

## Phase III: Executive Summary for Schools\_High School

Phase III: Executive Summary for Schools

### **Trigg County High School**

Shannon Burcham  
203 East Main Street  
Cadiz, Kentucky, 42211  
United States of America

Target Completion Date: 12/20/2017

Last Modified: 12/15/2017

Status: Open

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## Phase III: Executive Summary for Schools

### Executive Summary

#### Description of the School

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

Trigg County High School (TCHS) is a small rural school in Western Kentucky located on the Kentucky/Tennessee boarder. The county seat of Trigg County (population 14,000) is Cadiz, Kentucky and is known as the Gateway to Land Between the Lakes National Recreation Park. The student population is 636 students and includes grades nine thru 12. TCHS is staffed with a principal, 2 assistant principals, two Guidance Counselors, a school nurse, media specialist, and 38 teachers. Trigg County High School serves a community that is primarily rural and the largest employer is the public school system with the local hospital being the second and several large corporate farms in the mix. The following percentage represent our current demographic information: Male: 53.09% Female: 46.90% Free/Reduced lunch: 54.07% White: 82.89% Black: 9.28% Hispanic: 3.25% American Indian/Alaskan: .32% Two or more: 4.23% Special Education:

### **ATTACHMENTS**

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#### School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs.

Describe how the school embodies its purpose through its program offerings and expectations for students.

School's Purpose The Vision of Trigg County High School is to create an innovative learning environment where students, staff, and faculty promote a passion for learning through a cognitively challenging curriculum that is personalized, fosters tolerance and diversity, and teaches the academic and social skills necessary for students to realize their potential as 21st century citizens in both academic and career settings. Our Mission at Trigg County High School is to provide a safe and positive environment that will prepare each student for college and career success. Core Values shared across the TCPS district include a commitment to the following: Mastery Learning: A commitment to support ALL students in mastering world class knowledge and skills; regular ongoing formative assessment by teachers, and high quality corrective instruction (interventions). Personalized Learning: A commitment to be learner centered allowing for student voice; pacing is driven by individual student needs, tailored to learning preferences and customized to the specific interests of different learners. Authentic Learning: A commitment to immerse students in authentic and meaningful applications of the world class knowledge and skills with a variety of assignments, projects, tasks, experiences, and assessments; connecting what students are taught in school to real-world issues and problems. Continuous Improvement: A commitment to excellence which requires us to embrace a growth mindset that encompasses ongoing learning, reflection, risk taking, and innovation, for students and staff. Relationships: A commitment to know and be known as demonstrated through trusting interactions, investing time, and taking a personal interest with and among students, teachers, and community members to ensure every individual feels valued. Our students have opportunities to grow and excel in many areas including academics, leadership, athletics, music, drama, art, and vocational programs. Although a small school located in a rural setting, Trigg County High School provides its students opportunities often found in larger school systems. Trigg County High School's educational program meets the needs of all students through an increasingly personalized approach to learning. One example of this effort is the adoption and use of the Summit Personalized Learning Platform/System by approximately 12 teachers and 400 students beginning with the 2016-17 school year. TCHS expanded use of the Summit Personalized Learning Platform to include 19 teachers and approximately 500 students in the

2017-18 school year. This personalized system of learning provides rigorous, deeper learning experiences that allow students the opportunity to move ahead, receive a variety of interventions, and develop their abilities to become self-directed learners. Additionally, TCHS continues its partnership with the Cadiz/Trigg County Rotary Club and Murray State University to provide our students a unique learning experience known as Thoroughbred Academy. Thoroughbred Academy identifies Junior and Senior students who have met the Council on Postsecondary Education (CPE) ACT benchmarks and offers them the opportunity to take 12 college credit hours per year for two years. This effort as well as others, has led to nearly 400 enrollments in Dual-Credit programs at TCHS and a record number of placements in internship and Co-Op experiences during the 2016-17 school year.

## **ATTACHMENTS**

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### Notable Achievements and Areas of Improvement

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

Trigg County High School has met their goal of being a proficient high school based upon the Kentucky Accountability system for four (4) consecutive years from 2012 thru 2016. Trigg County Public Schools has been designated as a District of Innovation with TCHS as a catalyst of innovation for the district. The TCHS staff has embraced Project Based Learning as form of inquiry-based learning that is contextual, creative and shared, where students collaborate on projects that require critical thinking and communication. TCHS and its staff are striving to improve the proficiency levels of all students through a strategically planned implementation of blended, project-based, and personalized learning. Three populations of students at TCHS which have performed at lower levels on the state accountability assessments include the following: African American, students with disabilities, and students qualifying for free or reduced lunch. Of the three populations, the most significant gaps in performance generally occur within our students with disabilities, followed by African American student performance and our free and reduced lunch population. The barrier that prevents closure of achievement gaps across all populations is a system of traditional "school structures that force students to learn the same thing, on the same day, in the same place with other students who are their same age, with the same teacher, going through the same curriculum to be assessed in the same way". ([http://www.ascd.org/publications/educational\\_leadership/dec16/vol74/num04/Getting-Schools-Ready-for-the-World.aspx](http://www.ascd.org/publications/educational_leadership/dec16/vol74/num04/Getting-Schools-Ready-for-the-World.aspx) What we know from experience is that traditional models of instruction have not closed the gaps in student performance of these populations. Often the gaps that exist at an early age, continue into high school and may even widen over time. Trigg County High School is committed to the development of a personalized learning experience that will mentor students, build relationships, take into account their interests and passions, and provide opportunities for exploration of pathways in a variety of career and technical settings; Trigg County High School, with the support of district personnel and our Board of Education has begun a number of initiatives designed to better meet the needs of each student. Through the integration of technology and the ongoing development of a system of personalized learning, our teachers and staff are working to provide a deeper learning experience for all students that will ensure that each student demonstrates mastery of core knowledge, application of a broader set of skills, and demonstrates the ability to transfer their knowledge and skills across a variety of problem-based and authentic learning experiences. In doing so, we have committed to and will continue to develop our collective capacity to facilitate higher levels of learning for all students. Specific initiatives that will continue to evolve and improve through the use of a design-thinking process include: - Implementation of a model of standards based grading (to facilitate mastery learning); - Integration of a variety of models of blended-learning to individualize learning for each student and improve upon the traditional ratios of 1:25 or

more; - Dual-Credit offerings (grades 11-12); and - Authentic learning experiences for all students through Intercession, flex days, internships, Co-Op, and project-based learning experiences.

### **ATTACHMENTS**

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#### Additional Information

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

Covered in the above questions.

### **ATTACHMENTS**

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## ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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## Phase III: Goal Builder for Schools\_High School

Phase III: Goal Builder for Schools

### **Trigg County High School**

Shannon Burcham  
203 East Main Street  
Cadiz, Kentucky, 42211  
United States of America

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## Phase III: Goal Builder for Schools

### Comprehensive School Improvement Plan

#### Understanding Continuous Improvement: Goals, Objectives, Strategies and Activities

**Rationale:** The development of goals and objectives to be obtained through strategies and activities is an essential component of executing a continuous improvement plan. In short, the Needs Assessment completed during Phase II expresses the school or district's CURRENT STATE, while goals, objectives, strategies and activities should succinctly plot the school or district's course to the DESIRED STATE. Here are the operational definitions of each integral component of the Goal Builder.

**Goal:** Long-term target based on Kentucky Board of Education Goals. Schools may supplement with individual or district goals.

**Objective:** Short-term target to be attained by the end of the current school year.

**Strategy:** Research-based approach inspired by the 6 Key Core Work Processes designed to systematically address the process, practice or condition that the school/district will focus its efforts upon in order to reach its goals/objectives.

**Activity:** The actionable steps used to deploy the chosen strategy.

**Key Core Work Processes** A series of processes that involve the majority of an organization's workforce and relate to its core competencies. These are the factors that determine an organization's success and help it prioritize areas for growth.

Upload your completed Goal Builder in the attachment area below:

You may enter an optional narrative about your Goal Builder below. If you do not have an optional narrative, enter N/A.

Not necessary

### **ATTACHMENTS**

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## ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
 HS Goal Builder	HS Goal Builder	

## KDE Continuous Improvement Diagnostic\_High School

KDE Continuous Improvement Diagnostic

### **Trigg County High School**

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203 East Main Street  
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## KDE Continuous Improvement Diagnostic

### Part I

Use the link provided to access [The Missing Piece](#) overview. Conduct a thorough review of the rubric found on pages 18-23 in collaboration with a planning team that consists of the building principal, teachers, and council members.

1. List the name and position of each member of the planning team included in this process:

James Shelton--Teacher Wendy Mize--Guidance Counselor Kim Adams--Teacher Matt Ladd-  
Assistant Principal Shannon Burcham--Principal Faye Stevens--Instructional Supervisor

#### **COMMENTS**

Please enter your comments below.

#### **ATTACHMENTS**

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2. Use the [rubric](#) to diagnose 3-5 strengths or leverage points identified with your planning team.

Relationship Building Communication Learning Opportunities

#### **COMMENTS**

Please enter your comments below.

#### **ATTACHMENTS**

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3. Use the [rubric](#) to identify 3-5 critical areas for improvement identified by your planning team.

Decision Making--Restructuring Committees Developing Parent Leaders Increase active participation on committees by both parents and teachers

#### **COMMENTS**

Please enter your comments below.

#### **ATTACHMENTS**

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4. Specifically and explicitly identify action steps that will be taken to address the critical areas for improvement identified in question 3. These steps should be agreed upon by your planning team.

--Finalize and implement committee structures and recruit parents, teachers, students to serve on committees thru applications...student voice committee, Create Principal student voice committee thru applications and student interest, --Select parent leaders and provide learning opportunities to build deeper knowledge and understanding of current school goals. Parent leaders will then be used to work with and provide learning opportunities thru the parent "lens" for other TCHS parents --Provide "See It Live" opportunities for parents to come into the school and visit classrooms and discuss with students and teachers what and how they are learning.

#### **COMMENTS**

Please enter your comments below.

#### **ATTACHMENTS**

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**Part II**

1. Using the results of the school's TELL Kentucky Survey, identify the processes, practices and conditions the school will address for improvement. Provide a rationale for why the area(s) should be addressed.

In 2015, 71.8% felt that professional learning provided deepens teachers content knowledge and in 2017 that decreased to 66.7%. Growth Days, PLC's, and summer PD will be used for teachers to deepen their content knowledge through personal learning provided in each content area.

**COMMENTS**

Please enter your comments below.

**ATTACHMENTS**

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### Part III

1. How will the school engage a variety of shareholders in the development of a process that is truly ongoing and continuous? Include information on how stakeholders will be selected and informed of their role, how meetings will be scheduled to accommodate them and how the process will be implemented and monitored for effectiveness.

Restructuring of committees and developing parent leaders will build a stronger commitment to the TCHS mission and vision. Student Led conferences Exhibition nights See Part 1, question #4

#### **COMMENTS**

Please enter your comments below.

#### **ATTACHMENTS**

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## ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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## CSIP Phase II: Equitable Access to Effective Educators School Diagnostic\_High School

CSIP Phase II: Equitable Access to Effective Educators School Diagnostic

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## CSIP Phase II: Equitable Access to Effective Educators School Diagnostic

### Equitable Access to Effective Educators School Diagnostic

#### Equity Data Analysis:

Provide a brief analysis of the completed school data chart. Include any trends, note-worthy data points or perceptions the data has provided related to equitable access to effective educators. This data analysis should be included in the Comprehensive School Improvement Plan needs assessment. The analysis should address items and/or themes highlighted in yellow. **NOTE:** Attachments Required

For the 2017-18 school year, 54% of the TCHS student population is classified as students from poverty as measured by Free and Reduced lunch. This is an increase from 50.85% from the previous year. Also, according to our district data, free/reduced numbers decrease as the age of students increase in age from almost 70% at the Primary School to the low of 54% at the High School. Only 8.39% of teachers on the TCHS staff have three or less years of experience which has decreased over the past 3 years. TCHS has no teachers teaching out of field. TCHS has 2 teacher completing KTIP for the 2017-18 school year.

#### **ATTACHMENTS**

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#### Barriers and Root Causes:

Identify your school's **barriers** to ensuring equitable access to effective educators for the students most at-risk (students experiencing poverty, minority students, English Learners, students with disabilities) in the school. Explain the **reasons** why these barriers exist. **NOTE:** Attachments Optional

Teacher turnover has improved significantly since the 2014-15 school year, however, turnover combined with the number of teachers with 3 or less years of experience requires a significant need for supervision, mentoring and coaching. As a school of innovation, TCHS professional development is very unique to that of surrounding counties and ample training for the innovation strategies is a must. Recruiting and retaining minority staff is a district wide concern that we are working hard to overcome.

#### **ATTACHMENTS**

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#### Goal Setting:

Complete the School Equity Measures tab within the Equity Workbook. Updated and/or new measures should reflect the analysis of data, barriers, and root causes as listed above. Review the equity measures within this diagnostic and the goals in your CSIP. How are the concerns that have surfaced in the School Equity Measures, analysis of data, barriers and reasons for the barriers reflected in current CSIP goal(s)?

- If so, insert the associated CSIP goal(s) in the cell below.
- If not, create new SMART goal(s) to include in your CSIP to reflect this concern and insert it in the cell below.

\*\*\*Goals should be set high enough to encourage and inspire increased effort while still being attainable.

**NOTE:** Attachments Optional

Improve practices to promote recruitment and retention of high quality and diverse staff by reducing the teacher turnover rate from 10% to 5% in 2019.

#### **ATTACHMENTS**

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#### Strategies and Activities:

Identify **at least one** strategy and activity to address **each goal** identified above that is/will be embedded in the Comprehensive School Improvement Plan. Strategies could include, but are not limited to, recruitment; hiring and placement of teachers and/or students; providing supports for on-going, job-embedded professional learning to improve educator effectiveness; and strategies to retain educators, particularly in high needs schools. Once implemented, these should assist the school in meeting the equity-related goals set in the previous section.

\*\*\*The purpose is to ensure that equitable access to effective educators is incorporated into school planning.

**NOTE:** Attachments Optional

All new teachers will be assigned a mentor teacher. New teacher seminars will take place at both the district level and the

## **ATTACHMENTS**

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## ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
 School Equity Data	School Equity Data	