the classroom and the students show growth on their MAPS and state testing in the area of writing and reading.	Academic Support Program	09/23/2013	11/29/2013	\$0 - Title I Part A	Instructional supervisor, three fourth grade teachers and a third grade teacher

KDE Comprehensive School Improvement Plan

Trigg County Intermediate School

Activity - Practical Living Teacher Professional Development Day	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All practical living/career studies teachers met with community leaders and explored together our local practical living and art and humanities offerings for students in the area. (e.g., Carson Center)	Professional Learning	11/03/2014	11/03/2014	\$150 - General Fund	All practical living and arts and humanities teachers

Activity - Writing Grade Level Instructional Activity PD	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Writing leaders and administration met for a 3 hour training to establish writing activities and strategies for each grade level. Teacher leaders collaborated vertically to align activities to KCAS writing standards. These teacher leaders will meet again in January to evaluate evidence with administration.	Professional Learning	08/05/2013	05/30/2014	\$250 - School Council Funds	Writing teacher leaders and administration

Strategy3:

Parental Involvement - Activities are planned to encourage parental involvement.

Category:

Research Cited:

Activity - Parent - Teacher Engagement Activities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Throughout the school year, our school has activities to increase parental involvement. - Reading Night - Math Night - STEM night - Parent-Teacher Conferences - Back-to-School Night - Weekly Newsletters - FaceBook page - School Website - Weekly Email from Principal - Home Visits - SBDM SubCommittees - Meet and Greet Night - Presentations of Learning - (Project Nights) - Rotary Academic Awards	Parent Involvement	08/05/2013	05/01/2017	\$0 - Title I Part A	Teachers, Parents, and Administrators

KDE Assurances - School

Introduction

KDE Assurances - School

Assurances

Label	Assurance	Response	Comment	Attachment
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		

Label	Assurance	Response	Comment	Attachment
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		

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

Label	Assurance	Response	Comment	Attachment
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		

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

Label	Assurance	Response	Comment	Attachment
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 Intermediate 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 Intermediate School

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

Label	Assurance	Response	Comment	Attachment
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		

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

Label	Assurance	Response	Comment	Attachment
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		

Label	Assurance	Response	Comment	Attachment
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		

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Planning	The school incorporated the eight Targeted Assistance Planning components 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 serve identified Title I students.	Yes		

KDE Comprehensive School Improvement Plan

Trigg County Intermediate School

Label	Assurance	Response	Comment	Attachment
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		

Label	Assurance	Response	Comment	Attachment
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		

Label	Assurance	Response	Comment	Attachment
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		

Label	Assurance	Response	Comment	Attachment
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		

Label	Assurance	Response	Comment	Attachment
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		

Label	Assurance	Response	Comment	Attachment
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		

Label	Assurance	Response	Comment	Attachment
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 Intermediate School

Label	Assurance	Response	Comment	Attachment
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		

Label	Assurance	Response	Comment	Attachment
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		

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

Label	Assurance	Response	Comment	Attachment
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: 2.86

	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.	All parents are asked for feedback on school's efforts to welcome and engage parents, and the feedback is used to improve school's efforts.	Proficient

Communications

Overall Rating: 2.57

	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 partners with community leaders and organizations to build parent understanding of academic expectations, school strategies, and student achievement.	Proficient

	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).	Parent -teacher conferences are held twice a year on school grounds and some teachers send invitations to parents.	Apprentice

	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

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	Statement or Question	Response	Rating
3.7	Stakeholder survey data is consistently used to plan school improvement efforts and to evaluate their effectiveness.	School staff develops a survey that is sent to parents, with low response rate and results are reported in school improvement plan.	Apprentice

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 and committees have some parent members, may provide translators, meet at time and place convenient to staff. Elections are held at convenient times and are publicized, but less than 20% of the parents vote in SBDM parent election.	Apprentice

	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 encourages parents to serve only on SBDM committees that deal with parent involvement and/or school climate.	Apprentice

	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

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	Statement or Question	Response	Rating
4.7	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

	Statement or Question	Response	Rating
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

	Statement or Question	Response	Rating
5.2	Most parents participate actively in student led conferences or other two-way communication about meeting their child's individual learning needs.	Some parents are involved in informal conversation with school staff to address their child's individual learning needs.	Apprentice

	Statement or Question	Response	Rating
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

	Statement or Question	Response	Rating
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

	Statement or Question	Response	Rating
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 educational advocates, or how to access a trained educational advocate when needed.	Distinguished

	Statement or Question	Response	Rating
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: 2.33

	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 displays proficient student work with scoring guides to demonstrate academic expectations to parents and students, and updates the displays regularly.	Proficient

	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 council has a classroom observation policy that allows parents access to most classrooms by appointment only.	Apprentice

	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.	School staff relies on the parent organizations to provide learning opportunities for parent leadership.	Apprentice

Community Partnerships

Overall Rating: 2.17

	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 informs the community once a year about student achievement. (For example, letters to editor or newspaper article).	Novice

	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.	Some teachers ensure that students participate in programs within the community that are linked to student learning.	Apprentice

	Statement or Question	Response	Rating
7.3	School leadership collaborates with employers to support parent and volunteer participation in students' education.	Employer-partners adopt practices to promote and support parent and volunteer participation in students' education.	Apprentice

	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 occasionally collaborates with community agencies to address individual student needs. Information is provided to parents upon request.	Apprentice

	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

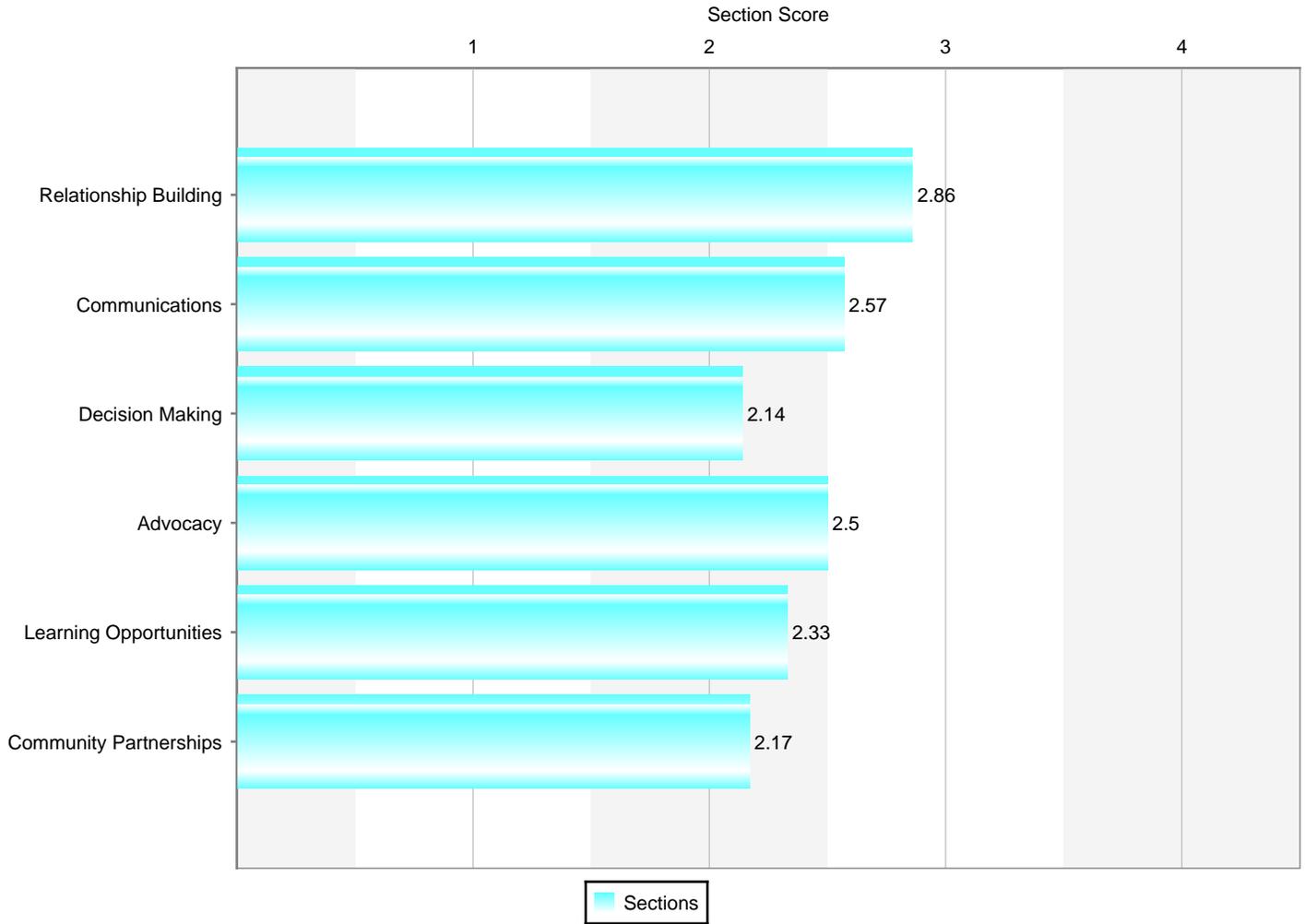
Reflect upon your responses to each of the Missing Piece objectives.

TCIS offers a variety of avenues for communication with parents, students, staff, and the community about academic information. The school has a weekly newsletter, FaceBook page, school website, Infinite Campus parent portal, and a mass calling system that provides these groups information about student academic performance and happenings within the school.

We continue to look for ways to strengthen our communication with all of our publics. Our goal is to provide more development opportunities for parents and the community around increasing student academic performance. When the level of stakeholder involvement is increased, student performance will be affected in positive ways.

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.

Trigg Intermediate School encouraged all stakeholders' involvement in this process. A parent survey was conducted to encourage feedback from parents. Community members were also encouraged to complete this on-line survey. Student surveys were conducted with fifth grade students. School leadership meetings were used to communicate what needs teachers and staff deemed necessary to increase student academic performance. School leadership team has teacher representation from all grade levels including special education and a classified member as well.

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

A parent survey was conducted to encourage feedback from parents. Community members were also encouraged to complete this on-line survey. Student surveys were conducted with fifth grade students. School leadership meetings were used to communicate what needs teachers and staff deemed necessary to increase student academic performance.

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 will be posted on our school website and all of our communication lines will communicate this to all stakeholders. The CSIP is updated throughout the school year and this will be posted as updates are created.

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	9/16/2013	

Label	Assurance	Response	Comment	Attachment
3.	Did the SBDM Council adopt the EMP?	Yes	9/16/2013	

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	8/5/2015	

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	8/5/2015	

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		

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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	10/1/2014	

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 http://www.lrc.ky.gov/kar/815/010/060.htm Fire Safety regulations), Lockdown, Severe Weather and Earthquake)	Yes	Fire - 8/7/2015, 8/17/2015 Severe Weather - 8/26/2015 Earthquake - 10/5/2015	

Label	Assurance	Response	Comment	Attachment
13.	Are processes in place to ensure all four emergency response drills (Fire in compliance with http://www.lrc.ky.gov/kar/815/010/060.htm 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?

Lack of Resources

Free and Reduced Populations

What sources of data were used to determine the barriers?

MAP

K-PREP

What are the root causes of those identified barriers?

Lack of textbook funding from the state department for the past 6 to 7 years

Lack of effective interventions for reading and math

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

Large percent of teachers fall within the 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.

All teachers are highly qualified and all students rotate through at least four teachers everyday.

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?

All teachers are highly qualified and all students rotate through at least four teachers everyday.

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

Our district liaison does college campus visits and tries to recruit minority applicants.

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?

Our district liaison does college campus visits and tries to recruit minority applicants.

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

Historical data for the past 5 years identifies that TCIS has only had a 3% rate of teacher departure.

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

District-Wide New Teacher Program

Mentoring Program within the school

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

PD is provided in the deficient areas.

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

Shared with staff, SBDM, and Board of Education

Questions

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

All teachers at TCIS are highly qualified. Historical data for the past 5 years identifies that TCIS has only had a 3% rate of teacher departure. All needs that were identified from TELL survey data have been addressed and are included in the goals and plans. Ninety-seven percent of TELL survey respondents report that our school is a good place to work. Additionally, the survey reported that ninety seven percent of respondents reported that the leadership and faculty have a shared vision.