KDE Comprehensive School

Improvement Plan

Trigg County Primary School

Trigg County

Cassandra Ann Taylor, Principal
205 East Main Street
Cadiz, KY 42211

TABLE OF CONTENTS

KDE Compliance and Accountability - Schools

KDE Assurances - School

The Missing Piece

Improvement Plan Stakeholder Involvement

School Safety Report

Equitable Access Diagnostic

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?

Located in rural western Kentucky, Trigg County Primary School serves 510 students preschool through second grade. We provide an educational atmosphere that challenges all students to reach their highest academic potential. Due to a 66.21% free/reduced rate (K - 2), we are a school-wide Title I program. The closing of our largest manufacturing business, Johnson Control, both our school and community provides assistance through our Family Resource Center, Early Childhood Council, PTA, RSVP program, and local civic organizations to promote academic growth and eliminate educational barriers for our students. Even though our community has a high rate of retired citizens, they support our innovative programming, celebration of academic success, instructional resources, volunteering to read and many other aspects of our school. Due to the low economic rate and being located near Fort Campbell Army Base, our families are transit. Therefore our staff provides classroom interventions and Response to Intervention program immediately to increase academic skills in weak areas. Trigg County Primary has a daily attendance rate of 96.69%. Our staff exhibits a diversity of talent with four National Board Certified Teachers, regional cadre membership, state-wide innovative programming and a 16:1 ratio of student to teacher. Using several formative assessments (AIMSweb, MAP, Common), we foster activities that are aligned with the Kentucky Core Academic Standards and integrate differentiated instructional practices.

School's Purpose

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

During the 2015-2016 summer professional development, our staff reviewed our thoughts concerning our vision, mission and values. This will continue with the contribution of parents and community to move Trigg County Primary School to the 21st century. With providing instruction in communication, collaboration, creativity and critical thinking (4Cs), implementing a design thinking model, training in Project Based Learning and establishing Standard Based Grading, a new focus has been created for our vision, mission and values.

Currently, Trigg County Primary School's vision is an educational environment where students learn skills and are supported by teachers, staff, parents and the community to build dreams and to reach goals. Our motto is "We are all stars".

Trigg County Primary School's mission is to educate all students academically and socially in a safe, non-threatening environment. Through the shared involvement of our parents, students, school family and community, our students will be provided with diverse learning opportunities to help them become independent learners.

Our values are (STAR)

Smile and be positive

Treat others with kindness

Accept responsibility

Represent the best you

Trigg County Primary School embodies our mission, vision, and values through our variety of programming and school expectations. We try to ensure a safe school environment, academic focus for students, and intervention programs to reach their highest potential at Trigg County Primary School.

   Using our school-wide Positive Behavior Intervention System (PBIS) and the CHAMPS program, that are monitored by our Safe School committee monthly and providing weekly positive awards with our Wildcat Den, we will see an increase of positive behavior throughout our Preschool - Second Grade program. School-wide CHAMPS has provided teachers with consistent, research-based interventions to use with all of our students. During the PBIS, Safe School Committee's monthly meetings, data is examined and suggestions are offered for teachers to monitor. Our school also has Behavioral Targeted Assistance and Growth (RtI) program that provides research-based programs and weekly monitoring for our Tier 2 and Tier 3 students. Students of good character can become student ambassadors though completing a resume and providing two references. Student ambassadors are selected each nine weeks and are trained in communication skills so they can greet guests, state learning targets and provide strong examples of student work. This allows our students leadership positions in each classroom.

In a proactive move to focus on academic growth from birth to entering Kindergarten, we offer the United Way BornLearning Academy, Ready, Set, Kindergarten and PLAYschool. These programs are family centered with hands-on activities. With help from our community, Imagination Library books, Magic Math Kits and other materials are given to all families. Through mini-sessions of targeted school readiness skills, our staff uses modeling, parent/child talk, art projects, gross motor movement, social/emotional development strategies and other techniques to increase parent/child teaching. Using the KY Brigance Screener, our kindergarten teachers provide classroom interventions to increase readiness skills.

Interventions can be seen in all classrooms such as: Reading Eggs, Mathseeds, IXL, EducationCity, Brain Pop, Jr. and other technology websites. An instructional flow chart shows other interventions used daily in classrooms preschool through the second grade.

Another resource is our volunteers and RSVP personnel; they provide a weekly one on one session or small group session to improve

reading fluency and comprehension.

We also use daytime ESS personnel which allows certified, retired teachers to return and assist in the classroom with small group and one on one direct instruction.

Our Academic Targeted Assistance and Growth (RtI) provides research-based, scientific interventions that are monitored weekly or twice weekly. The academic TAG committee meets monthly to determine if progress is occurring with the student and analyze the data to improve our students' weak areas. Each Tier 2 or Tier 3 Academic TAG students have their own data charted on AIMSweb program and examined regularly by the school. Classroom teachers met twice a year with the TAG committee to examine data, discuss progress and review interventions being used in the regular classroom.

The school and community celebrate academic success with assistance from the Cadiz Rotary Club providing awards. Each classroom chooses a student to be awarded monthly in the areas of reading, math, and most improved. All classroom teachers monitor using formative assessments and then provide individual interventions to increase academic growth. We have also started monitoring and celebrating teacher and student attendance in a much more intentional way. We all know that students must be present for learning to occur so we have encouraged attendance through school-wide recognition, nine weeks awards for perfect attendance, and much more. This has proven to be effective as our daily attendance has increased consistently since school started.

Notable Achievements and Areas of Improvement

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

Trigg County Primary School (Pre - 2) students transition into Trigg County Intermediate School beginning in the third grade. We are two schools located in one building. Trigg County Intermediate School has scored proficient and making progress for the last two years of the K-Prep assessment. This is the third year of implementing district-wide assessment, MAP, last year 59% of our students reached the end of the year target in reading and 57% in math. Our highest score in reading was foundational skills and in mathematics, our highest score was geometry. Our areas of improvement were language and writing for reading and algebraic thinking in mathematics.

Starting this year after Fall MAP assessment, our SBDM council examined the similarities and differences in each subcategory of MAP. Teachers and TAG committee met to plan interventions and in class monitoring of progress to assist their students. Our teachers will continue their professional development in descriptive feedback, PBL, Standard Based Grading, 4Cs and Personalized Learning. The teachers are implementing the new science standards and creating small PBL units and activities for deeper learning of subject matter. Monthly professional development is implemented with our "Want to Know More" sessions. Teachers provide the suggestions for this monthly professional development to assist them with their PGES or other areas of improvement.

Trigg County Primary School is striving to shift the pedagogy in the classroom. Our three year plan is to strive to develop a school of Next Generation Learners and 21st Century thinkers. We will implement a design thinking process to be used by all teachers. Our professional development action plan will create units using the Four C's (critical thinking, creativity, communication, collaboration), will development problem/project based learning, will implement personalized learning in pilot classrooms and will evaluate student achievement through standard based grading. To improve instruction in the classroom our professional development action plan must also include continued learning of formative assessment strategies, program review implementation, descriptive feedback, differentiation, individualization, personalization, and revising curriculum.

Additional Information

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

We are always looking for ways to increase our community partnerships through various outlets. As a school, we always appreciate the input and support from those that live in this area and will continue to make sure we are keeping all parties involved in the change and continued direction of our school.

2015/2016 Plan

Overview

Plan Name

2015/2016 Plan

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	By 2019, 74.1% of entering kindergarten students will be school ready as evidence through the state Brigance screener.	Objectives: 2 Strategies: 2 Activities: 9	Organizational	$12355
2	By 2017, 80% of students at Trigg County Primary School will reach end-of-year benchmark on MAP in math.	Objectives: 1 Strategies: 5 Activities: 29	Organizational	$32214
3	By 2017, 80% of students at Trigg County Primary School will reach end-of-year benchmark on MAP in reading.	Objectives: 1 Strategies: 5 Activities: 28	Organizational	$32014

Goal 1: By 2019, 74.1% of entering kindergarten students will be school ready as evidence through the state Brigance screener.

Measurable Objective 1:

demonstrate a proficiency : 59.2% of incoming kindergarten students will demonstrate ready or ready with enhancement scores by 06/30/2015 as measured by Brigance KY Screener.

Strategy 1:

Community/Family Involvement - Through community and family involvement programs low economic, incoming kindergarteners will be school ready.

Category: Stakeholder Engagement

Activity - United Way Born Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Using a prepared program from the Unite Way Bornlearning Academy families of birth to age four children will participate in workshops to increase student knowledge. (Parent Involvement, FRC)	Community Engagement	08/01/2014	06/30/2015	$11000	Grant Funds	Principal and Teachers

Activity - Ready, Set, Kindergarten	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Providing family workshops, "Ready, Set, Kindergarten" three times a year in literacy, mathematics, gross/fine motor, social-emotional and daily kindergarten expectations to our incoming 2015 kindergarten students. (Parent Involvement, FRC, Title I, CECC, Community assistance)	Community Engagement	08/01/2014	06/30/2015	$1100	School Council Funds	Principal, Assistant Principal, and Teachers

Activity - PLAYschool	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Throughout the school year, preschool parents join their children for PLAYschool. This program allows parents to experience the daily activities and strategies of our preschool classrooms. (Parent Involvement, FRC, Title I)	Parent Involvement	08/01/2014	06/30/2015	$0	No Funding Required	Principal, Assistant Principal, and Teachers

Activity - Community Early Childhood Council	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Community Early Childhood Council provides training, conversations, materials and strategies that are implemented throughout Trigg County in preschools, daycares, health department programs, extension programs and etc. (Monthly meetings – CECC grant)	Community Engagement	08/01/2014	06/30/2015	$0	No Funding Required	Principal, Teachers

Activity - Daycare/Preschool Outreach	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

During the month of May, all daycares and preschools are invited to our school. Our families eat in the cafeteria and take a tour of the Kindergarten classrooms. (SBDM)	Community Engagement	08/01/2014	06/30/2015	$0	No Funding Required	Principal, Teachers

Measurable Objective 2:

demonstrate a proficiency Our preschool students, who will be entering kindergarten in 2015, will demonstrate proficiency by 06/30/2015 as measured by Teachers Strategies Gold observations.

Strategy 1:

Preschool Learning Environment - Using scientific-based assessments and strategies, our preschool staff will continue to improve the learning environment for children.

Category: Early Learning

Activity - Early Leadership Learning Network	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Preschool and kindergarten teachers collaborate in a region-wide training opportunity, Early Leadership Learning Network (ELLN) to align early childhood standards to the Kentucky Core Academic Standards.	Professional Learning	08/03/2015	06/30/2016	$255	Title I Part A	Principal and Teachers

Activity - Teaching Strategies Gold	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will implement strategies from this curriculum, monitor student progress, conduct observations to increase the effectiveness of implementation	Professional Learning	10/01/2014	06/30/2015	$0	No Funding Required	Principal, Assistant Principal, and Teachers

Activity - Monthly Preschool Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Preschool teachers meet monthly to discuss strategies, assessments, and instruction within the preschool classroom.	Professional Learning	08/01/2014	06/30/2015	$0	No Funding Required	Principal and Preschool Coordinator

Activity - Innovation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All preschool teachers have been given additional resources to use in their classrooms to aid in the development of PBL activities related specifically to science content.	Academic Support Program	08/01/2014	06/30/2015	$0	No Funding Required	Principal, Assistant Principal, and Preschool Coordinator

Goal 2: By 2017, 80% of students at Trigg County Primary School will reach end-of-year benchmark on MAP in math.

Measurable Objective 1:

demonstrate a proficiency (70% of all students) by reaching end of year benchmark in Math by 06/30/2016 as measured by MAP.

Strategy 1:

Continuous Assessment - Teachers will utilize the information from continuous assessments to modify instruction as needed.

Category: Continuous Improvement

Activity - Learning Continuum	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use the Learning Continuum to provide differentiated and individualized instruction	Academic Support Program	08/03/2015	06/30/2016	$0	No Funding Required	Assistant Principal and Teachers

Activity - PLC Work	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will continue their PLC work by analyzing student data from formative and summative assessments, units of study, and increasing classroom engagement	Academic Support Program	08/03/2015	06/30/2016	$0	No Funding Required	Principal, Assistant Principal, and Teachers

Activity - Innovation Continuum	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will implement problem based learning in their classrooms and implement the 4c's rubrics. Consultancy and Success Protocols will occur at the appropriate time during PLCs.	Academic Support Program	08/03/2015	06/30/2016	$0	No Funding Required	Principal, Assistant Principal, and all teachers

Activity - Program Review	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will continue to work to incorporate various types of assessment that mirror Program Review requirements in order to bridge the gap between core content and the arts	Academic Support Program	08/03/2015	06/30/2016	$0	No Funding Required	Principal, Assistant Principal, and Teachers

Activity - Technology Usage	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will continue to learn and use various forms of technology for individualized instruction and progress monitoring	Technology	08/03/2015	06/30/2016	$0	No Funding Required	Principal, Assistant Principal, and Teachers

Activity - Multiple Assessment Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| All grade levels have an intentional focus this year on the development of multiple assessments that focus on the same standard. This ensures multiple opportunities for standards mastery. This will help determine student progression, instructional changes as needed, and specific content mastery. | Academic Support Program | 08/03/2015 | 06/30/2016 | $0 | No Funding Required | Principal, Assistant Principal, and Teachers |

Activity - Innovation Implementation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Six teachers will be trained and will implement personalized learning for their students to provide student voice, choice, place, pace and path to the learning environment and instruction.	Academic Support Program	08/03/2015	06/30/2016	$8000	District Funding	Superintendent, Principal, Assistant Principal, 6 teachers

Activity - Envision Math Program Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will have multiple trainings by Pearson and continued discussions during PLCs to implement the new math program.	Academic Support Program	08/03/2015	06/30/2016	$1000	General Fund	All teachers, principal, assistant principal

Strategy 2:

Professional Learning - Teachers will be offered various forms of professional development to enhance their teaching practice as well as student performance.

Category: Professional Learning & Support

Activity - PBL Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers were trained by the Buck Institute this summer as to how to create and implement effective PBL units as well as the incorporation of the 4 C's.	Professional Learning	08/03/2015	06/30/2016	$0	No Funding Required	Principal, Assistant Principal, and Teachers

Activity - Technology Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be trained and use Schoology and other technology programs to increase student engagement, improve instructional strategies and to monitor student progress.	Professional Learning	08/03/2015	06/30/2016	$0	No Funding Required	Principal, Assistant Principal, and Teachers

Activity - Teacher Release Time	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be provided release time during the school year to create and analyze the effectiveness of multiple formative assessments that will be used to gauge mastery of each standard for all students k-2	Academic Support Program	08/03/2015	06/30/2016	$1000	Title II Part A	Principal, Assistant Principal, and Teachers

Activity - Problem Based Learning and Standards Based Grading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will implement problem based learning in their classroom along with the utilization of various protocols to gauge success before, during, and after implementation as a team. In addition to this, standards based grading will be implemented in all kindergarten and first grade classrooms. Training will occur at faculty meetings and growth day meetings to familiarize teachers with this academic tool/process.	Academic Support Program	08/03/2015	06/30/2016	$0	No Funding Required	Principal and Assistant Principal

Activity - ELA/Math Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
State Next Generation MDC Specialist, Renee Yates, and State Next Generation LDC Specialist, Kelly Philbeck, will train our staff concerning Common Core Academic Standards	Professional Learning	08/03/2015	06/30/2016	$715	Title I Schoolwide	Assistant Principal

Activity - Descriptive Feedback	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be trained in descriptive feedback to modify instruction and to reach all students	Professional Learning	08/03/2015	06/30/2016	$0	No Funding Required	Principal, Assistant Principal, and PLC Leaders

Strategy 3:

Response to Intervention - Students will receive additional instructional and/or behavioral assistance based on identifying factors; The interventions will be in addition to regular classroom instruction and will serve as a research based process to improve student learning and increase overall proficiency.

Category: Integrated Methods for Learning

Activity - Learning Continuum	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will become more familiar with the NWEA Learning Continuum and use this knowledge to organize differentiated lessons when applicable.	Academic Support Program	08/03/2015	06/30/2016	$0	No Funding Required	Principal, Assistant Principal, and Teachers

Activity - MAP Benchmark	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students will be give the MAP assessment three times a year and the data from their testing will determine who receives additional intervention assistance. All student that fall below the 25th percentile in reading or math will be evaluated to determine need and services to increase content knowledge and assessment performance.	Academic Support Program	08/03/2015	06/30/2016	$0	No Funding Required	Principal

Activity - Research Based Interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

All teachers will utilized research based strategies and/or programs to help advance students based on their current performance level	Academic Support Program	08/03/2015	06/30/2016	$4764	Title I Schoolwide	Principal, Assistant Principal

Activity - Intervention Reviews	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A team will meet to discuss the progress of those labeled as receiving intervention services and to determine any changes or additions/deletions that need to happen at that time	Academic Support Program	08/03/2015	06/30/2016	$0	No Funding Required	Principal, Guidance Counselor, Assistant Principal

Activity - Full Time Interventionist	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
This year we have added a full time certified teacher to our intervention team. She oversees the grouping, testing, and programs used. She also services several groups of students every day with behavioral and academic interventions.	Academic Support Program	08/03/2015	06/30/2016	$14000	Title I Part A	Principal

Activity - Teacher Collaboration with TAG Personnel	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
TAG/Classroom teachers will collaborate concerning intervention discussion and academic progress monitoring	Academic Support Program	08/03/2015	06/30/2016	$135	School Council Funds	Principal, Assistant Principal, Guidance Counselor, and Teachers

Strategy 4:

Parent and Community Involvement - The school will work with parents to educate them on what is required of their children to increase proficiency. This will be done through communication of content required, discussion of resources and ideas for home use, explanation of overall processes and procedures implemented in the school, and a genuine communication as to the importance of working together to increase academic achievement.

Category: Stakeholder Engagement

Activity - Kids Care Dental Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students are offered free dental check ups at the school - coordinated through our Family Resource Center	Community Engagement	08/03/2015	06/30/2016	$0	No Funding Required	FRC Coordinator

Activity - Grade Level Musical Performances	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each grade level in the primary school will work on a musical number and have a performance for parents to show what they have learned.	Parent Involvement	08/03/2015	06/30/2016	$0	No Funding Required	Music Teacher

Activity - 5K Run/Walk	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Our Family Resource Center is coordinating a run/walk event to tie in with Health/Wellness at the primary school.	Community Engagement	08/03/2015	06/30/2016	$500	Title I Schoolwide	FRC Coordinator

Activity - Math Nights	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will work to coordinate a reading and math night during the school year. The purpose of each event is to educate parents and offer resources and ideas as to how they can help their children be successful at home.	Parent Involvement	08/03/2015	06/30/2016	$700	Title I Schoolwide	Principal, Assistant Principal, and Teachers

Strategy 5:

School-Wide Positive Behavioral Support - Based on the findings of our TELL survey, we have adopted school wide behavioral support to enhance instructional time in the classroom and to build leadership and responsibility for our students as they continue to focus on 21st Century skills.

Category: Continuous Improvement

Activity - PBIS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Training was provided for PBIS and will continue throughout the year. Teachers were able to create new school wide expectations as well as common area procedures to be displayed and taught.	Behavioral Support Program	08/03/2015	06/30/2016	$1000	School Council Funds	Assistant Principal

Activity - PBIS Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A team of teachers meet to discuss and analyze discipline data for that month. Patterns are reviewed and suggestions are made as needed to improve behavioral systems and support. This information will be shared with all faculty as well.	Behavioral Support Program	08/03/2015	06/30/2016	$0	No Funding Required	Assistant Principal

Activity - Wildcat Den	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Every week, students are rewarded for their positive behavior. Administration distributes prizes to each classroom for those that have adhered to the behavioral guidelines established school wide. In addition, there will be a school wide reward day at the end of the year for those that have met the established school level guidelines for the year.	Behavioral Support Program	08/03/2015	06/30/2016	$400	Title I Schoolwide	Principal and Assistant Principal

Activity - Student Ambassadors	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Each classroom will have a process for students that wish to apply to be a classroom level student ambassador. Students have to have 2 teacher recommendations for this process and be able to explain why they feel they would be right for the job. Principal selects the ambassador for each classroom. Their job will rotate each nine weeks and will consist of greeting classroom visitors, explaining the learning taking place, taking visitors to other areas, etc.	Career Preparation/Orientation	08/03/2015	06/30/2016	$0	No Funding Required	Principal and Assistant Principal

Activity - Positive Office Referrals	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff are given blank positive office referrals at the beginning of the year. The forms are developed around the school wide STAR expectations. Any staff member can submit a form for a student caught exhibiting those positive qualities that are referenced and discussed every day in the rooms. The child is recognized on the intercom and receives a personal note from the assistant principal that is displayed in the hallway and then mailed home for the parents to see as well.	Behavioral Support Program	08/03/2015	06/30/2016	$0	No Funding Required	Assistant Principal

Goal 3: By 2017, 80% of students at Trigg County Primary School will reach end-of-year benchmark on MAP in reading.

Measurable Objective 1:

demonstrate a proficiency (70% of all students) by reaching end of year benchmark in Reading by 06/30/2016 as measured by MAP.

Strategy 1:

Use of Continuous Assessment - Teachers will utilize the information from continuous assessments to modify instruction as needed.

Category: Continuous Improvement

Activity - Learning Continuum	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use the Learning Continuum to provide differentiated and individualized instruction	Academic Support Program	08/03/2015	06/30/2016	$0	No Funding Required	Assistant Principal and Teachers

Activity - PLC Work	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will continue their PLC work by analyzing student data from formative and summative assessments, units of study, and increasing classroom engagement	Academic Support Program	08/03/2015	06/30/2016	$0	No Funding Required	Principal, Assistant Principal, and Teachers

Activity - Innovation Continuum	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will implement problem based learning in their classrooms and implement the 4c's rubrics. Consultancy and Success Protocols will occur at the appropriate time during PLCs.	Academic Support Program	08/03/2015	06/30/2016	$0	No Funding Required	Principal, Assistant Principal, and all teachers

Activity - Program Review	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will continue to work to incorporate various types of assessment that mirror Program Review requirements in order to bridge the gap between core content and the arts	Academic Support Program	08/03/2015	06/30/2016	$0	No Funding Required	Principal, Assistant Principal, and Teachers

Activity - Technology Usage	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will continue to learn and use various forms of technology for individualized instruction and progress monitoring	Technology	08/03/2015	06/30/2016	$0	No Funding Required	Principal, Assistant Principal, and Teachers

Activity - Multiple Assessment Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All grade levels have an intentional focus this year on the development of multiple assessments that focus on the same standard. This ensures multiple opportunities for standards mastery. This will help determine student progression, instructional changes as needed, and specific content mastery.	Academic Support Program	08/03/2015	06/30/2016	$0	No Funding Required	Principal, Assistant Principal, and Teachers

Activity - Innovation Implementation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Six teachers will be trained and will implement personalized learning for their students to provide student voice, choice, place, pace and path to the learning environment and instruction.	Academic Support Program	08/03/2015	06/30/2016	$8000	District Funding	Superintendent, Principal, Assistant Principal, 6 teachers

Strategy 2:

Professional Development - Teachers will be offered various forms of professional development to enhance their teaching practice as well as student performance.

Category: Professional Learning & Support

Activity - Technology Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Teachers will be trained and use Schoology and other technology programs to increase student engagement, improve instructional strategies and to monitor student progress.	Professional Learning	08/03/2015	06/30/2016	$715	Title I Schoolwide	Assistant Principal, Principal, and teachers

Activity - ELA/Math Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
State Next Generation MDC Specialist, Renee Yates, and State Next Generation LDC Specialist, Kelly Philbeck, will train our staff concerning Common Core Academic Standards	Professional Learning	08/03/2015	06/30/2016	$0	No Funding Required	Principal, Assistant Principal, and Teachers

Activity - Teacher Release Time	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be provided release time during the school year to create and analyze the effectiveness of multiple formative assessments that will be used to gauge mastery of each standard for all students k-2	Academic Support Program	08/03/2015	06/30/2016	$1000	Title II Part A	Principal, Assistant Principal, and Teachers

Activity - Problem Based Learning and Standards Based Grading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will implement problem based learning in their classroom along with the utilization of various protocols to gauge success before, during, and after implementation as a team. In addition to this, standards based grading will be implemented in all kindergarten and first grade classrooms. Training will occur at faculty meetings and growth day meetings to familiarize teachers with this academic tool/process.	Academic Support Program	08/03/2015	06/30/2016	$0	No Funding Required	Principal and Assistant Principal

Activity - PBL Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers were trained by the Buck Institute this summer as to how to create and implement effective PBL units as well as the incorporation of the 4 C's	Professional Learning	08/03/2015	06/30/2016	$0	No Funding Required	Principal, Assistant Principal, and Teachers

Activity - Descriptive Feedback	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be trained in descriptive feedback to modify instruction and to reach all students	Professional Learning	08/03/2015	06/30/2016	$0	No Funding Required	Principal, Assistant Principal, and PLC Leaders

Strategy 3:

Response to Intervention - Students will receive additional instructional and/or behavioral assistance based on identifying factors; The interventions will be in addition to regular classroom instruction and will serve as a research based process to improve student learning and increase overall proficiency.

Category: Integrated Methods for Learning

Activity - Learning Continuum	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will become more familiar with the NWEA Learning Continuum and use this knowledge to organize differentiated lessons when applicable.	Academic Support Program	08/03/2015	06/30/2016	$0	No Funding Required	Principal, Assistant Principal, and Teachers

Activity - MAP Benchmark	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students will be give the MAP assessment three times a year and the data from their testing will determine who receives additional intervention assistance. All student that fall below the 25th percentile in reading or math will be evaluated to determine need and services to increase content knowledge and assessment performance.	Academic Support Program	08/03/2015	06/30/2016	$0	No Funding Required	Principal

Activity - Research Based Interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will utilized research based strategies and/or programs to help advance students based on their current performance level	Academic Support Program	08/03/2015	06/30/2016	$4764	Title I Schoolwide	Principal and Assistant Principal

Activity - Intervention Reviews	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A team will meet to discuss the progress of those labeled as receiving intervention services and to determine any changes or additions/deletions that need to happen at that time	Academic Support Program	08/03/2015	06/30/2016	$0	No Funding Required	Principal, Guidance Counselor, and Assistant Principal

Activity - Full Time Interventionist	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
This year we have added a full time certified teacher to our intervention team. She oversees the grouping, testing, and programs used. She also services several groups of students every day with behavioral and academic interventions.	Academic Support Program	08/03/2015	06/30/2016	$14000	Title I Part A	Principal

Activity - Teacher Collaboration with TAG Personnel	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
TAG/Classroom teachers will collaborate concerning intervention discussion and academic progress monitoring	Academic Support Program	08/03/2015	06/30/2016	$135	School Council Funds	Principal, Assistant Principal, Guidance Counselor, and Teachers

Strategy 4:

Parent and Community Involvement - The school will work with parents to educate them on what is required of their children to increase proficiency. This will be done through communication of content required, discussion of resources and ideas for home use, explanation of overall processes and procedures implemented in the school, and a genuine communication as to the importance of working together to increase academic achievement.

Category: Stakeholder Engagement

Activity - Kids Care Dental Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students are offered free dental check ups at the school - coordinated through our Family Resource Center	Community Engagement	08/03/2015	06/30/2016	$0	No Funding Required	FRC Coordinator

Activity - Grade Level Musical Performances	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each grade level in the primary school will work on a musical number and have a performance for parents to show what they have learned.	Parent Involvement	08/03/2015	06/30/2016	$0	No Funding Required	Music Teacher

Activity - 5K Run/Walk	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Our Family Resource Center is coordinating a run/walk event to tie in with Health/Wellness at the primary school.	Community Engagement	08/03/2015	06/30/2016	$0	No Funding Required	FRC Coordinator

Activity - Reading Night	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will work to coordinate a reading and math night during the school year. The purpose of each event is to educate parents and offer resources and ideas as to how they can help their children be successful at home.	Parent Involvement	08/03/2015	06/30/2016	$2000	Title I Schoolwide	Principal, Assistant Principal, and Teachers

Strategy 5:

School Wide Positive Behavioral Support - School-Wide Positive Behavioral Support - Based on the findings of our TELL survey, we have adopted school wide behavioral support to enhance instructional time in the classroom and to build leadership and responsibility for our students as they continue to focus on 21st Century skills

Category: Continuous Improvement

Activity - PBIS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Training was provided for PBIS and will continue throughout the year. Teachers were able to create new school wide expectations as well as common area procedures to be displayed and taught.	Behavioral Support Program	08/03/2015	06/30/2016	$1000	School Council Funds	Assistant Principal

Activity - PBIS Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A team of teachers meet to discuss and analyze discipline data for that month. Patterns are reviewed and suggestions are made as needed to improve behavioral systems and support. This information will be shared with all faculty monthly as well	Behavioral Support Program	08/03/2015	06/30/2016	$0	No Funding Required	Assistant Principal

Activity - Wildcat Den	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Every week, students are rewarded for their positive behavior. Administration distributes prizes to each classroom for those that have adhered to the behavioral guidelines established school wide. In addition, there will be a school wide reward day at the end of the year for those that have met the established school level guidelines for the year	Behavioral Support Program	08/03/2015	06/30/2016	$400	Title I Schoolwide	Principal and Assistant Principal

Activity - Student Ambassadors	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each classroom will have a process for students that wish to apply to be a classroom level student ambassador. Students have to have 2 teacher recommendations for this process and be able to explain why they feel they would be right for the job. Principal selects the ambassador for each classroom. Their job will rotate each nine weeks and will consist of greeting classroom visitors, explaining the learning taking place, taking visitors to other areas, etc.	Career Preparation/Orientation	08/03/2015	06/30/2016	$0	No Funding Required	Principal and Assistant Principal

Activity - Positive Office Referrals	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff are given blank positive office referrals at the beginning of the year. The forms are developed around the school wide STAR expectations. Any staff member can submit a form for a student caught exhibiting those positive qualities that are referenced and discussed every day in the rooms. The child is recognized on the intercom and receives a personal note from the assistant principal that is displayed in the hallway and then mailed home for the parents to see as well.	Behavioral Support Program	08/03/2015	06/30/2016	$0	No Funding Required	Assistant Principal

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Learning Continuum	Teachers will become more familiar with the NWEA Learning Continuum and use this knowledge to organize differentiated lessons when applicable.	Academic Support Program	08/03/2015	06/30/2016	$0	Principal, Assistant Principal, and Teachers
Descriptive Feedback	Teachers will be trained in descriptive feedback to modify instruction and to reach all students	Professional Learning	08/03/2015	06/30/2016	$0	Principal, Assistant Principal, and PLC Leaders
Community Early Childhood Council	Community Early Childhood Council provides training, conversations, materials and strategies that are implemented throughout Trigg County in preschools, daycares, health department programs, extension programs and etc. (Monthly meetings – CECC grant)	Community Engagement	08/01/2014	06/30/2015	$0	Principal, Teachers
MAP Benchmark	All students will be give the MAP assessment three times a year and the data from their testing will determine who receives additional intervention assistance. All student that fall below the 25th percentile in reading or math will be evaluated to determine need and services to increase content knowledge and assessment performance.	Academic Support Program	08/03/2015	06/30/2016	$0	Principal
Grade Level Musical Performances	Each grade level in the primary school will work on a musical number and have a performance for parents to show what they have learned.	Parent Involvement	08/03/2015	06/30/2016	$0	Music Teacher
Innovation Continuum	All teachers will implement problem based learning in their classrooms and implement the 4c's rubrics. Consultancy and Success Protocols will occur at the appropriate time during PLCs.	Academic Support Program	08/03/2015	06/30/2016	$0	Principal, Assistant Principal, and all teachers
PLC Work	Teachers will continue their PLC work by analyzing student data from formative and summative assessments, units of study, and increasing classroom engagement	Academic Support Program	08/03/2015	06/30/2016	$0	Principal, Assistant Principal, and Teachers
Multiple Assessment Development	All grade levels have an intentional focus this year on the development of multiple assessments that focus on the same standard. This ensures multiple opportunities for standards mastery. This will help determine student progression, instructional changes as needed, and specific content mastery.	Academic Support Program	08/03/2015	06/30/2016	$0	Principal, Assistant Principal, and Teachers

PLAYschool	Throughout the school year, preschool parents join their children for PLAYschool. This program allows parents to experience the daily activities and strategies of our preschool classrooms. (Parent Involvement, FRC, Title I)	Parent Involvement	08/01/2014	06/30/2015	$0	Principal, Assistant Principal, and Teachers
Learning Continuum	Teachers will become more familiar with the NWEA Learning Continuum and use this knowledge to organize differentiated lessons when applicable.	Academic Support Program	08/03/2015	06/30/2016	$0	Principal, Assistant Principal, and Teachers
Problem Based Learning and Standards Based Grading	All teachers will implement problem based learning in their classroom along with the utilization of various protocols to gauge success before, during, and after implementation as a team. In addition to this, standards based grading will be implemented in all kindergarten and first grade classrooms. Training will occur at faculty meetings and growth day meetings to familiarize teachers with this academic tool/process.	Academic Support Program	08/03/2015	06/30/2016	$0	Principal and Assistant Principal
PBIS Meetings	A team of teachers meet to discuss and analyze discipline data for that month. Patterns are reviewed and suggestions are made as needed to improve behavioral systems and support. This information will be shared with all faculty monthly as well	Behavioral Support Program	08/03/2015	06/30/2016	$0	Assistant Principal
Kids Care Dental Program	Students are offered free dental check ups at the school - coordinated through our Family Resource Center	Community Engagement	08/03/2015	06/30/2016	$0	FRC Coordinator
Student Ambassadors	Each classroom will have a process for students that wish to apply to be a classroom level student ambassador. Students have to have 2 teacher recommendations for this process and be able to explain why they feel they would be right for the job. Principal selects the ambassador for each classroom. Their job will rotate each nine weeks and will consist of greeting classroom visitors, explaining the learning taking place, taking visitors to other areas, etc.	Career Preparation/Orientation	08/03/2015	06/30/2016	$0	Principal and Assistant Principal
ELA/Math Training	State Next Generation MDC Specialist, Renee Yates, and State Next Generation LDC Specialist, Kelly Philbeck, will train our staff concerning Common Core Academic Standards	Professional Learning	08/03/2015	06/30/2016	$0	Principal, Assistant Principal, and Teachers
Program Review	Teachers will continue to work to incorporate various types of assessment that mirror Program Review requirements in order to bridge the gap between core content and the arts	Academic Support Program	08/03/2015	06/30/2016	$0	Principal, Assistant Principal, and Teachers
PBL Training	Teachers were trained by the Buck Institute this summer as to how to create and implement effective PBL units as well as the incorporation of the 4 C's.	Professional Learning	08/03/2015	06/30/2016	$0	Principal, Assistant Principal, and Teachers
Teaching Strategies Gold	Staff will implement strategies from this curriculum, monitor student progress, conduct observations to increase the effectiveness of implementation	Professional Learning	10/01/2014	06/30/2015	$0	Principal, Assistant Principal, and Teachers

Student Ambassadors	Each classroom will have a process for students that wish to apply to be a classroom level student ambassador. Students have to have 2 teacher recommendations for this process and be able to explain why they feel they would be right for the job. Principal selects the ambassador for each classroom. Their job will rotate each nine weeks and will consist of greeting classroom visitors, explaining the learning taking place, taking visitors to other areas, etc.	Career Preparation/Orientation	08/03/2015	06/30/2016	$0	Principal and Assistant Principal
Problem Based Learning and Standards Based Grading	All teachers will implement problem based learning in their classroom along with the utilization of various protocols to gauge success before, during, and after implementation as a team. In addition to this, standards based grading will be implemented in all kindergarten and first grade classrooms. Training will occur at faculty meetings and growth day meetings to familiarize teachers with this academic tool/process.	Academic Support Program	08/03/2015	06/30/2016	$0	Principal and Assistant Principal
Multiple Assessment Development	All grade levels have an intentional focus this year on the development of multiple assessments that focus on the same standard. This ensures multiple opportunities for standards mastery. This will help determine student progression, instructional changes as needed, and specific content mastery.	Academic Support Program	08/03/2015	06/30/2016	$0	Principal, Assistant Principal, and Teachers
Learning Continuum	Teachers will use the Learning Continuum to provide differentiated and individualized instruction	Academic Support Program	08/03/2015	06/30/2016	$0	Assistant Principal and Teachers
Intervention Reviews	A team will meet to discuss the progress of those labeled as receiving intervention services and to determine any changes or additions/deletions that need to happen at that time	Academic Support Program	08/03/2015	06/30/2016	$0	Principal, Guidance Counselor, Assistant Principal
Intervention Reviews	A team will meet to discuss the progress of those labeled as receiving intervention services and to determine any changes or additions/deletions that need to happen at that time	Academic Support Program	08/03/2015	06/30/2016	$0	Principal, Guidance Counselor, and Assistant Principal
Grade Level Musical Performances	Each grade level in the primary school will work on a musical number and have a performance for parents to show what they have learned.	Parent Involvement	08/03/2015	06/30/2016	$0	Music Teacher
Positive Office Referrals	All staff are given blank positive office referrals at the beginning of the year. The forms are developed around the school wide STAR expectations. Any staff member can submit a form for a student caught exhibiting those positive qualities that are referenced and discussed every day in the rooms. The child is recognized on the intercom and receives a personal note from the assistant principal that is displayed in the hallway and then mailed home for the parents to see as well.	Behavioral Support Program	08/03/2015	06/30/2016	$0	Assistant Principal

Daycare/Preschool Outreach	During the month of May, all daycares and preschools are invited to our school. Our families eat in the cafeteria and take a tour of the Kindergarten classrooms. (SBDM)	Community Engagement	08/01/2014	06/30/2015	$0	Principal, Teachers
Technology Training	Teachers will be trained and use Schoology and other technology programs to increase student engagement, improve instructional strategies and to monitor student progress.	Professional Learning	08/03/2015	06/30/2016	$0	Principal, Assistant Principal, and Teachers
Technology Usage	Teachers will continue to learn and use various forms of technology for individualized instruction and progress monitoring	Technology	08/03/2015	06/30/2016	$0	Principal, Assistant Principal, and Teachers
5K Run/Walk	Our Family Resource Center is coordinating a run/walk event to tie in with Health/Wellness at the primary school.	Community Engagement	08/03/2015	06/30/2016	$0	FRC Coordinator
Innovation Continuum	All teachers will implement problem based learning in their classrooms and implement the 4c's rubrics. Consultancy and Success Protocols will occur at the appropriate time during PLCs.	Academic Support Program	08/03/2015	06/30/2016	$0	Principal, Assistant Principal, and all teachers
Program Review	Teachers will continue to work to incorporate various types of assessment that mirror Program Review requirements in order to bridge the gap between core content and the arts	Academic Support Program	08/03/2015	06/30/2016	$0	Principal, Assistant Principal, and Teachers
Kids Care Dental Program	Students are offered free dental check ups at the school - coordinated through our Family Resource Center	Community Engagement	08/03/2015	06/30/2016	$0	FRC Coordinator
PBL Training	Teachers were trained by the Buck Institute this summer as to how to create and implement effective PBL units as well as the incorporation of the 4 C's	Professional Learning	08/03/2015	06/30/2016	$0	Principal, Assistant Principal, and Teachers
MAP Benchmark	All students will be give the MAP assessment three times a year and the data from their testing will determine who receives additional intervention assistance. All student that fall below the 25th percentile in reading or math will be evaluated to determine need and services to increase content knowledge and assessment performance.	Academic Support Program	08/03/2015	06/30/2016	$0	Principal
Learning Continuum	Teachers will use the Learning Continuum to provide differentiated and individualized instruction	Academic Support Program	08/03/2015	06/30/2016	$0	Assistant Principal and Teachers
Monthly Preschool Meetings	Preschool teachers meet monthly to discuss strategies, assessments, and instruction within the preschool classroom.	Professional Learning	08/01/2014	06/30/2015	$0	Principal and Preschool Coordinator
PLC Work	Teachers will continue their PLC work by analyzing student data from formative and summative assessments, units of study, and increasing classroom engagement	Academic Support Program	08/03/2015	06/30/2016	$0	Principal, Assistant Principal, and Teachers
Technology Usage	Teachers will continue to learn and use various forms of technology for individualized instruction and progress monitoring	Technology	08/03/2015	06/30/2016	$0	Principal, Assistant Principal, and Teachers

Descriptive Feedback	Teachers will be trained in descriptive feedback to modify instruction and to reach all students	Professional Learning	08/03/2015	06/30/2016	$0	Principal, Assistant Principal, and PLC Leaders
Positive Office Referrals	All staff are given blank positive office referrals at the beginning of the year. The forms are developed around the school wide STAR expectations. Any staff member can submit a form for a student caught exhibiting those positive qualities that are referenced and discussed every day in the rooms. The child is recognized on the intercom and receives a personal note from the assistant principal that is displayed in the hallway and then mailed home for the parents to see as well.	Behavioral Support Program	08/03/2015	06/30/2016	$0	Assistant Principal
PBIS Meetings	A team of teachers meet to discuss and analyze discipline data for that month. Patterns are reviewed and suggestions are made as needed to improve behavioral systems and support. This information will be shared with all faculty as well.	Behavioral Support Program	08/03/2015	06/30/2016	$0	Assistant Principal
Innovation	All preschool teachers have been given additional resources to use in their classrooms to aid in the development of PBL activities related specifically to science content.	Academic Support Program	08/01/2014	06/30/2015	$0	Principal, Assistant Principal, and Preschool Coordinator
				Total	$0	

Title II Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Teacher Release Time	Teachers will be provided release time during the school year to create and analyze the effectiveness of multiple formative assessments that will be used to gauge mastery of each standard for all students k-2	Academic Support Program	08/03/2015	06/30/2016	$1000	Principal, Assistant Principal, and Teachers
Teacher Release Time	Teachers will be provided release time during the school year to create and analyze the effectiveness of multiple formative assessments that will be used to gauge mastery of each standard for all students k-2	Academic Support Program	08/03/2015	06/30/2016	$1000	Principal, Assistant Principal, and Teachers
				Total	$2000	

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible

Wildcat Den	Every week, students are rewarded for their positive behavior. Administration distributes prizes to each classroom for those that have adhered to the behavioral guidelines established school wide. In addition, there will be a school wide reward day at the end of the year for those that have met the established school level guidelines for the year.	Behavioral Support Program	08/03/2015	06/30/2016	$400	Principal and Assistant Principal
Research Based Interventions	All teachers will utilized research based strategies and/or programs to help advance students based on their current performance level	Academic Support Program	08/03/2015	06/30/2016	$4764	Principal, Assistant Principal
Research Based Interventions	All teachers will utilized research based strategies and/or programs to help advance students based on their current performance level	Academic Support Program	08/03/2015	06/30/2016	$4764	Principal and Assistant Principal
Math Nights	Teachers will work to coordinate a reading and math night during the school year. The purpose of each event is to educate parents and offer resources and ideas as to how they can help their children be successful at home.	Parent Involvement	08/03/2015	06/30/2016	$700	Principal, Assistant Principal, and Teachers
Reading Night	Teachers will work to coordinate a reading and math night during the school year. The purpose of each event is to educate parents and offer resources and ideas as to how they can help their children be successful at home.	Parent Involvement	08/03/2015	06/30/2016	$2000	Principal, Assistant Principal, and Teachers
5K Run/Walk	Our Family Resource Center is coordinating a run/walk event to tie in with Health/Wellness at the primary school.	Community Engagement	08/03/2015	06/30/2016	$500	FRC Coordinator
Technology Training	Teachers will be trained and use Schoology and other technology programs to increase student engagement, improve instructional strategies and to monitor student progress.	Professional Learning	08/03/2015	06/30/2016	$715	Assistant Principal, Principal, and teachers
ELA/Math Training	State Next Generation MDC Specialist, Renee Yates, and State Next Generation LDC Specialist, Kelly Philbeck, will train our staff concerning Common Core Academic Standards	Professional Learning	08/03/2015	06/30/2016	$715	Assistant Principal
Wildcat Den	Every week, students are rewarded for their positive behavior. Administration distributes prizes to each classroom for those that have adhered to the behavioral guidelines established school wide. In addition, there will be a school wide reward day at the end of the year for those that have met the established school level guidelines for the year	Behavioral Support Program	08/03/2015	06/30/2016	$400	Principal and Assistant Principal
				Total	$14958	

School Council Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible

Teacher Collaboration with TAG Personnel	TAG/Classroom teachers will collaborate concerning intervention discussion and academic progress monitoring	Academic Support Program	08/03/2015	06/30/2016	$135	Principal, Assistant Principal, Guidance Counselor, and Teachers
Teacher Collaboration with TAG Personnel	TAG/Classroom teachers will collaborate concerning intervention discussion and academic progress monitoring	Academic Support Program	08/03/2015	06/30/2016	$135	Principal, Assistant Principal, Guidance Counselor, and Teachers
PBIS	Training was provided for PBIS and will continue throughout the year. Teachers were able to create new school wide expectations as well as common area procedures to be displayed and taught.	Behavioral Support Program	08/03/2015	06/30/2016	$1000	Assistant Principal
Ready, Set, Kindergarten	Providing family workshops, "Ready, Set, Kindergarten" three times a year in literacy, mathematics, gross/fine motor, social-emotional and daily kindergarten expectations to our incoming 2015 kindergarten students. (Parent Involvement, FRC, Title I, CECC, Community assistance)	Community Engagement	08/01/2014	06/30/2015	$1100	Principal, Assistant Principal, and Teachers
PBIS	Training was provided for PBIS and will continue throughout the year. Teachers were able to create new school wide expectations as well as common area procedures to be displayed and taught.	Behavioral Support Program	08/03/2015	06/30/2016	$1000	Assistant Principal
				Total	$3370	

Grant Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
United Way Born Learning	Using a prepared program from the Unite Way Bornlearning Academy families of birth to age four children will participate in workshops to increase student knowledge. (Parent Involvement, FRC)	Community Engagement	08/01/2014	06/30/2015	$11000	Principal and Teachers
				Total	$11000	

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Envision Math Program Training	Teachers will have multiple trainings by Pearson and continued discussions during PLCs to implement the new math program.	Academic Support Program	08/03/2015	06/30/2016	$1000	All teachers, principal, assistant principal
				Total	$1000	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Innovation Implementation	Six teachers will be trained and will implement personalized learning for their students to provide student voice, choice, place, pace and path to the learning environment and instruction.	Academic Support Program	08/03/2015	06/30/2016	$8000	Superintendent, Principal, Assistant Principal, 6 teachers
Innovation Implementation	Six teachers will be trained and will implement personalized learning for their students to provide student voice, choice, place, pace and path to the learning environment and instruction.	Academic Support Program	08/03/2015	06/30/2016	$8000	Superintendent, Principal, Assistant Principal, 6 teachers
				Total	$16000	

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Early Leadership Learning Network	Preschool and kindergarten teachers collaborate in a region-wide training opportunity, Early Leadership Learning Network (ELLN) to align early childhood standards to the Kentucky Core Academic Standards.	Professional Learning	08/03/2015	06/30/2016	$255	Principal and Teachers
Full Time Interventionist	This year we have added a full time certified teacher to our intervention team. She oversees the grouping, testing, and programs used. She also services several groups of students every day with behavioral and academic interventions.	Academic Support Program	08/03/2015	06/30/2016	$14000	Principal
Full Time Interventionist	This year we have added a full time certified teacher to our intervention team. She oversees the grouping, testing, and programs used. She also services several groups of students every day with behavioral and academic interventions.	Academic Support Program	08/03/2015	06/30/2016	$14000	Principal
				Total	$28255	

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?

Data Reviewed: MAP and AimsWeb

Student Performance Data: Trigg County Primary School Reading MAP data reveals, based on the 2015-2016 fall data, only 50.4% of our students school-wide are in the 50th percentile or higher. Our Math MAP reveals, based on the 2015-2016 fall data, only 46.4% of our students school-wide are in the 50th percentile or higher.   Our AimsWeb reading fluency data tells us that 49.1% of our students school-wide are in the 50th percentile or higher based on the 2015-2016 fall data. TELL Survey Data: Based on our most current TELL Survey Data (2014-2015 survey results), our school has identified the areas of strength and areas for improvement as determined by the teacher responses. One area of strength was . It was noted this is done consistently in a timely manner. Another strength identified was related to professional development as an ongoing process for teacher improvement. One area of improvement identified was related to communication with staff and community. Another area of improvement was related to the process of collaboration to improve school instruction and culture. Non-Academic Indicators: Average daily attendance at Trigg County Primary School is 96.69%. Our school serves a diverse population in relation to cultural experiences, economic status, and adult literacy exposure. Missing Piece - Engagement Survey Data: Process Used to Develop CSIP: At Trigg County Primary School, all teachers serve on at least one school level committee. The assignments are made based on individual area of interest/strength and ensure representation across grade levels. Each committee is given a list of responsibilities during the summer and told to meet with their committees monthly to work towards their specific charge. Our school-wide CSIP committee is made up of various teachers and parents with an interest in the development and implementation of our school level plan. The team meets to discuss the goals set last year and to review data to determine the current identified areas of concern and strength for our school. At this time, the goals are developed as well as objectives, strategies, and activities needed to be successful. After the draft is created, the CSIP is shared with the whole staff to ensure all stakeholders a level of involvement in the decision making process. Modifications are made as needed and the updated draft is presented to the Site-Based Decision Making Council. If any changes are suggested, those are addressed. At this point, the council will vote to approve the CSIP as is and the final copy is again distributed to all stakeholders.

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?

Based on NWEA our areas of strength are:

Reading - Vocabulary

Math - Geometry

Our reading data shows an increase in vocabulary school-wide. It also shows a strong foundation of reading beginning in our kindergarten classrooms. The use of the Fundation research-based program is working for the majority of our students. Students are increasing their understanding and usage of vocabulary but still struggle with language and writing development. Therefore our students can sound out words quickly, have a nice understanding of the words they are reading. Our math data shows a strength in geometry as well as number and operations. We have recently adopted a school-wide program for consistent math instruction that allows for deeper core content knowledge. It also ensures that students are exposed to multiple ways to solve a problem in order to build their capacity with quick math strategies that best suit their learning styles. With that being said, we have a more clear focus on the importance of depth in math instruction which we anticipate will continue to help us show improvement.

Opportunities for Improvement

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

Based on NWEA data:

Reading - Language and Writing
Math - Operations and Algebraic Thinking

Our students are strong in vocabulary usage but need training in how to plan and organize their writing. Within the next year, we must increase the amount of language and writing professional development that is offered for all teachers. We need to continue to utilize our Dolch/Fry words and increase the consistency of this usage from class to class and grade to grade. We need to continue to analyze comprehension for our students when faced with long, rigorous passages of reading which can be analyzed through MAP and we need to focus on student understanding and usage of the writing process. One piece of information that is not referenced in this data would be the drastic change in testing design from first to second grade. Our kindergarten and first grade students are read every question and answer selection for each question. When transitioning to second grade, students are required to read all passages, questions, and answers independently. Another concern not shown in the data relates to the reality that our kindergarten students have never taken this type of assessment and some of their scores may not reflect their true ability because of this.

Our math scores were lowest in operations and algebraic thinking in kindergarten and first grade, while second grade showed a lower score in measurement and data. At this time, we need to continue to focus on vocabulary to help with the foundation of mathematics for all students. Our students also need to increase their understanding in algebraic thinking which is an excellent correlation to Next Generations Learners and the TPGES, as both focus on problem solving and real world application of skills and concepts taught. Professional Learning Communities will need to continue their focus on vocabulary for understanding and also to examine strategies and best practice in order to increase algebraic thinking. We also need to make sure to keep the lines of communication open from grade to grade to increase the readiness of our students as they exit one grade and enter the next. As stated with reading, there is a significant testing shift from first to second grade that the data does not tell. Students have to read all questions and answer choices independently for the first time with the 2nd grade assessment. Also, our kindergarten students are taking the test for the first time in the fall and may not always reflect their ability levels as much as testing procedures and practice. Also, our 2nd grade teachers do not cover measurement and data until the 2nd semester which usually shows an increase in overall understanding, as some of the information has simply not been taught yet.

Conclusion

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

Our next steps are to continue to guide, model, and coach teachers in the areas that are a concern. We need to address more intentional planning and teaching through our Professional Development, PLC conversations, walk-through data, etc. We will also continue to grow in our usage of differentiation as well as personalization in order to really target the individual needs of each student.

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:

By 2017, 80% of students at Trigg County Primary School will reach end-of-year benchmark on MAP in math.

Measurable Objective 1:

demonstrate a proficiency (70% of all students) by reaching end of year benchmark in Math by 06/30/2016 as measured by MAP.

Strategy1:

Parent and Community Involvement - The school will work with parents to educate them on what is required of their children to increase proficiency. This will be done through communication of content required, discussion of resources and ideas for home use, explanation of overall processes and procedures implemented in the school, and a genuine communication as to the importance of working together to increase academic achievement.

Category: Stakeholder Engagement

Research Cited:

Activity - Grade Level Musical Performances	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each grade level in the primary school will work on a musical number and have a performance for parents to show what they have learned.	Parent Involvement	08/03/2015	06/30/2016	$0 - No Funding Required	Music Teacher

Activity - Kids Care Dental Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students are offered free dental check ups at the school - coordinated through our Family Resource Center	Community Engagement	08/03/2015	06/30/2016	$0 - No Funding Required	FRC Coordinator

Activity - 5K Run/Walk	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Our Family Resource Center is coordinating a run/walk event to tie in with Health/Wellness at the primary school.	Community Engagement	08/03/2015	06/30/2016	$500 - Title I Schoolwide	FRC Coordinator

Activity - Math Nights	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will work to coordinate a reading and math night during the school year. The purpose of each event is to educate parents and offer resources and ideas as to how they can help their children be successful at home.	Parent Involvement	08/03/2015	06/30/2016	$700 - Title I Schoolwide	Principal, Assistant Principal, and Teachers

Strategy2:

School-Wide Positive Behavioral Support - Based on the findings of our TELL survey, we have adopted school wide behavioral support to enhance instructional time in the classroom and to build leadership and responsibility for our students as they continue to focus on 21st Century skills.

Category: Continuous Improvement

Research Cited:

Activity - PBIS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Training was provided for PBIS and will continue throughout the year. Teachers were able to create new school wide expectations as well as common area procedures to be displayed and taught.	Behavioral Support Program	08/03/2015	06/30/2016	$1000 - School Council Funds	Assistant Principal

Activity - PBIS Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A team of teachers meet to discuss and analyze discipline data for that month. Patterns are reviewed and suggestions are made as needed to improve behavioral systems and support. This information will be shared with all faculty as well.	Behavioral Support Program	08/03/2015	06/30/2016	$0 - No Funding Required	Assistant Principal

Activity - Wildcat Den	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Every week, students are rewarded for their positive behavior. Administration distributes prizes to each classroom for those that have adhered to the behavioral guidelines established school wide. In addition, there will be a school wide reward day at the end of the year for those that have met the established school level guidelines for the year.	Behavioral Support Program	08/03/2015	06/30/2016	$400 - Title I Schoolwide	Principal and Assistant Principal

Activity - Student Ambassadors	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each classroom will have a process for students that wish to apply to be a classroom level student ambassador. Students have to have 2 teacher recommendations for this process and be able to explain why they feel they would be right for the job. Principal selects the ambassador for each classroom. Their job will rotate each nine weeks and will consist of greeting classroom visitors, explaining the learning taking place, taking visitors to other areas, etc.	Career Preparation/ Orientation	08/03/2015	06/30/2016	$0 - No Funding Required	Principal and Assistant Principal

Strategy3:

Professional Learning - Teachers will be offered various forms of professional development to enhance their teaching practice as well as

student performance.

Category: Professional Learning & Support

Research Cited:

Activity - Teacher Release Time	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be provided release time during the school year to create and analyze the effectiveness of multiple formative assessments that will be used to gauge mastery of each standard for all students k-2	Academic Support Program	08/03/2015	06/30/2016	$1000 - Title II Part A	Principal, Assistant Principal, and Teachers

Activity - Descriptive Feedback	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be trained in descriptive feedback to modify instruction and to reach all students	Professional Learning	08/03/2015	06/30/2016	$0 - No Funding Required	Principal, Assistant Principal, and PLC Leaders

Activity - ELA/Math Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
State Next Generation MDC Specialist, Renee Yates, and State Next Generation LDC Specialist, Kelly Philbeck, will train our staff concerning Common Core Academic Standards	Professional Learning	08/03/2015	06/30/2016	$715 - Title I Schoolwide	Assistant Principal

Activity - Problem Based Learning and Standards Based Grading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will implement problem based learning in their classroom along with the utilization of various protocols to gauge success before, during, and after implementation as a team. In addition to this, standards based grading will be implemented in all kindergarten and first grade classrooms. Training will occur at faculty meetings and growth day meetings to familiarize teachers with this academic tool/process.	Academic Support Program	08/03/2015	06/30/2016	$0 - No Funding Required	Principal and Assistant Principal

Activity - PBL Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers were trained by the Buck Institute this summer as to how to create and implement effective PBL units as well as the incorporation of the 4 C's.	Professional Learning	08/03/2015	06/30/2016	$0 - No Funding Required	Principal, Assistant Principal, and Teachers

Activity - Technology Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be trained and use Schoology and other technology programs to increase student engagement, improve instructional strategies and to monitor student progress.	Professional Learning	08/03/2015	06/30/2016	$0 - No Funding Required	Principal, Assistant Principal, and Teachers

Strategy4:

Continuous Assessment - Teachers will utilize the information from continuous assessments to modify instruction as needed.

Category: Continuous Improvement

Research Cited:

Activity - Envision Math Program Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will have multiple trainings by Pearson and continued discussions during PLCs to implement the new math program.	Academic Support Program	08/03/2015	06/30/2016	$1000 - General Fund	All teachers, principal, assistant principal

Activity - Innovation Continuum	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will implement problem based learning in their classrooms and implement the 4c's rubrics. Consultancy and Success Protocols will occur at the appropriate time during PLCs.	Academic Support Program	08/03/2015	06/30/2016	$0 - No Funding Required	Principal, Assistant Principal, and all teachers

Activity - Program Review	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will continue to work to incorporate various types of assessment that mirror Program Review requirements in order to bridge the gap between core content and the arts	Academic Support Program	08/03/2015	06/30/2016	$0 - No Funding Required	Principal, Assistant Principal, and Teachers

Activity - Multiple Assessment Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All grade levels have an intentional focus this year on the development of multiple assessments that focus on the same standard. This ensures multiple opportunities for standards mastery. This will help determine student progression, instructional changes as needed, and specific content mastery.	Academic Support Program	08/03/2015	06/30/2016	$0 - No Funding Required	Principal, Assistant Principal, and Teachers

Activity - Technology Usage	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will continue to learn and use various forms of technology for individualized instruction and progress monitoring	Technology	08/03/2015	06/30/2016	$0 - No Funding Required	Principal, Assistant Principal, and Teachers

Activity - PLC Work	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will continue their PLC work by analyzing student data from formative and summative assessments, units of study, and increasing classroom engagement	Academic Support Program	08/03/2015	06/30/2016	$0 - No Funding Required	Principal, Assistant Principal, and Teachers

Activity - Learning Continuum	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use the Learning Continuum to provide differentiated and individualized instruction	Academic Support Program	08/03/2015	06/30/2016	$0 - No Funding Required	Assistant Principal and Teachers

Activity - Innovation Implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Six teachers will be trained and will implement personalized learning for their students to provide student voice, choice, place, pace and path to the learning environment and instruction.	Academic Support Program	08/03/2015	06/30/2016	$8000 - District Funding	Superintendent, Principal, Assistant Principal, 6 teachers

Strategy5:

Response to Intervention - Students will receive additional instructional and/or behavioral assistance based on identifying factors; The interventions will be in addition to regular classroom instruction and will serve as a research based process to improve student learning and increase overall proficiency.

Category: Integrated Methods for Learning

Research Cited:

Activity - Intervention Reviews	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A team will meet to discuss the progress of those labeled as receiving intervention services and to determine any changes or additions/deletions that need to happen at that time	Academic Support Program	08/03/2015	06/30/2016	$0 - No Funding Required	Principal, Guidance Counselor, Assistant Principal

Activity - Research Based Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will utilized research based strategies and/or programs to help advance students based on their current performance level	Academic Support Program	08/03/2015	06/30/2016	$4764 - Title I Schoolwide	Principal, Assistant Principal

Activity - MAP Benchmark	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students will be give the MAP assessment three times a year and the data from their testing will determine who receives additional intervention assistance. All student that fall below the 25th percentile in reading or math will be evaluated to determine need and services to increase content knowledge and assessment performance.	Academic Support Program	08/03/2015	06/30/2016	$0 - No Funding Required	Principal

Activity - Full Time Interventionist	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
This year we have added a full time certified teacher to our intervention team. She oversees the grouping, testing, and programs used. She also services several groups of students every day with behavioral and academic interventions.	Academic Support Program	08/01/2014	06/30/2015	$14000 - Title I Part A	Principal

Activity - Teacher Collaboration with TAG Personnel	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
TAG/Classroom teachers will collaborate concerning intervention discussion and academic progress monitoring	Academic Support Program	08/03/2015	06/30/2016	$135 - School Council Funds	Principal, Assistant Principal, Guidance Counselor, and Teachers

Activity - Learning Continuum	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will become more familiar with the NWEA Learning Continuum and use this knowledge to organize differentiated lessons when applicable.	Academic Support Program	08/03/2015	06/30/2016	$0 - No Funding Required	Principal, Assistant Principal, and Teachers

Goal 2:

By 2017, 80% of students at Trigg County Primary School will reach end-of-year benchmark on MAP in reading.

Measurable Objective 1:

demonstrate a proficiency (70% of all students) by reaching end of year benchmark in Reading by 06/30/2016 as measured by MAP.

Strategy1:

Response to Intervention - Students will receive additional instructional and/or behavioral assistance based on identifying factors; The interventions will be in addition to regular classroom instruction and will serve as a research based process to improve student learning and increase overall proficiency.

Category: Integrated Methods for Learning

Research Cited:

Activity - Teacher Collaboration with TAG Personnel	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
TAG/Classroom teachers will collaborate concerning intervention discussion and academic progress monitoring	Academic Support Program	08/03/2015	06/30/2016	$135 - School Council Funds	Principal, Assistant Principal, Guidance Counselor, and Teachers

Activity - Full Time Interventionist	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
This year we have added a full time certified teacher to our intervention team. She oversees the grouping, testing, and programs used. She also services several groups of students every day with behavioral and academic interventions.	Academic Support Program	08/03/2015	06/30/2016	$14000 - Title I Part A	Principal

Activity - Intervention Reviews	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A team will meet to discuss the progress of those labeled as receiving intervention services and to determine any changes or additions/deletions that need to happen at that time	Academic Support Program	08/03/2015	06/30/2016	$0 - No Funding Required	Principal, Guidance Counselor, and Assistant Principal

Activity - Research Based Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will utilized research based strategies and/or programs to help advance students based on their current performance level	Academic Support Program	08/03/2015	06/30/2016	$4764 - Title I Schoolwide	Principal and Assistant Principal

Activity - MAP Benchmark	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students will be give the MAP assessment three times a year and the data from their testing will determine who receives additional intervention assistance. All student that fall below the 25th percentile in reading or math will be evaluated to determine need and services to increase content knowledge and assessment performance.	Academic Support Program	08/03/2015	06/30/2016	$0 - No Funding Required	Principal

Activity - Learning Continuum	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will become more familiar with the NWEA Learning Continuum and use this knowledge to organize differentiated lessons when applicable.	Academic Support Program	08/03/2015	06/30/2016	$0 - No Funding Required	Principal, Assistant Principal, and Teachers

Strategy2:

School Wide Positive Behavioral Support - School-Wide Positive Behavioral Support - Based on the findings of our TELL survey, we have

adopted school wide behavioral support to enhance instructional time in the classroom and to build leadership and responsibility for our

students as they continue to focus on 21st Century skills

Category: Continuous Improvement

Research Cited:

Activity - Student Ambassadors	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each classroom will have a process for students that wish to apply to be a classroom level student ambassador. Students have to have 2 teacher recommendations for this process and be able to explain why they feel they would be right for the job. Principal selects the ambassador for each classroom. Their job will rotate each nine weeks and will consist of greeting classroom visitors, explaining the learning taking place, taking visitors to other areas, etc.	Career Preparation/ Orientation	08/03/2015	06/30/2016	$0 - No Funding Required	Principal and Assistant Principal

Activity - Wildcat Den	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Every week, students are rewarded for their positive behavior. Administration distributes prizes to each classroom for those that have adhered to the behavioral guidelines established school wide. In addition, there will be a school wide reward day at the end of the year for those that have met the established school level guidelines for the year	Behavioral Support Program	08/03/2015	06/30/2016	$400 - Title I Schoolwide	Principal and Assistant Principal

Activity - PBIS Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A team of teachers meet to discuss and analyze discipline data for that month. Patterns are reviewed and suggestions are made as needed to improve behavioral systems and support. This information will be shared with all faculty monthly as well	Behavioral Support Program	08/03/2015	06/30/2016	$0 - No Funding Required	Assistant Principal

Activity - PBIS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Training was provided for PBIS and will continue throughout the year. Teachers were able to create new school wide expectations as well as common area procedures to be displayed and taught.	Behavioral Support Program	08/03/2015	06/30/2016	$1000 - School Council Funds	Assistant Principal

Activity - Positive Office Referrals	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All staff are given blank positive office referrals at the beginning of the year. The forms are developed around the school wide STAR expectations. Any staff member can submit a form for a student caught exhibiting those positive qualities that are referenced and discussed every day in the rooms. The child is recognized on the intercom and receives a personal note from the assistant principal that is displayed in the hallway and then mailed home for the parents to see as well.	Behavioral Support Program	08/03/2015	06/30/2016	$0 - No Funding Required	Assistant Principal

Strategy3:

Professional Development - Teachers will be offered various forms of professional development to enhance their teaching practice as well as student performance.

Category: Professional Learning & Support

Research Cited:

Activity - Problem Based Learning and Standards Based Grading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will implement problem based learning in their classroom along with the utilization of various protocols to gauge success before, during, and after implementation as a team. In addition to this, standards based grading will be implemented in all kindergarten and first grade classrooms. Training will occur at faculty meetings and growth day meetings to familiarize teachers with this academic tool/process.	Academic Support Program	08/03/2015	06/30/2016	$0 - No Funding Required	Principal and Assistant Principal

Activity - Descriptive Feedback	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be trained in descriptive feedback to modify instruction and to reach all students	Professional Learning	08/03/2015	06/30/2016	$0 - No Funding Required	Principal, Assistant Principal, and PLC Leaders

Activity - PBL Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers were trained by the Buck Institute this summer as to how to create and implement effective PBL units as well as the incorporation of the 4 C's	Professional Learning	08/03/2015	06/30/2016	$0 - No Funding Required	Principal, Assistant Principal, and Teachers

Activity - Technology Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be trained and use Schoology and other technology programs to increase student engagement, improve instructional strategies and to monitor student progress.	Professional Learning	08/03/2015	06/30/2016	$715 - Title I Schoolwide	Assistant Principal, Principal, and teachers

Activity - Teacher Release Time	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be provided release time during the school year to create and analyze the effectiveness of multiple formative assessments that will be used to gauge mastery of each standard for all students k-2	Academic Support Program	08/03/2015	06/30/2016	$1000 - Title II Part A	Principal, Assistant Principal, and Teachers

Activity - ELA/Math Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
State Next Generation MDC Specialist, Renee Yates, and State Next Generation LDC Specialist, Kelly Philbeck, will train our staff concerning Common Core Academic Standards	Professional Learning	08/03/2015	06/30/2016	$0 - No Funding Required	Principal, Assistant Principal, and Teachers

Strategy4:

Use of Continuous Assessment - Teachers will utilize the information from continuous assessments to modify instruction as needed.

Category: Continuous Improvement

Research Cited:

Activity - PLC Work	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will continue their PLC work by analyzing student data from formative and summative assessments, units of study, and increasing classroom engagement	Academic Support Program	08/03/2015	06/30/2016	$0 - No Funding Required	Principal, Assistant Principal, and Teachers

Activity - Innovation Continuum	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will implement problem based learning in their classrooms and implement the 4c's rubrics. Consultancy and Success Protocols will occur at the appropriate time during PLCs.	Academic Support Program	08/03/2015	06/30/2016	$0 - No Funding Required	Principal, Assistant Principal, and all teachers

Activity - Technology Usage	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will continue to learn and use various forms of technology for individualized instruction and progress monitoring	Technology	08/03/2015	06/30/2016	$0 - No Funding Required	Principal, Assistant Principal, and Teachers

Activity - Envision Math Program Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will have multiple trainings by Pearson and continued discussions during PLCs to implement the new math program.	Academic Support Program	08/03/2015	06/30/2016	$1000 - General Fund	Principal, Assistant Principal, and teachers

Activity - Innovation Implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Six teachers will be trained and will implement personalized learning for their students to provide student voice, choice, place, pace and path to the learning environment and instruction.	Academic Support Program	08/03/2015	06/30/2016	$8000 - District Funding	Superintendent, Principal, Assistant Principal, 6 teachers

Activity - Learning Continuum	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use the Learning Continuum to provide differentiated and individualized instruction	Academic Support Program	08/03/2015	06/30/2016	$0 - No Funding Required	Assistant Principal and Teachers

Activity - Multiple Assessment Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All grade levels have an intentional focus this year on the development of multiple assessments that focus on the same standard. This ensures multiple opportunities for standards mastery. This will help determine student progression, instructional changes as needed, and specific content mastery.	Academic Support Program	08/03/2015	06/30/2016	$0 - No Funding Required	Principal, Assistant Principal, and Teachers

Activity - Program Review	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will continue to work to incorporate various types of assessment that mirror Program Review requirements in order to bridge the gap between core content and the arts	Academic Support Program	08/03/2015	06/30/2016	$0 - No Funding Required	Principal, Assistant Principal, and Teachers

Strategy5:

Parent and Community Involvement - The school will work with parents to educate them on what is required of their children to increase proficiency. This will be done through communication of content required, discussion of resources and ideas for home use, explanation of overall processes and procedures implemented in the school, and a genuine communication as to the importance of working together to increase academic achievement.

Category: Stakeholder Engagement

Research Cited:

Activity - Kids Care Dental Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students are offered free dental check ups at the school - coordinated through our Family Resource Center	Community Engagement	08/03/2015	06/30/2016	$0 - No Funding Required	FRC Coordinator

Activity - Reading Night	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will work to coordinate a reading and math night during the school year. The purpose of each event is to educate parents and offer resources and ideas as to how they can help their children be successful at home.	Parent Involvement	08/03/2015	06/30/2016	$2000 - Title I Schoolwide	Principal, Assistant Principal, and Teachers

Activity - 5K Run/Walk	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Our Family Resource Center is coordinating a run/walk event to tie in with Health/Wellness at the primary school.	Community Engagement	08/03/2015	06/30/2016	$0 - No Funding Required	FRC Coordinator

Activity - Grade Level Musical Performances	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each grade level in the primary school will work on a musical number and have a performance for parents to show what they have learned.	Parent Involvement	08/03/2015	06/30/2016	$0 - No Funding Required	Music Teacher

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

Goal 1:

By 2017, 80% of students at Trigg County Primary School will reach end-of-year benchmark on MAP in math.

Measurable Objective 1:

demonstrate a proficiency (70% of all students) by reaching end of year benchmark in Math by 06/30/2016 as measured by MAP.

Strategy1:

Parent and Community Involvement - The school will work with parents to educate them on what is required of their children to increase proficiency. This will be done through communication of content required, discussion of resources and ideas for home use, explanation of overall processes and procedures implemented in the school, and a genuine communication as to the importance of working together to increase academic achievement.

Category: Stakeholder Engagement

Research Cited:

Activity - 5K Run/Walk	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Our Family Resource Center is coordinating a run/walk event to tie in with Health/Wellness at the primary school.	Community Engagement	08/03/2015	06/30/2016	$500 - Title I Schoolwide	FRC Coordinator

Activity - Grade Level Musical Performances	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each grade level in the primary school will work on a musical number and have a performance for parents to show what they have learned.	Parent Involvement	08/03/2015	06/30/2016	$0 - No Funding Required	Music Teacher

Activity - Kids Care Dental Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students are offered free dental check ups at the school - coordinated through our Family Resource Center	Community Engagement	08/03/2015	06/30/2016	$0 - No Funding Required	FRC Coordinator

Activity - Math Nights	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will work to coordinate a reading and math night during the school year. The purpose of each event is to educate parents and offer resources and ideas as to how they can help their children be successful at home.	Parent Involvement	08/03/2015	06/30/2016	$700 - Title I Schoolwide	Principal, Assistant Principal, and Teachers

Strategy2:

Professional Learning - Teachers will be offered various forms of professional development to enhance their teaching practice as well as student performance.

Category: Professional Learning & Support

Research Cited:

Activity - Descriptive Feedback	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be trained in descriptive feedback to modify instruction and to reach all students	Professional Learning	08/03/2015	06/30/2016	$0 - No Funding Required	Principal, Assistant Principal, and PLC Leaders

Activity - PBL Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers were trained by the Buck Institute this summer as to how to create and implement effective PBL units as well as the incorporation of the 4 C's.	Professional Learning	08/03/2015	06/30/2016	$0 - No Funding Required	Principal, Assistant Principal, and Teachers

Activity - ELA/Math Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
State Next Generation MDC Specialist, Renee Yates, and State Next Generation LDC Specialist, Kelly Philbeck, will train our staff concerning Common Core Academic Standards	Professional Learning	08/03/2015	06/30/2016	$715 - Title I Schoolwide	Assistant Principal

Activity - Problem Based Learning and Standards Based Grading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will implement problem based learning in their classroom along with the utilization of various protocols to gauge success before, during, and after implementation as a team. In addition to this, standards based grading will be implemented in all kindergarten and first grade classrooms. Training will occur at faculty meetings and growth day meetings to familiarize teachers with this academic tool/process.	Academic Support Program	08/03/2015	06/30/2016	$0 - No Funding Required	Principal and Assistant Principal

Activity - Teacher Release Time	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be provided release time during the school year to create and analyze the effectiveness of multiple formative assessments that will be used to gauge mastery of each standard for all students k-2	Academic Support Program	08/03/2015	06/30/2016	$1000 - Title II Part A	Principal, Assistant Principal, and Teachers

Activity - Technology Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be trained and use Schoology and other technology programs to increase student engagement, improve instructional strategies and to monitor student progress.	Professional Learning	08/03/2015	06/30/2016	$0 - No Funding Required	Principal, Assistant Principal, and Teachers

Strategy3:

Continuous Assessment - Teachers will utilize the information from continuous assessments to modify instruction as needed.

Category: Continuous Improvement

Research Cited:

Activity - Envision Math Program Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will have multiple trainings by Pearson and continued discussions during PLCs to implement the new math program.	Academic Support Program	08/03/2015	06/30/2016	$1000 - General Fund	All teachers, principal, assistant principal

Activity - PLC Work	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will continue their PLC work by analyzing student data from formative and summative assessments, units of study, and increasing classroom engagement	Academic Support Program	08/03/2015	06/30/2016	$0 - No Funding Required	Principal, Assistant Principal, and Teachers

Activity - Innovation Continuum	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will implement problem based learning in their classrooms and implement the 4c's rubrics. Consultancy and Success Protocols will occur at the appropriate time during PLCs.	Academic Support Program	08/03/2015	06/30/2016	$0 - No Funding Required	Principal, Assistant Principal, and all teachers

Activity - Multiple Assessment Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All grade levels have an intentional focus this year on the development of multiple assessments that focus on the same standard. This ensures multiple opportunities for standards mastery. This will help determine student progression, instructional changes as needed, and specific content mastery.	Academic Support Program	08/03/2015	06/30/2016	$0 - No Funding Required	Principal, Assistant Principal, and Teachers

Activity - Innovation Implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Six teachers will be trained and will implement personalized learning for their students to provide student voice, choice, place, pace and path to the learning environment and instruction.	Academic Support Program	08/03/2015	06/30/2016	$8000 - District Funding	Superintendent, Principal, Assistant Principal, 6 teachers

Activity - Technology Usage	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will continue to learn and use various forms of technology for individualized instruction and progress monitoring	Technology	08/03/2015	06/30/2016	$0 - No Funding Required	Principal, Assistant Principal, and Teachers

Activity - Learning Continuum	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use the Learning Continuum to provide differentiated and individualized instruction	Academic Support Program	08/03/2015	06/30/2016	$0 - No Funding Required	Assistant Principal and Teachers

Activity - Program Review	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will continue to work to incorporate various types of assessment that mirror Program Review requirements in order to bridge the gap between core content and the arts	Academic Support Program	08/03/2015	06/30/2016	$0 - No Funding Required	Principal, Assistant Principal, and Teachers

Strategy4:

School-Wide Positive Behavioral Support - Based on the findings of our TELL survey, we have adopted school wide behavioral support to enhance instructional time in the classroom and to build leadership and responsibility for our students as they continue to focus on 21st Century skills.

Category: Continuous Improvement

Research Cited:

Activity - Student Ambassadors	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each classroom will have a process for students that wish to apply to be a classroom level student ambassador. Students have to have 2 teacher recommendations for this process and be able to explain why they feel they would be right for the job. Principal selects the ambassador for each classroom. Their job will rotate each nine weeks and will consist of greeting classroom visitors, explaining the learning taking place, taking visitors to other areas, etc.	Career Preparation/ Orientation	08/03/2015	06/30/2016	$0 - No Funding Required	Principal and Assistant Principal

Activity - Wildcat Den	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Every week, students are rewarded for their positive behavior. Administration distributes prizes to each classroom for those that have adhered to the behavioral guidelines established school wide. In addition, there will be a school wide reward day at the end of the year for those that have met the established school level guidelines for the year.	Behavioral Support Program	08/03/2015	06/30/2016	$400 - Title I Schoolwide	Principal and Assistant Principal

Activity - PBIS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Training was provided for PBIS and will continue throughout the year. Teachers were able to create new school wide expectations as well as common area procedures to be displayed and taught.	Behavioral Support Program	08/03/2015	06/30/2016	$1000 - School Council Funds	Assistant Principal

Activity - PBIS Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A team of teachers meet to discuss and analyze discipline data for that month. Patterns are reviewed and suggestions are made as needed to improve behavioral systems and support. This information will be shared with all faculty as well.	Behavioral Support Program	08/03/2015	06/30/2016	$0 - No Funding Required	Assistant Principal

Strategy5:

Response to Intervention - Students will receive additional instructional and/or behavioral assistance based on identifying factors; The interventions will be in addition to regular classroom instruction and will serve as a research based process to improve student learning and increase overall proficiency.

Category: Integrated Methods for Learning

Research Cited:

Activity - Intervention Reviews	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A team will meet to discuss the progress of those labeled as receiving intervention services and to determine any changes or additions/deletions that need to happen at that time	Academic Support Program	08/03/2015	06/30/2016	$0 - No Funding Required	Principal, Guidance Counselor, Assistant Principal

Activity - Learning Continuum	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will become more familiar with the NWEA Learning Continuum and use this knowledge to organize differentiated lessons when applicable.	Academic Support Program	08/03/2015	06/30/2016	$0 - No Funding Required	Principal, Assistant Principal, and Teachers

Activity - MAP Benchmark	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students will be give the MAP assessment three times a year and the data from their testing will determine who receives additional intervention assistance. All student that fall below the 25th percentile in reading or math will be evaluated to determine need and services to increase content knowledge and assessment performance.	Academic Support Program	08/03/2015	06/30/2016	$0 - No Funding Required	Principal

Activity - Full Time Interventionist	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
This year we have added a full time certified teacher to our intervention team. She oversees the grouping, testing, and programs used. She also services several groups of students every day with behavioral and academic interventions.	Academic Support Program	08/01/2014	06/30/2015	$14000 - Title I Part A	Principal

Activity - Research Based Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will utilized research based strategies and/or programs to help advance students based on their current performance level	Academic Support Program	08/03/2015	06/30/2016	$4764 - Title I Schoolwide	Principal, Assistant Principal

Activity - Teacher Collaboration with TAG Personnel	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
TAG/Classroom teachers will collaborate concerning intervention discussion and academic progress monitoring	Academic Support Program	08/03/2015	06/30/2016	$135 - School Council Funds	Principal, Assistant Principal, Guidance Counselor, and Teachers

Goal 2:

By 2017, 80% of students at Trigg County Primary School will reach end-of-year benchmark on MAP in reading.

Measurable Objective 1:

demonstrate a proficiency (70% of all students) by reaching end of year benchmark in Reading by 06/30/2016 as measured by MAP.

Strategy1:

Use of Continuous Assessment - Teachers will utilize the information from continuous assessments to modify instruction as needed.

Category: Continuous Improvement

Research Cited:

Activity - Innovation Continuum	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will implement problem based learning in their classrooms and implement the 4c's rubrics. Consultancy and Success Protocols will occur at the appropriate time during PLCs.	Academic Support Program	08/03/2015	06/30/2016	$0 - No Funding Required	Principal, Assistant Principal, and all teachers

Activity - Envision Math Program Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will have multiple trainings by Pearson and continued discussions during PLCs to implement the new math program.	Academic Support Program	08/03/2015	06/30/2016	$1000 - General Fund	Principal, Assistant Principal, and teachers

Activity - Learning Continuum	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use the Learning Continuum to provide differentiated and individualized instruction	Academic Support Program	08/03/2015	06/30/2016	$0 - No Funding Required	Assistant Principal and Teachers

Activity - PLC Work	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will continue their PLC work by analyzing student data from formative and summative assessments, units of study, and increasing classroom engagement	Academic Support Program	08/03/2015	06/30/2016	$0 - No Funding Required	Principal, Assistant Principal, and Teachers

Activity - Innovation Implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Six teachers will be trained and will implement personalized learning for their students to provide student voice, choice, place, pace and path to the learning environment and instruction.	Academic Support Program	08/03/2015	06/30/2016	$8000 - District Funding	Superintendent, Principal, Assistant Principal, 6 teachers

Activity - Technology Usage	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will continue to learn and use various forms of technology for individualized instruction and progress monitoring	Technology	08/03/2015	06/30/2016	$0 - No Funding Required	Principal, Assistant Principal, and Teachers

Activity - Multiple Assessment Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All grade levels have an intentional focus this year on the development of multiple assessments that focus on the same standard. This ensures multiple opportunities for standards mastery. This will help determine student progression, instructional changes as needed, and specific content mastery.	Academic Support Program	08/03/2015	06/30/2016	$0 - No Funding Required	Principal, Assistant Principal, and Teachers

Activity - Program Review	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will continue to work to incorporate various types of assessment that mirror Program Review requirements in order to bridge the gap between core content and the arts	Academic Support Program	08/03/2015	06/30/2016	$0 - No Funding Required	Principal, Assistant Principal, and Teachers

Strategy2:

School Wide Positive Behavioral Support - School-Wide Positive Behavioral Support - Based on the findings of our TELL survey, we have

adopted school wide behavioral support to enhance instructional time in the classroom and to build leadership and responsibility for our

students as they continue to focus on 21st Century skills

Category: Continuous Improvement

Research Cited:

Activity - Wildcat Den	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Every week, students are rewarded for their positive behavior. Administration distributes prizes to each classroom for those that have adhered to the behavioral guidelines established school wide. In addition, there will be a school wide reward day at the end of the year for those that have met the established school level guidelines for the year	Behavioral Support Program	08/03/2015	06/30/2016	$400 - Title I Schoolwide	Principal and Assistant Principal

Activity - PBIS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Training was provided for PBIS and will continue throughout the year. Teachers were able to create new school wide expectations as well as common area procedures to be displayed and taught.	Behavioral Support Program	08/03/2015	06/30/2016	$1000 - School Council Funds	Assistant Principal

Activity - Positive Office Referrals	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All staff are given blank positive office referrals at the beginning of the year. The forms are developed around the school wide STAR expectations. Any staff member can submit a form for a student caught exhibiting those positive qualities that are referenced and discussed every day in the rooms. The child is recognized on the intercom and receives a personal note from the assistant principal that is displayed in the hallway and then mailed home for the parents to see as well.	Behavioral Support Program	08/03/2015	06/30/2016	$0 - No Funding Required	Assistant Principal

Activity - Student Ambassadors	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each classroom will have a process for students that wish to apply to be a classroom level student ambassador. Students have to have 2 teacher recommendations for this process and be able to explain why they feel they would be right for the job. Principal selects the ambassador for each classroom. Their job will rotate each nine weeks and will consist of greeting classroom visitors, explaining the learning taking place, taking visitors to other areas, etc.	Career Preparation/ Orientation	08/03/2015	06/30/2016	$0 - No Funding Required	Principal and Assistant Principal

Activity - PBIS Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A team of teachers meet to discuss and analyze discipline data for that month. Patterns are reviewed and suggestions are made as needed to improve behavioral systems and support. This information will be shared with all faculty monthly as well	Behavioral Support Program	08/03/2015	06/30/2016	$0 - No Funding Required	Assistant Principal

Strategy3:

Parent and Community Involvement - The school will work with parents to educate them on what is required of their children to increase proficiency. This will be done through communication of content required, discussion of resources and ideas for home use, explanation of overall processes and procedures implemented in the school, and a genuine communication as to the importance of working together to increase academic achievement.

Category: Stakeholder Engagement

Research Cited:

Activity - Grade Level Musical Performances	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each grade level in the primary school will work on a musical number and have a performance for parents to show what they have learned.	Parent Involvement	08/03/2015	06/30/2016	$0 - No Funding Required	Music Teacher

Activity - 5K Run/Walk	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Our Family Resource Center is coordinating a run/walk event to tie in with Health/Wellness at the primary school.	Community Engagement	08/03/2015	06/30/2016	$0 - No Funding Required	FRC Coordinator

Activity - Kids Care Dental Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students are offered free dental check ups at the school - coordinated through our Family Resource Center	Community Engagement	08/03/2015	06/30/2016	$0 - No Funding Required	FRC Coordinator

Activity - Reading Night	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will work to coordinate a reading and math night during the school year. The purpose of each event is to educate parents and offer resources and ideas as to how they can help their children be successful at home.	Parent Involvement	08/03/2015	06/30/2016	$2000 - Title I Schoolwide	Principal, Assistant Principal, and Teachers

Strategy4:

Response to Intervention - Students will receive additional instructional and/or behavioral assistance based on identifying factors; The interventions will be in addition to regular classroom instruction and will serve as a research based process to improve student learning and increase overall proficiency.

Category: Integrated Methods for Learning

Research Cited:

Activity - Full Time Interventionist	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
This year we have added a full time certified teacher to our intervention team. She oversees the grouping, testing, and programs used. She also services several groups of students every day with behavioral and academic interventions.	Academic Support Program	08/03/2015	06/30/2016	$14000 - Title I Part A	Principal

Activity - MAP Benchmark	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students will be give the MAP assessment three times a year and the data from their testing will determine who receives additional intervention assistance. All student that fall below the 25th percentile in reading or math will be evaluated to determine need and services to increase content knowledge and assessment performance.	Academic Support Program	08/03/2015	06/30/2016	$0 - No Funding Required	Principal

Activity - Research Based Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will utilized research based strategies and/or programs to help advance students based on their current performance level	Academic Support Program	08/03/2015	06/30/2016	$4764 - Title I Schoolwide	Principal and Assistant Principal

Activity - Intervention Reviews	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A team will meet to discuss the progress of those labeled as receiving intervention services and to determine any changes or additions/deletions that need to happen at that time	Academic Support Program	08/03/2015	06/30/2016	$0 - No Funding Required	Principal, Guidance Counselor, and Assistant Principal

Activity - Teacher Collaboration with TAG Personnel	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
TAG/Classroom teachers will collaborate concerning intervention discussion and academic progress monitoring	Academic Support Program	08/03/2015	06/30/2016	$135 - School Council Funds	Principal, Assistant Principal, Guidance Counselor, and Teachers

Activity - Learning Continuum	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will become more familiar with the NWEA Learning Continuum and use this knowledge to organize differentiated lessons when applicable.	Academic Support Program	08/03/2015	06/30/2016	$0 - No Funding Required	Principal, Assistant Principal, and Teachers

Strategy5:

Professional Development - Teachers will be offered various forms of professional development to enhance their teaching practice as well as student performance.

Category: Professional Learning & Support

Research Cited:

Activity - Problem Based Learning and Standards Based Grading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will implement problem based learning in their classroom along with the utilization of various protocols to gauge success before, during, and after implementation as a team. In addition to this, standards based grading will be implemented in all kindergarten and first grade classrooms. Training will occur at faculty meetings and growth day meetings to familiarize teachers with this academic tool/process.	Academic Support Program	08/03/2015	06/30/2016	$0 - No Funding Required	Principal and Assistant Principal

Activity - PBL Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers were trained by the Buck Institute this summer as to how to create and implement effective PBL units as well as the incorporation of the 4 C's	Professional Learning	08/03/2015	06/30/2016	$0 - No Funding Required	Principal, Assistant Principal, and Teachers

Activity - Teacher Release Time	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be provided release time during the school year to create and analyze the effectiveness of multiple formative assessments that will be used to gauge mastery of each standard for all students k-2	Academic Support Program	08/03/2015	06/30/2016	$1000 - Title II Part A	Principal, Assistant Principal, and Teachers

Activity - Descriptive Feedback	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be trained in descriptive feedback to modify instruction and to reach all students	Professional Learning	08/03/2015	06/30/2016	$0 - No Funding Required	Principal, Assistant Principal, and PLC Leaders

Activity - Technology Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be trained and use Schoology and other technology programs to increase student engagement, improve instructional strategies and to monitor student progress.	Professional Learning	08/03/2015	06/30/2016	$715 - Title I Schoolwide	Assistant Principal, Principal, and teachers

Activity - ELA/Math Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
State Next Generation MDC Specialist, Renee Yates, and State Next Generation LDC Specialist, Kelly Philbeck, will train our staff concerning Common Core Academic Standards	Professional Learning	08/03/2015	06/30/2016	$0 - No Funding Required	Principal, Assistant Principal, and Teachers

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

Goal 1:

By 2019, 74.1% of entering kindergarten students will be school ready as evidence through the state Brigance screener.

Measurable Objective 1:

demonstrate a proficiency : 59.2% of incoming kindergarten students will demonstrate ready or ready with enhancement scores by 06/30/2015 as measured by Brigance KY Screener.

Strategy1:

Community/Family Involvement - Through community and family involvement programs low economic, incoming kindergarteners will be school ready.

Category: Stakeholder Engagement

Research Cited:

Activity - Community Early Childhood Council	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Community Early Childhood Council provides training, conversations, materials and strategies that are implemented throughout Trigg County in preschools, daycares, health department programs, extension programs and etc. (Monthly meetings – CECC grant)	Community Engagement	08/01/2014	06/30/2015	$0 - No Funding Required	Principal, Teachers

Activity - PLAYschool	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Throughout the school year, preschool parents join their children for PLAYschool. This program allows parents to experience the daily activities and strategies of our preschool classrooms. (Parent Involvement, FRC, Title I)	Parent Involvement	08/01/2014	06/30/2015	$0 - No Funding Required	Principal, Assistant Principal, and Teachers

Activity - Daycare/Preschool Outreach	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During the month of May, all daycares and preschools are invited to our school. Our families eat in the cafeteria and take a tour of the Kindergarten classrooms. (SBDM)	Community Engagement	08/01/2014	06/30/2015	$0 - No Funding Required	Principal, Teachers

Activity - United Way Born Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Using a prepared program from the Unite Way Bornlearning Academy families of birth to age four children will participate in workshops to increase student knowledge. (Parent Involvement, FRC)	Community Engagement	08/01/2014	06/30/2015	$11000 - Grant Funds	Principal and Teachers

Activity - Ready, Set, Kindergarten	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Providing family workshops, "Ready, Set, Kindergarten" three times a year in literacy, mathematics, gross/fine motor, social-emotional and daily kindergarten expectations to our incoming 2015 kindergarten students. (Parent Involvement, FRC, Title I, CECC, Community assistance)	Community Engagement	08/01/2014	06/30/2015	$1100 - School Council Funds	Principal, Assistant Principal, and Teachers

Measurable Objective 2:

demonstrate a proficiency Our preschool students, who will be entering kindergarten in 2015, will demonstrate proficiency by 06/30/2015 as measured by Teachers Strategies Gold observations.

Strategy1:

Preschool Learning Environment - Using scientific-based assessments and strategies, our preschool staff will continue to improve the learning environment for children.

Category: Early Learning

Research Cited:

Activity - Early Leadership Learning Network	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Preschool and kindergarten teachers collaborate in a region-wide training opportunity, Early Leadership Learning Network (ELLN) to align early childhood standards to the Kentucky Core Academic Standards.	Professional Learning	08/12/2013	06/30/2014	$255 - Title I Part A	Principal and Teachers

Activity - Monthly Preschool Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Preschool teachers meet monthly to discuss strategies, assessments, and instruction within the preschool classroom.	Professional Learning	08/01/2014	06/30/2015	$0 - No Funding Required	Principal and Preschool Coordinator

Activity - Teaching Strategies Gold	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff will implement strategies from this curriculum, monitor student progress, conduct observations to increase the effectiveness of implementation	Professional Learning	10/01/2014	06/30/2015	$0 - No Funding Required	Principal, Assistant Principal, and Teachers

Activity - Innovation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All preschool teachers have been given additional resources to use in their classrooms to aid in the development of PBL activities related specifically to science content.	Academic Support Program	08/01/2014	06/30/2015	$0 - No Funding Required	Principal, Assistant Principal, and Preschool Coordinator

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

Goal 1:

By 2019, 74.1% of entering kindergarten students will be school ready as evidence through the state Brigance screener.

Measurable Objective 1:

demonstrate a proficiency : 59.2% of incoming kindergarten students will demonstrate ready or ready with enhancement scores by 06/30/2015 as measured by Brigance KY Screener.

Strategy1:

Community/Family Involvement - Through community and family involvement programs low economic, incoming kindergarteners will be school ready.

Category: Stakeholder Engagement

Research Cited:

Activity - Daycare/Preschool Outreach	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During the month of May, all daycares and preschools are invited to our school. Our families eat in the cafeteria and take a tour of the Kindergarten classrooms. (SBDM)	Community Engagement	08/01/2014	06/30/2015	$0 - No Funding Required	Principal, Teachers

Activity - Community Early Childhood Council	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Community Early Childhood Council provides training, conversations, materials and strategies that are implemented throughout Trigg County in preschools, daycares, health department programs, extension programs and etc. (Monthly meetings – CECC grant)	Community Engagement	08/01/2014	06/30/2015	$0 - No Funding Required	Principal, Teachers

Activity - United Way Born Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Using a prepared program from the Unite Way Bornlearning Academy families of birth to age four children will participate in workshops to increase student knowledge. (Parent Involvement, FRC)	Community Engagement	08/01/2014	06/30/2015	$11000 - Grant Funds	Principal and Teachers

Activity - Ready, Set, Kindergarten	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Providing family workshops, "Ready, Set, Kindergarten" three times a year in literacy, mathematics, gross/fine motor, social-emotional and daily kindergarten expectations to our incoming 2015 kindergarten students. (Parent Involvement, FRC, Title I, CECC, Community assistance)	Community Engagement	08/01/2014	06/30/2015	$1100 - School Council Funds	Principal, Assistant Principal, and Teachers

Activity - PLAYschool	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Throughout the school year, preschool parents join their children for PLAYschool. This program allows parents to experience the daily activities and strategies of our preschool classrooms. (Parent Involvement, FRC, Title I)	Parent Involvement	08/01/2014	06/30/2015	$0 - No Funding Required	Principal, Assistant Principal, and Teachers

Measurable Objective 2:

demonstrate a proficiency Our preschool students, who will be entering kindergarten in 2015, will demonstrate proficiency by 06/30/2015 as measured by Teachers Strategies Gold observations.

Strategy1:

Preschool Learning Environment - Using scientific-based assessments and strategies, our preschool staff will continue to improve the learning environment for children.

Category: Early Learning

Research Cited:

Activity - Innovation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All preschool teachers have been given additional resources to use in their classrooms to aid in the development of PBL activities related specifically to science content.	Academic Support Program	08/01/2014	06/30/2015	$0 - No Funding Required	Principal, Assistant Principal, and Preschool Coordinator

Activity - Early Leadership Learning Network	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Preschool and kindergarten teachers collaborate in a region-wide training opportunity, Early Leadership Learning Network (ELLN) to align early childhood standards to the Kentucky Core Academic Standards.	Professional Learning	08/12/2013	06/30/2014	$255 - Title I Part A	Principal and Teachers

Activity - Monthly Preschool Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Preschool teachers meet monthly to discuss strategies, assessments, and instruction within the preschool classroom.	Professional Learning	08/01/2014	06/30/2015	$0 - No Funding Required	Principal and Preschool Coordinator

Activity - Teaching Strategies Gold	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff will implement strategies from this curriculum, monitor student progress, conduct observations to increase the effectiveness of implementation	Professional Learning	10/01/2014	06/30/2015	$0 - No Funding Required	Principal, Assistant Principal, 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:

By 2017, 80% of students at Trigg County Primary School will reach end-of-year benchmark on MAP in math.

Measurable Objective 1:

demonstrate a proficiency (70% of all students) by reaching end of year benchmark in Math by 06/30/2016 as measured by MAP.

Strategy1:

Professional Learning - Teachers will be offered various forms of professional development to enhance their teaching practice as well as student performance.

Category: Professional Learning & Support

Research Cited:

Activity - Technology Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be trained and use Schoology and other technology programs to increase student engagement, improve instructional strategies and to monitor student progress.	Professional Learning	08/03/2015	06/30/2016	$0 - No Funding Required	Principal, Assistant Principal, and Teachers

Activity - ELA/Math Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
State Next Generation MDC Specialist, Renee Yates, and State Next Generation LDC Specialist, Kelly Philbeck, will train our staff concerning Common Core Academic Standards	Professional Learning	08/03/2015	06/30/2016	$715 - Title I Schoolwide	Assistant Principal

Activity - Problem Based Learning and Standards Based Grading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will implement problem based learning in their classroom along with the utilization of various protocols to gauge success before, during, and after implementation as a team. In addition to this, standards based grading will be implemented in all kindergarten and first grade classrooms. Training will occur at faculty meetings and growth day meetings to familiarize teachers with this academic tool/process.	Academic Support Program	08/03/2015	06/30/2016	$0 - No Funding Required	Principal and Assistant Principal

Activity - PBL Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers were trained by the Buck Institute this summer as to how to create and implement effective PBL units as well as the incorporation of the 4 C's.	Professional Learning	08/03/2015	06/30/2016	$0 - No Funding Required	Principal, Assistant Principal, and Teachers

Activity - Teacher Release Time	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be provided release time during the school year to create and analyze the effectiveness of multiple formative assessments that will be used to gauge mastery of each standard for all students k-2	Academic Support Program	08/03/2015	06/30/2016	$1000 - Title II Part A	Principal, Assistant Principal, and Teachers

Activity - Descriptive Feedback	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be trained in descriptive feedback to modify instruction and to reach all students	Professional Learning	08/03/2015	06/30/2016	$0 - No Funding Required	Principal, Assistant Principal, and PLC Leaders

Strategy2:

Continuous Assessment - Teachers will utilize the information from continuous assessments to modify instruction as needed.

Category: Continuous Improvement

Research Cited:

Activity - Program Review	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will continue to work to incorporate various types of assessment that mirror Program Review requirements in order to bridge the gap between core content and the arts	Academic Support Program	08/03/2015	06/30/2016	$0 - No Funding Required	Principal, Assistant Principal, and Teachers

Activity - Multiple Assessment Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All grade levels have an intentional focus this year on the development of multiple assessments that focus on the same standard. This ensures multiple opportunities for standards mastery. This will help determine student progression, instructional changes as needed, and specific content mastery.	Academic Support Program	08/03/2015	06/30/2016	$0 - No Funding Required	Principal, Assistant Principal, and Teachers

Activity - Envision Math Program Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will have multiple trainings by Pearson and continued discussions during PLCs to implement the new math program.	Academic Support Program	08/03/2015	06/30/2016	$1000 - General Fund	All teachers, principal, assistant principal

Activity - PLC Work	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will continue their PLC work by analyzing student data from formative and summative assessments, units of study, and increasing classroom engagement	Academic Support Program	08/03/2015	06/30/2016	$0 - No Funding Required	Principal, Assistant Principal, and Teachers

Activity - Innovation Implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Six teachers will be trained and will implement personalized learning for their students to provide student voice, choice, place, pace and path to the learning environment and instruction.	Academic Support Program	08/03/2015	06/30/2016	$8000 - District Funding	Superintendent, Principal, Assistant Principal, 6 teachers

Activity - Learning Continuum	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use the Learning Continuum to provide differentiated and individualized instruction	Academic Support Program	08/03/2015	06/30/2016	$0 - No Funding Required	Assistant Principal and Teachers

Activity - Technology Usage	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will continue to learn and use various forms of technology for individualized instruction and progress monitoring	Technology	08/03/2015	06/30/2016	$0 - No Funding Required	Principal, Assistant Principal, and Teachers

Activity - Innovation Continuum	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will implement problem based learning in their classrooms and implement the 4c's rubrics. Consultancy and Success Protocols will occur at the appropriate time during PLCs.	Academic Support Program	08/03/2015	06/30/2016	$0 - No Funding Required	Principal, Assistant Principal, and all teachers

Strategy3:

Parent and Community Involvement - The school will work with parents to educate them on what is required of their children to increase proficiency. This will be done through communication of content required, discussion of resources and ideas for home use, explanation of overall processes and procedures implemented in the school, and a genuine communication as to the importance of working together to increase academic achievement.

Category: Stakeholder Engagement

Research Cited:

Activity - 5K Run/Walk	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Our Family Resource Center is coordinating a run/walk event to tie in with Health/Wellness at the primary school.	Community Engagement	08/03/2015	06/30/2016	$500 - Title I Schoolwide	FRC Coordinator

Activity - Kids Care Dental Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students are offered free dental check ups at the school - coordinated through our Family Resource Center	Community Engagement	08/03/2015	06/30/2016	$0 - No Funding Required	FRC Coordinator

Activity - Grade Level Musical Performances	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each grade level in the primary school will work on a musical number and have a performance for parents to show what they have learned.	Parent Involvement	08/03/2015	06/30/2016	$0 - No Funding Required	Music Teacher

Activity - Math Nights	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will work to coordinate a reading and math night during the school year. The purpose of each event is to educate parents and offer resources and ideas as to how they can help their children be successful at home.	Parent Involvement	08/03/2015	06/30/2016	$700 - Title I Schoolwide	Principal, Assistant Principal, and Teachers

Strategy4:

School-Wide Positive Behavioral Support - Based on the findings of our TELL survey, we have adopted school wide behavioral support to enhance instructional time in the classroom and to build leadership and responsibility for our students as they continue to focus on 21st Century skills.

Category: Continuous Improvement

Research Cited:

Activity - Student Ambassadors	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each classroom will have a process for students that wish to apply to be a classroom level student ambassador. Students have to have 2 teacher recommendations for this process and be able to explain why they feel they would be right for the job. Principal selects the ambassador for each classroom. Their job will rotate each nine weeks and will consist of greeting classroom visitors, explaining the learning taking place, taking visitors to other areas, etc.	Career Preparation/ Orientation	08/03/2015	06/30/2016	$0 - No Funding Required	Principal and Assistant Principal

Activity - PBIS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Training was provided for PBIS and will continue throughout the year. Teachers were able to create new school wide expectations as well as common area procedures to be displayed and taught.	Behavioral Support Program	08/03/2015	06/30/2016	$1000 - School Council Funds	Assistant Principal

Activity - PBIS Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A team of teachers meet to discuss and analyze discipline data for that month. Patterns are reviewed and suggestions are made as needed to improve behavioral systems and support. This information will be shared with all faculty as well.	Behavioral Support Program	08/03/2015	06/30/2016	$0 - No Funding Required	Assistant Principal

Activity - Wildcat Den	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Every week, students are rewarded for their positive behavior. Administration distributes prizes to each classroom for those that have adhered to the behavioral guidelines established school wide. In addition, there will be a school wide reward day at the end of the year for those that have met the established school level guidelines for the year.	Behavioral Support Program	08/03/2015	06/30/2016	$400 - Title I Schoolwide	Principal and Assistant Principal

Strategy5:

Response to Intervention - Students will receive additional instructional and/or behavioral assistance based on identifying factors; The

interventions will be in addition to regular classroom instruction and will serve as a research based process to improve student learning and

increase overall proficiency.

Category: Integrated Methods for Learning

Research Cited:

Activity - Teacher Collaboration with TAG Personnel	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
TAG/Classroom teachers will collaborate concerning intervention discussion and academic progress monitoring	Academic Support Program	08/03/2015	06/30/2016	$135 - School Council Funds	Principal, Assistant Principal, Guidance Counselor, and Teachers

Activity - Full Time Interventionist	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
This year we have added a full time certified teacher to our intervention team. She oversees the grouping, testing, and programs used. She also services several groups of students every day with behavioral and academic interventions.	Academic Support Program	08/01/2014	06/30/2015	$14000 - Title I Part A	Principal

Activity - MAP Benchmark	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students will be give the MAP assessment three times a year and the data from their testing will determine who receives additional intervention assistance. All student that fall below the 25th percentile in reading or math will be evaluated to determine need and services to increase content knowledge and assessment performance.	Academic Support Program	08/03/2015	06/30/2016	$0 - No Funding Required	Principal

Activity - Research Based Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will utilized research based strategies and/or programs to help advance students based on their current performance level	Academic Support Program	08/03/2015	06/30/2016	$4764 - Title I Schoolwide	Principal, Assistant Principal

Activity - Intervention Reviews	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A team will meet to discuss the progress of those labeled as receiving intervention services and to determine any changes or additions/deletions that need to happen at that time	Academic Support Program	08/03/2015	06/30/2016	$0 - No Funding Required	Principal, Guidance Counselor, Assistant Principal

Activity - Learning Continuum	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will become more familiar with the NWEA Learning Continuum and use this knowledge to organize differentiated lessons when applicable.	Academic Support Program	08/03/2015	06/30/2016	$0 - No Funding Required	Principal, Assistant Principal, and Teachers

Goal 2:

By 2017, 80% of students at Trigg County Primary School will reach end-of-year benchmark on MAP in reading.

Measurable Objective 1:

demonstrate a proficiency (70% of all students) by reaching end of year benchmark in Reading by 06/30/2016 as measured by MAP.

Strategy1:

Use of Continuous Assessment - Teachers will utilize the information from continuous assessments to modify instruction as needed.

Category: Continuous Improvement

Research Cited:

Activity - Program Review	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will continue to work to incorporate various types of assessment that mirror Program Review requirements in order to bridge the gap between core content and the arts	Academic Support Program	08/03/2015	06/30/2016	$0 - No Funding Required	Principal, Assistant Principal, and Teachers

Activity - Innovation Continuum	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will implement problem based learning in their classrooms and implement the 4c's rubrics. Consultancy and Success Protocols will occur at the appropriate time during PLCs.	Academic Support Program	08/03/2015	06/30/2016	$0 - No Funding Required	Principal, Assistant Principal, and all teachers

Activity - Multiple Assessment Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All grade levels have an intentional focus this year on the development of multiple assessments that focus on the same standard. This ensures multiple opportunities for standards mastery. This will help determine student progression, instructional changes as needed, and specific content mastery.	Academic Support Program	08/03/2015	06/30/2016	$0 - No Funding Required	Principal, Assistant Principal, and Teachers

Activity - Learning Continuum	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use the Learning Continuum to provide differentiated and individualized instruction	Academic Support Program	08/03/2015	06/30/2016	$0 - No Funding Required	Assistant Principal and Teachers

Activity - Technology Usage	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will continue to learn and use various forms of technology for individualized instruction and progress monitoring	Technology	08/03/2015	06/30/2016	$0 - No Funding Required	Principal, Assistant Principal, and Teachers

Activity - Envision Math Program Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will have multiple trainings by Pearson and continued discussions during PLCs to implement the new math program.	Academic Support Program	08/03/2015	06/30/2016	$1000 - General Fund	Principal, Assistant Principal, and teachers

Activity - Innovation Implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Six teachers will be trained and will implement personalized learning for their students to provide student voice, choice, place, pace and path to the learning environment and instruction.	Academic Support Program	08/03/2015	06/30/2016	$8000 - District Funding	Superintendent, Principal, Assistant Principal, 6 teachers

Activity - PLC Work	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will continue their PLC work by analyzing student data from formative and summative assessments, units of study, and increasing classroom engagement	Academic Support Program	08/03/2015	06/30/2016	$0 - No Funding Required	Principal, Assistant Principal, and Teachers

Strategy2:

Professional Development - Teachers will be offered various forms of professional development to enhance their teaching practice as well as student performance.

Category: Professional Learning & Support

Research Cited:

Activity - Teacher Release Time	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be provided release time during the school year to create and analyze the effectiveness of multiple formative assessments that will be used to gauge mastery of each standard for all students k-2	Academic Support Program	08/03/2015	06/30/2016	$1000 - Title II Part A	Principal, Assistant Principal, and Teachers

Activity - ELA/Math Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
State Next Generation MDC Specialist, Renee Yates, and State Next Generation LDC Specialist, Kelly Philbeck, will train our staff concerning Common Core Academic Standards	Professional Learning	08/03/2015	06/30/2016	$0 - No Funding Required	Principal, Assistant Principal, and Teachers

Activity - Descriptive Feedback	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be trained in descriptive feedback to modify instruction and to reach all students	Professional Learning	08/03/2015	06/30/2016	$0 - No Funding Required	Principal, Assistant Principal, and PLC Leaders

Activity - PBL Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers were trained by the Buck Institute this summer as to how to create and implement effective PBL units as well as the incorporation of the 4 C's	Professional Learning	08/03/2015	06/30/2016	$0 - No Funding Required	Principal, Assistant Principal, and Teachers

Activity - Technology Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be trained and use Schoology and other technology programs to increase student engagement, improve instructional strategies and to monitor student progress.	Professional Learning	08/03/2015	06/30/2016	$715 - Title I Schoolwide	Assistant Principal, Principal, and teachers

Activity - Problem Based Learning and Standards Based Grading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will implement problem based learning in their classroom along with the utilization of various protocols to gauge success before, during, and after implementation as a team. In addition to this, standards based grading will be implemented in all kindergarten and first grade classrooms. Training will occur at faculty meetings and growth day meetings to familiarize teachers with this academic tool/process.	Academic Support Program	08/03/2015	06/30/2016	$0 - No Funding Required	Principal and Assistant Principal

Strategy3:

Response to Intervention - Students will receive additional instructional and/or behavioral assistance based on identifying factors; The interventions will be in addition to regular classroom instruction and will serve as a research based process to improve student learning and increase overall proficiency.

Category: Integrated Methods for Learning

Research Cited:

Activity - MAP Benchmark	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students will be give the MAP assessment three times a year and the data from their testing will determine who receives additional intervention assistance. All student that fall below the 25th percentile in reading or math will be evaluated to determine need and services to increase content knowledge and assessment performance.	Academic Support Program	08/03/2015	06/30/2016	$0 - No Funding Required	Principal

Activity - Intervention Reviews	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A team will meet to discuss the progress of those labeled as receiving intervention services and to determine any changes or additions/deletions that need to happen at that time	Academic Support Program	08/03/2015	06/30/2016	$0 - No Funding Required	Principal, Guidance Counselor, and Assistant Principal

Activity - Full Time Interventionist	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
This year we have added a full time certified teacher to our intervention team. She oversees the grouping, testing, and programs used. She also services several groups of students every day with behavioral and academic interventions.	Academic Support Program	08/03/2015	06/30/2016	$14000 - Title I Part A	Principal

Activity - Research Based Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will utilized research based strategies and/or programs to help advance students based on their current performance level	Academic Support Program	08/03/2015	06/30/2016	$4764 - Title I Schoolwide	Principal and Assistant Principal

Activity - Learning Continuum	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will become more familiar with the NWEA Learning Continuum and use this knowledge to organize differentiated lessons when applicable.	Academic Support Program	08/03/2015	06/30/2016	$0 - No Funding Required	Principal, Assistant Principal, and Teachers

Activity - Teacher Collaboration with TAG Personnel	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
TAG/Classroom teachers will collaborate concerning intervention discussion and academic progress monitoring	Academic Support Program	08/03/2015	06/30/2016	$135 - School Council Funds	Principal, Assistant Principal, Guidance Counselor, and Teachers

Strategy4:

School Wide Positive Behavioral Support - School-Wide Positive Behavioral Support - Based on the findings of our TELL survey, we have adopted school wide behavioral support to enhance instructional time in the classroom and to build leadership and responsibility for our students as they continue to focus on 21st Century skills

Category: Continuous Improvement

Research Cited:

Activity - Student Ambassadors	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each classroom will have a process for students that wish to apply to be a classroom level student ambassador. Students have to have 2 teacher recommendations for this process and be able to explain why they feel they would be right for the job. Principal selects the ambassador for each classroom. Their job will rotate each nine weeks and will consist of greeting classroom visitors, explaining the learning taking place, taking visitors to other areas, etc.	Career Preparation/ Orientation	08/03/2015	06/30/2016	$0 - No Funding Required	Principal and Assistant Principal

Activity - PBIS Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A team of teachers meet to discuss and analyze discipline data for that month. Patterns are reviewed and suggestions are made as needed to improve behavioral systems and support. This information will be shared with all faculty monthly as well	Behavioral Support Program	08/03/2015	06/30/2016	$0 - No Funding Required	Assistant Principal

Activity - PBIS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Training was provided for PBIS and will continue throughout the year. Teachers were able to create new school wide expectations as well as common area procedures to be displayed and taught.	Behavioral Support Program	08/03/2015	06/30/2016	$1000 - School Council Funds	Assistant Principal

Activity - Wildcat Den	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Every week, students are rewarded for their positive behavior. Administration distributes prizes to each classroom for those that have adhered to the behavioral guidelines established school wide. In addition, there will be a school wide reward day at the end of the year for those that have met the established school level guidelines for the year	Behavioral Support Program	08/03/2015	06/30/2016	$400 - Title I Schoolwide	Principal and Assistant Principal

Activity - Positive Office Referrals	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All staff are given blank positive office referrals at the beginning of the year. The forms are developed around the school wide STAR expectations. Any staff member can submit a form for a student caught exhibiting those positive qualities that are referenced and discussed every day in the rooms. The child is recognized on the intercom and receives a personal note from the assistant principal that is displayed in the hallway and then mailed home for the parents to see as well.	Behavioral Support Program	08/03/2015	06/30/2016	$0 - No Funding Required	Assistant Principal

Strategy5:

Parent and Community Involvement - The school will work with parents to educate them on what is required of their children to increase proficiency. This will be done through communication of content required, discussion of resources and ideas for home use, explanation of overall processes and procedures implemented in the school, and a genuine communication as to the importance of working together to increase academic achievement.

Category: Stakeholder Engagement

Research Cited:

Activity - Grade Level Musical Performances	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each grade level in the primary school will work on a musical number and have a performance for parents to show what they have learned.	Parent Involvement	08/03/2015	06/30/2016	$0 - No Funding Required	Music Teacher

Activity - Reading Night	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will work to coordinate a reading and math night during the school year. The purpose of each event is to educate parents and offer resources and ideas as to how they can help their children be successful at home.	Parent Involvement	08/03/2015	06/30/2016	$2000 - Title I Schoolwide	Principal, Assistant Principal, and Teachers

Activity - 5K Run/Walk	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Our Family Resource Center is coordinating a run/walk event to tie in with Health/Wellness at the primary school.	Community Engagement	08/03/2015	06/30/2016	$0 - No Funding Required	FRC Coordinator

Activity - Kids Care Dental Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students are offered free dental check ups at the school - coordinated through our Family Resource Center	Community Engagement	08/03/2015	06/30/2016	$0 - No Funding Required	FRC Coordinator

The school identified specific strategies to address subgroup achievement gaps.

Goal 1:

By 2017, 80% of students at Trigg County Primary School will reach end-of-year benchmark on MAP in math.

Measurable Objective 1:

demonstrate a proficiency (70% of all students) by reaching end of year benchmark in Math by 06/30/2016 as measured by MAP.

Strategy1:

Response to Intervention - Students will receive additional instructional and/or behavioral assistance based on identifying factors; The interventions will be in addition to regular classroom instruction and will serve as a research based process to improve student learning and increase overall proficiency.

Category: Integrated Methods for Learning

Research Cited:

Activity - Teacher Collaboration with TAG Personnel	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
TAG/Classroom teachers will collaborate concerning intervention discussion and academic progress monitoring	Academic Support Program	08/03/2015	06/30/2016	$135 - School Council Funds	Principal, Assistant Principal, Guidance Counselor, and Teachers

Activity - Full Time Interventionist	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
This year we have added a full time certified teacher to our intervention team. She oversees the grouping, testing, and programs used. She also services several groups of students every day with behavioral and academic interventions.	Academic Support Program	08/01/2014	06/30/2015	$14000 - Title I Part A	Principal

Activity - Research Based Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will utilized research based strategies and/or programs to help advance students based on their current performance level	Academic Support Program	08/03/2015	06/30/2016	$4764 - Title I Schoolwide	Principal, Assistant Principal

Activity - Intervention Reviews	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A team will meet to discuss the progress of those labeled as receiving intervention services and to determine any changes or additions/deletions that need to happen at that time	Academic Support Program	08/03/2015	06/30/2016	$0 - No Funding Required	Principal, Guidance Counselor, Assistant Principal

Activity - MAP Benchmark	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students will be give the MAP assessment three times a year and the data from their testing will determine who receives additional intervention assistance. All student that fall below the 25th percentile in reading or math will be evaluated to determine need and services to increase content knowledge and assessment performance.	Academic Support Program	08/03/2015	06/30/2016	$0 - No Funding Required	Principal

Activity - Learning Continuum	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will become more familiar with the NWEA Learning Continuum and use this knowledge to organize differentiated lessons when applicable.	Academic Support Program	08/03/2015	06/30/2016	$0 - No Funding Required	Principal, Assistant Principal, and Teachers

Strategy2:

Professional Learning - Teachers will be offered various forms of professional development to enhance their teaching practice as well as student performance.

Category: Professional Learning & Support

Research Cited:

Activity - Descriptive Feedback	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be trained in descriptive feedback to modify instruction and to reach all students	Professional Learning	08/03/2015	06/30/2016	$0 - No Funding Required	Principal, Assistant Principal, and PLC Leaders

Activity - ELA/Math Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
State Next Generation MDC Specialist, Renee Yates, and State Next Generation LDC Specialist, Kelly Philbeck, will train our staff concerning Common Core Academic Standards	Professional Learning	08/03/2015	06/30/2016	$715 - Title I Schoolwide	Assistant Principal

Activity - Problem Based Learning and Standards Based Grading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will implement problem based learning in their classroom along with the utilization of various protocols to gauge success before, during, and after implementation as a team. In addition to this, standards based grading will be implemented in all kindergarten and first grade classrooms. Training will occur at faculty meetings and growth day meetings to familiarize teachers with this academic tool/process.	Academic Support Program	08/03/2015	06/30/2016	$0 - No Funding Required	Principal and Assistant Principal

Activity - Technology Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be trained and use Schoology and other technology programs to increase student engagement, improve instructional strategies and to monitor student progress.	Professional Learning	08/03/2015	06/30/2016	$0 - No Funding Required	Principal, Assistant Principal, and Teachers

Activity - PBL Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers were trained by the Buck Institute this summer as to how to create and implement effective PBL units as well as the incorporation of the 4 C's.	Professional Learning	08/03/2015	06/30/2016	$0 - No Funding Required	Principal, Assistant Principal, and Teachers

Activity - Teacher Release Time	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be provided release time during the school year to create and analyze the effectiveness of multiple formative assessments that will be used to gauge mastery of each standard for all students k-2	Academic Support Program	08/03/2015	06/30/2016	$1000 - Title II Part A	Principal, Assistant Principal, and Teachers

Goal 2:

By 2017, 80% of students at Trigg County Primary School will reach end-of-year benchmark on MAP in reading.

Measurable Objective 1:

demonstrate a proficiency (70% of all students) by reaching end of year benchmark in Reading by 06/30/2016 as measured by MAP.

Strategy1:

Professional Development - Teachers will be offered various forms of professional development to enhance their teaching practice as well as

student performance.

Category: Professional Learning & Support

Research Cited:

Activity - Technology Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be trained and use Schoology and other technology programs to increase student engagement, improve instructional strategies and to monitor student progress.	Professional Learning	08/03/2015	06/30/2016	$715 - Title I Schoolwide	Assistant Principal, Principal, and teachers

Activity - Teacher Release Time	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be provided release time during the school year to create and analyze the effectiveness of multiple formative assessments that will be used to gauge mastery of each standard for all students k-2	Academic Support Program	08/03/2015	06/30/2016	$1000 - Title II Part A	Principal, Assistant Principal, and Teachers

Activity - ELA/Math Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
State Next Generation MDC Specialist, Renee Yates, and State Next Generation LDC Specialist, Kelly Philbeck, will train our staff concerning Common Core Academic Standards	Professional Learning	08/03/2015	06/30/2016	$0 - No Funding Required	Principal, Assistant Principal, and Teachers

Activity - Problem Based Learning and Standards Based Grading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will implement problem based learning in their classroom along with the utilization of various protocols to gauge success before, during, and after implementation as a team. In addition to this, standards based grading will be implemented in all kindergarten and first grade classrooms. Training will occur at faculty meetings and growth day meetings to familiarize teachers with this academic tool/process.	Academic Support Program	08/03/2015	06/30/2016	$0 - No Funding Required	Principal and Assistant Principal

Activity - PBL Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers were trained by the Buck Institute this summer as to how to create and implement effective PBL units as well as the incorporation of the 4 C's	Professional Learning	08/03/2015	06/30/2016	$0 - No Funding Required	Principal, Assistant Principal, and Teachers

Activity - Descriptive Feedback	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be trained in descriptive feedback to modify instruction and to reach all students	Professional Learning	08/03/2015	06/30/2016	$0 - No Funding Required	Principal, Assistant Principal, and PLC Leaders

Strategy2:

Response to Intervention - Students will receive additional instructional and/or behavioral assistance based on identifying factors; The interventions will be in addition to regular classroom instruction and will serve as a research based process to improve student learning and increase overall proficiency.

Category: Integrated Methods for Learning

Research Cited:

Activity - Research Based Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will utilized research based strategies and/or programs to help advance students based on their current performance level	Academic Support Program	08/03/2015	06/30/2016	$4764 - Title I Schoolwide	Principal and Assistant Principal

Activity - Learning Continuum	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will become more familiar with the NWEA Learning Continuum and use this knowledge to organize differentiated lessons when applicable.	Academic Support Program	08/03/2015	06/30/2016	$0 - No Funding Required	Principal, Assistant Principal, and Teachers

Activity - Full Time Interventionist	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
This year we have added a full time certified teacher to our intervention team. She oversees the grouping, testing, and programs used. She also services several groups of students every day with behavioral and academic interventions.	Academic Support Program	08/03/2015	06/30/2016	$14000 - Title I Part A	Principal

Activity - Intervention Reviews	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A team will meet to discuss the progress of those labeled as receiving intervention services and to determine any changes or additions/deletions that need to happen at that time	Academic Support Program	08/03/2015	06/30/2016	$0 - No Funding Required	Principal, Guidance Counselor, and Assistant Principal

Activity - Teacher Collaboration with TAG Personnel	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
TAG/Classroom teachers will collaborate concerning intervention discussion and academic progress monitoring	Academic Support Program	08/03/2015	06/30/2016	$135 - School Council Funds	Principal, Assistant Principal, Guidance Counselor, and Teachers

Activity - MAP Benchmark	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students will be give the MAP assessment three times a year and the data from their testing will determine who receives additional intervention assistance. All student that fall below the 25th percentile in reading or math will be evaluated to determine need and services to increase content knowledge and assessment performance.	Academic Support Program	08/03/2015	06/30/2016	$0 - No Funding Required	Principal

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.

N/A (this question does not apply)

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		

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		

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		

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		

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?

All staff members as well as all parents were asked to complete the survey

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 that school staff understands and demonstrates how strong relationships with parents contribute to effective teaching and learning.	Proficient

	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.	Teachers informally collect some student needs data and some parents are contacted to discuss those needs.	Apprentice

	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: 2.43

	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 relies on one-way communication in English to inform parents about academic goals, class work, grades and homework. (For example, newsletters, marquees, and agendas.)	Apprentice

	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.	Student achievement data or achievement results are communicated informally to parents by school staff.	Apprentice

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

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

	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: 2.43

	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 policies ensure active roles for parents on SBDM committees, in school improvement planning, and also in decisions about the education of their individual children.	Proficient

	Statement or Question	Response	Rating
4.6	Parents report that they are treated as valued partners on school leadership teams, SBDM council and committees, the school council, and other groups making decisions about school improvement.	Parents report that they are treated as valued partners on school leadership teams, SBDM council and committees, and other groups making decisions about school improvement.	Proficient

	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: 2.33

	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.	There is evidence that school staff know which students have a parent or another adult who can speak up for them regarding their academic goals and learning needs.	Apprentice

	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 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).	Proficient

	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 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.	Proficient

	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 makes minimal effort to encourage parents to advocate for their child's academic success.	Apprentice

	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: 2.17

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

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

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

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

	Statement or Question	Response	Rating
6.5	School council has a classroom observation policy that welcomes families to visit all classrooms.	School 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: 2.33

	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 periodically meets with some business leaders to discuss information on student achievement.	Apprentice

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

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

	Statement or Question	**Response**	**Rating**
7.4	School staff collaborates with businesses, organizations, and agencies to address individual student needs and shares that information with parents.	School staff 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 are made aware of family support services in school and in the community that are provided for students. (For example, families know about community resources through school coordinators but it is up to the family to access those resources).	Apprentice

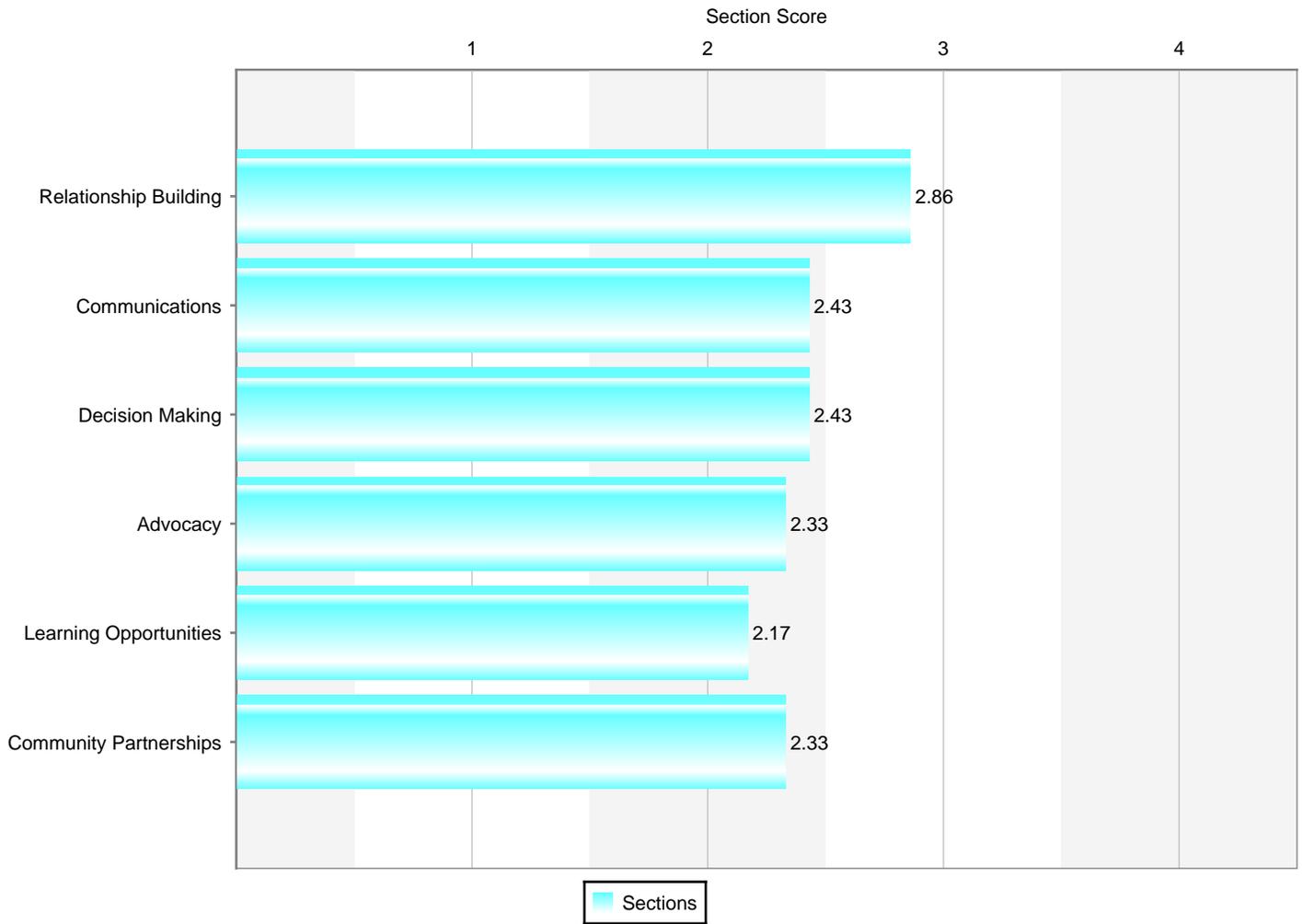|	**Statement or Question**	**Response**	**Rating**
7.6	School staff offers and publicizes community-based learning activities aligned with the curriculum, such as tutoring linked to the curriculum and internships, for all students and parents.	School staff maintains a resource directory on some agencies, programs and services that will provide services for students.	Apprentice

Reflection

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

When analyzing our results of The Missing Piece, our overall highest score appeared in the area of "relationship building". This is an area of strength for our school as our parents understand they are actively welcomed when they visit the school. They also report that school staff understand and demonstrate how strong relationships with parents contribute to effective teaching and learning. We will continue to maintain strong relationships with our parents, as this is a direct correlation to the success of our children. In the area of "relationship building" we will continue to improve our focus on individual student needs and progress for all children When analyzing our results of The Missing Piece, the lowest overall score appeared in the area of "learning opportunities". We offer a variety of opportunities for our parents to participate in decision making at the school level. Opportunities are also available to discuss student achievement and strategies to increase parental understanding of child development. In the past several years, we have offered a variety of convenient locations to help parents develop skills in supporting their children's learning with minimal success. In order to improve in this area, we will continue to utilize feedback from parents, staff, and community members to increase involvement in the activities that are offered.

Report Summary

Scores By Section

Section Score

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.

We strive to involve all staff and parents at some point during the CSIP development. A committee is created before the school year begins that outlines the job responsibilities for each. The committees are selected based on those that have an interest in the particular area, a certain skill set, or an enthusiasm to learn in a specific arena. All staff are made aware of their final committee placements before the school year begins. Each team also is composed of parent members based on parent feedback at the beginning of the year. We always invite our parents to participate in our committees based on their interest level. After we receive feedback from parents, each committee makes contact with those interested to discuss available dates and times to meet. Our meetings tend to work around the schedule that best suits our parents so that all are able to be involved. The committee then reviews and modifies the current year CSIP as needed, with administrative assistance. The draft is presented to the staff to increase stakeholder involvement and any suggestions are notes and changed as appropriate. At this point, the CSIP is presented to SBDM for final approval before being complete.

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

As stated our CSIP committee is responsible for the initial modification with administrative support. The committee is made up of a teacher from each grade level as well as specialty areas and parents. Their responsibility is to review the data provided (TELL survey, MAP, Aimsweb) and ensure the goals and objectives presented on the plan mirror the strengths and areas of improvement evident in the data. A survey is also presented to all staff and all parents to increase feedback and help ensure our plan is addressing the current needs of our school.

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

After the CSIP committee has reviewed all data points and made any modifications needed to the plan, it is presented to all staff for any additional questions, comments, or concerns, The process is reviewed with all staff and a window is determined to ensure all stakeholders feel they have the time needed to offer suggestions. After this the CSIP is presented to SBDM for final approval. Once the CSIP is in place, our committee continues to meet monthly to discuss progress on all activities listed. At this time, we are able to add progress notes and keep notes of changes that may need to be made in the future. This information will be shared with all staff and parents twice a year (February and May) to update all stakeholders of the progress and collect any feedback necessary for future decisions. We will also send a survey at the end of the year to ensure the effectiveness of our processes to know how to increase involvement for the next school year.

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	10/17/13	

Label	Assurance	Response	Comment	Attachment
3.	Did the SBDM Council adopt the EMP?	Yes	10/17/13	

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	08/20/15	

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	08/05/15	

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		

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	10/01/14	

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 Fire Safety regulations), Lockdown, Severe Weather and Earthquake)	Yes	Fire - 08/7/15; 8/17/15 Severe Weather - 8/26 Earthquake - 10/15/15	

Label	Assurance	Response	Comment	Attachment
13.	Are processes in place to ensure all four emergency response drills (Fire in compliance with 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	The data from 2015 TELL Survey and School Report Card has been reviewed by the SBDM council, administrative team and staff. This data has been compared with the 2013 data to determine growth in specific areas and the next steps to improve the barriers to achieve equitable access to effective educators.	

What are the barriers identified?

After examining the school report card the areas of work conditions and overall effectiveness of school teachers and leaders, data shows our school agreement percentages were higher than the district or state average. In recruitment, hiring and placement information shows that approximately 40 candidates apply for a general education position in our school. Once they are hired our percentage of teacher turnover is 15.4% lower than the state and district levels.

Our barriers shows in the TELL survey under professional development: * In this school, follow up is provided from professional development (76.9 % agree); * Teachers have sufficient training to fully utilize instructional technology (77.8% agree); and Professional development provides ongoing opportunities for teachers to work with colleagues to refine teaching practices (82.1% agree). Other barriers from the TELL survey shows lack of resources and lack of appropriate level of influence on decision making in our school. Therefore our barriers are related to the category of working conditions.

What sources of data were used to determine the barriers?

TELL Survey (2015), School Report Card and District Academic Data (MAP, AIMSweb and formative assessments)

What are the root causes of those identified barriers?

* Our school must ensure that ongoing, job-embedded professional development strategies must be systematically provided to all teachers but especially our new teachers.

* Time must be provided to practice new strategies and to evaluate their effectiveness with our students.

* Technology training must be utilized and expanded for instruction. This will take additional training for our new teachers concerning programs and websites used at Trigg County Primary School.

* Committees must work effectively providing everyone with a voice in decision making.

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

Our data shows that our teachers are accomplished in most areas (99.0% district).

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.

Our SBDM student placement policy states: "The principal and teachers on each team will determine the assignments of students to classes on their team, keeping in mind the appropriate teacher/pupil ratio, boy/girl ratio, ethnic ratio,special education, Title I programs, gifted education, socio-economical and the legal guidelines for programs." All teachers are highly qualified with two teachers proceeding through KTIP this year.

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 aspects of data are reviewed as class lists are created before the beginning of the school year. At the end of each year, teachers complete paperwork that summarizes their scores with various benchmark assessments as well as any other identifying factors necessary for placement. This data is used by building administrators to determine classroom assignments.

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

All aspects of school culture and data are analyzed when determining teacher hiring and recruitment. We have to continue to work on strategies to ensure retention of qualified teachers.

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?

We try to ensure that all information is visible in a variety of capacities such as the website, newsletters, meetings, etc. We are always looking for more innovative ways to teach our children so we want to make sure this message is clear to ensure our expectations are evident before hiring.

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

We strive to recognize our teachers for their efforts in a variety of ways during the school year. This is an effort to remind others that greatness is celebrated. This is done through a monthly traveling trophy as well as various incentives during the year in areas such as attendance, test scores, etc. We also encourage teachers to take on PD and leadership roles as appropriate to allow the practicing teacher

voice to speak in ways that the administrative voice cannot.

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

We have a district level system designed to help new teachers and those new to the district adjust to their job. However, this consists of a few meetings a year as a total group and could be more effective to really meet the individual needs of our teachers as they start with our school system. This is an area that we need to be more intentional. As a school we need to put more of a focus on the needs of our first year teachers. We assign mentors but this can be more of a precise process to ensure needs are being met.

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

Most are addressed through their specific professional learning goals. If a teacher has created a goal that is not addressing the area that is a concern based on PGES data, this is discussed during reflective conversations throughout the year. We offer PD at the school level as well as with our co-op as needed. We offer book studies and PD sessions to help when needed as well.

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

TELL survey results are shared with all staff members so that barriers can be addressed as a group. Committees are focused on the various needs including those addressed with the TELL survey to ensure a strong teacher voice in decision making. Teachers have outlets that can be used to express questions or concerns without requiring a name to be used as well as ensuring an open door policy so the atmosphere is one that is open and willing to work through concerns.

Questions

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

All goals and objectives on our CSIP will increase the equitable access for our students.

Strategy: Community/Family Involvement - Activities: United Way BornLearning Academy, Ready Set Kindergarten, PLAYschool, CECC, School Tours

Strategy: Preschool Learning Environment - Activities: ELLN, Teaching Strategies Gold, Monthly Preschool Meetings and Innovation.

Strategy: Continuous Assessments - Activities: Learning Continuum, PLC work, Program Review, Technology.

Strategy: Response to Intervention - Activities: MAP benchmarks,, Researched-based interventions, Intervention reviews, Full time interventionist, Teacher/TAG collaboration

Strategy: Parent and Community Involvement: Dental Program, Grade Level Musicals, 5K walk/run, Math/Reading nights

Strategy: School-Wide Positive Behavioral Support - Activities: PBIS training, Monthly PBIS committee meetings, Wildcat Den, Student Ambassadors, Positive Behavioral Referrals