

## Phase III: Executive Summary for Schools\_Intermediate

Phase III: Executive Summary for Schools

### **Trigg County Intermediate School**

Brian Futrell  
205 East Main Street  
Cadiz, Kentucky, 42211  
United States of America

Target Completion Date: 12/20/2017

Last Modified: 12/13/2017

Status: Open

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## TABLE OF CONTENTS

---

|                         |   |
|-------------------------|---|
| Executive Summary ..... | 3 |
| ATTACHMENT SUMMARY..... | 5 |

## 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 Intermediate School has approximately 469 students, 30 teachers, 4 instructional assistants, a guidance counselor, a librarian, an assistant principal/instructional supervisor, and a principal. Trigg County has a population close to 14,000 people living in its community and is located in Cadiz, Kentucky. The lack of high paying jobs and jobs in general is an extremely huge challenge for this community. The following data represents our current demographics: Gap Group/Total number of students Percentage of Total School Population Hispanic/9 1% American Indian/Alaskan/1 0.20% Asian/4 0.90% African American/30 6% White/390 83% Two or More Races/34 7% Free/Reduced 65% Special Education/62 13%

### **ATTACHMENTS**

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

#### School's Purpose

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

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

Trigg County Intermediate Mission Statement The mission of the Trigg County Intermediate School is to ensure success for all students. Trigg County Intermediate School Vision Trigg vision of the Trigg County Intermediate School is to ensure that all students will learn to be successful and compete in a changing world. Trigg Intermediate School Purpose The following questions prompt us to examine if and how we are living according to our values. We are working to be able to answer "Yes!" to them all. Integrity •Do we promote personal responsibility? •Are we accountable to one another? •Do we fulfill our commitments? •Do we build trust being honest with one another? Respect •Do we treat others the way we would choose to be treated? •Are we open to other viewpoints? •Do we offer equal opportunities to contribute? •Do we appreciate our differences and value our various strengths? Support •Do we offer help when others are facing challenges? •Do we provide encouragement and resources? •Are we generous in offering caring and comfort to others? •Do we bring compassion to our interactions with one another? Inspiration •Are we enthusiastic about learning? •Do we enjoy what we do? •Are we motivated by our environment? •Are we involved in making our school a great place? Success •Do we strive to reach our potential? •Do we set goals and work to achieve results? •Do we live and learn with pride? •Do we celebrate our successes Community •Do we create a safe and welcoming environment? •Do we foster a sense of belonging? •Do we build healthy relationships? •Do we communicate effectively with one another?

### **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 Intermediate School received a Proficient Progressing overall category in the 2015 school year on the K-PREP assessment with an overall score of 71.6 and a percentile rank of 85. Novice reduction in reading and mathematics took place in both subject areas. Our mission at TCIS is to try to decrease novices in all subject areas each school year on the KPREP

Assessment. TCIS in 2016 and 2017 school years saw a increase of novices in math while reading novices increase in 2016 and level off in 2017.

### **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.

Trigg County Intermediate School is a member of the District of innovation in the State of Kentucky. TCIS is currently piloting Summit Learning Curriculum Platform for half of the 4th and 5th grade levels. Summit Schools are located in California and help provide professional development trainings for administration and teachers throughout the school year to help implement personalized learning with our students. The pilot is in its first school year for our school year and with it comes many challenges for administrators, teachers, students, and our parents. This is a new way of learning for students and teaching for teachers. The ultimate goal is for students to become self-directed learners, reflect, plan, and set goals for their own learning. We have seen our State K-PREP Assessment Data decrease over the past two years since we have implemented some of these new innovation models. TCIS remains focused on closing gaps and hope to see better results in our accountability testing in the future.

### **ATTACHMENTS**

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## ATTACHMENT SUMMARY

| Attachment Name | Description | Item(s) |
|-----------------|-------------|---------|
|-----------------|-------------|---------|

## Phase II: The Needs Assessment District Diagnostic Intermediate

Phase II: The Needs Assessment District Diagnostic

### **Trigg County Intermediate School**

Brian Futrell  
205 East Main Street  
Cadiz, Kentucky, 42211  
United States of America

Target Completion Date: 12/20/2017

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---

## TABLE OF CONTENTS

---

|                                                                  |   |
|------------------------------------------------------------------|---|
| Understanding Continuous Improvement: The Needs Assessment ..... | 3 |
| ATTACHMENT SUMMARY.....                                          | 5 |

## Phase II: The Needs Assessment District Diagnostic

### Understanding Continuous Improvement: The Needs Assessment

**Rationale:** In its most basic form, continuous improvement is about understanding the **current state** and formulating a plan to move to the **desired state**. The comprehensive needs assessment is a culmination of an extensive review of multiple sources of data collected over a period of time (2-3 years). It is to be conducted annually as an essential part of the continuous improvement process and precedes the development of strategic goals (desired state).

The needs assessment requires synthesis and analysis of multiple sources of data and should reach conclusions about the **current state** of the school/district as well as the processes, practices and conditions that contributed to that state.

The needs assessment provides the framework for **all** schools to clearly and honestly identify their most critical areas for improvement that will be addressed later in the planning process through the development of goals, objectives, strategies and activities. **As required by Section 1008 of the Every Student Succeeds Act (ESSA), Title I schools must base their program upon a thorough needs assessment.**

#### Protocol

Clearly detail the process used for reviewing, analyzing and applying data results. Include names of school/district councils, leadership teams and shareholder groups involved. How frequently does this planning team meet and how are these meetings documented?

Yearly our district has a joint SBDM/school board meeting to analyze our K-PREP results. The SBDM council gets MAP results three times a year. Teachers meet weekly in PLC meetings. Monthly those PLCs focus on data disaggregation. The assessment results that are disaggregated are classroom formative assessments, MAP, AIMSWEB, and K-PREP assessments.

### **ATTACHMENTS**

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#### Current State

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

#### **Example of Current Academic State:**

- 32% of non-duplicated gap students scored proficient on KPREP Reading.
- We saw a 10% increase among non-duplicated gap students in Reading from 2015 to 2016.
- 34%% of our students scored proficient in math compared to the state average of 47%.

#### **Example of Non-Academic Current State:**

- Teacher Attendance: Teacher attendance rate was 87% for the 2016 schools year – a decrease from 92% in 2015.
- The number of behavior referrals has decreased to 198 in 2017 from 276 in 2016.

#### View Attachments

### **ATTACHMENTS**

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

#### Priorities/Concerns

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



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

72% of students in non-duplicated gap scored below proficiency on KPREP test in math as opposed to just 61% of non-gap learners.

## **ATTACHMENTS**

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### Trends

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

In 2015 62% of students in non-duplicated gap scored below proficiency on KPREP test in math. In 2016 68% of students in non-duplicated gap scored below proficiency on KPREP test in math and as you can see from above the 2017 number is even larger.

## **ATTACHMENTS**

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### Potential Source of Problem

Which processes, practices or conditions will the school focus its resources and efforts upon in order to produce the desired changes? Note that all processes, practices and conditions can be linked to the six school improvement strategies outlined below:

[1- Deployment of Standards](#)

[2- Delivery of Instruction](#)

[3- Assessment Literacy](#)

[4- Review, Analyze and Apply Data Results](#)

[5- Design, Align and Deliver Support Processes with Sub-group Focus](#)

[6- Establish a Learning Culture and Environment](#)

Assessment Literacy is our primary focus to bring about improvement.

## **ATTACHMENTS**

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

### Strengths/Leverages

Plainly state, using precise numbers and percentages revealed by current data.



**Example:** Graduation rate has increased from 67% the last five years to its current rate of 98%.

62% of all students reached proficiency on the KPREP assessment in the area of Social Studies in 2017.

## **ATTACHMENTS**

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

**ATTACHMENT SUMMARY**

| Attachment Name                                                                                                                | Description                                   | Item(s) |
|--------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------|---------|
|  TCIS Fall MAP Breakdown - Entire School       | Fall 2017 Fall MAP Breakdown                  |         |
|  Trigg Co Intermediate KPREP Graph Spring 2017 | Trigg Co Intermediate KPREP Graph Spring 2017 |         |

## Phase III: Goal Builder for Schools\_Intermediate

Phase III: Goal Builder for Schools

### **Trigg County Intermediate School**

Brian Futrell  
205 East Main Street  
Cadiz, Kentucky, 42211  
United States of America

Target Completion Date: 12/20/2017

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## TABLE OF CONTENTS

---

|                                             |   |
|---------------------------------------------|---|
| Comprehensive School Improvement Plan ..... | 3 |
| ATTACHMENT SUMMARY.....                     | 4 |

---

## 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.

N/A

### **ATTACHMENTS**

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

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## ATTACHMENT SUMMARY

| Attachment Name | Description | Item(s) |
|-----------------|-------------|---------|
|-----------------|-------------|---------|

## KDE Continuous Improvement Diagnostic\_Intermediate

KDE Continuous Improvement Diagnostic

### **Trigg County Intermediate School**

Brian Futrell  
205 East Main Street  
Cadiz, Kentucky, 42211  
United States of America

Target Completion Date: 12/20/2017

Last Modified: 11/30/2017

Status: Open

---

## TABLE OF CONTENTS

---

|                         |   |
|-------------------------|---|
| Part I.....             | 3 |
| Part II.....            | 5 |
| Part III.....           | 6 |
| ATTACHMENT SUMMARY..... | 7 |



## 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:

Brian Futrell - Principal, Lisa Bush - Assistant Principal, Theresa Wilson - Parent, Brandi Southwood - Parent, Jim Garnett - Teacher, Lisa Ford - Teacher, Abby Fourqurean - Teacher

#### **COMMENTS**

Please enter your comments below.

#### **ATTACHMENTS**

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

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

1. School staff implements systematic steps to encourage parents to attend school activities and participate in decisions about their children's learning 2. School staff offers varied ways that parents can share information with teachers about their children's learning needs. (phone and e-mail contacts, offering parent conferences, Infinite Campus, Summit Learning Platform, SeeSaw, Classroom Dojo). 3. 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.

#### **COMMENTS**

Please enter your comments below.

#### **ATTACHMENTS**

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

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

1. Some teachers ensure that students participate in programs within the community that are linked to student learning. Many of our classrooms participate with the community with their PBLs. We want to see that number increase. 2. School council encourages parents to serve on SBDM committees to increase parent involvement. We would like to see higher levels on parents serving on committees. 3. Parents report that they are sometimes encouraged to take part in discussions about school improvement. We would like to encourage higher levels of parent participation in academic improvement discussions.

#### **COMMENTS**

Please enter your comments below.

#### **ATTACHMENTS**

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

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.

1. Plan parent activities that will increase parent participation in SBDM academic improvement decisions and discussions. 2. Plan intentional strategies to increase the level of parent engagement with the Summit Learning Parent Platform and Mastery Connect Parent Platform. 3.

Increase the number of Problem Based Learning Activities that includes working in cooperation with the community to help solve a problem.

**COMMENTS**

Please enter your comments below.

**ATTACHMENTS**

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

## 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.

We do not take the Tell Survey anymore.

### **COMMENTS**

Please enter your comments below.

### **ATTACHMENTS**

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

### 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.

-Every parent is and will continue to be encouraged to serve on all SBDM committees. -Each parent is provided the opportunity to participate in the Title One Survey in May.

#### **COMMENTS**

Please enter your comments below.

#### **ATTACHMENTS**

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

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## ATTACHMENT SUMMARY

| Attachment Name | Description | Item(s) |
|-----------------|-------------|---------|
|-----------------|-------------|---------|

## **CDIP Phase II: Equitable Access to Effective Educators District Diagnostic\_Intermediate**

CDIP Phase II: Equitable Access to Effective Educators District Diagnostic

### **Trigg County Intermediate School**

Brian Futrell  
205 East Main Street  
Cadiz, Kentucky, 42211  
United States of America

Target Completion Date: 12/20/2017

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---

## TABLE OF CONTENTS

---

|                                                                   |   |
|-------------------------------------------------------------------|---|
| Equitable Access to Effective Educators District Diagnostic ..... | 3 |
| ATTACHMENT SUMMARY .....                                          | 5 |

## CDIP Phase II: Equitable Access to Effective Educators District Diagnostic

### Equitable Access to Effective Educators District Diagnostic

#### Equity Data Analysis:

Provide a brief analysis of the completed district 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 District Improvement Plan needs assessment. The analysis should address items and/or themes highlighted in yellow. **NOTE:** Attachments Required

The Intermediate School has a high percentage of free and reduced students. We also have a high percentage of teachers that have more than 4 years of teaching experience.

#### **ATTACHMENTS**

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

#### Barriers and Root Causes:

Identify your district'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 district. Explain the **reasons** why these barriers exist. **NOTE:** Attachments Optional

-Almost a fifth of our students are minorities and we only have 1 1/2 teachers in our school that are minorities. We would like to see an increase in minority certified teachers. -We would like to increase professional development opportunities provided to ensure teachers are using the best instructional practices and strategies for students experiencing poverty and minorities.

#### **ATTACHMENTS**

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

#### Goal Setting:

Complete the District 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 CDIP. How are the concerns that have surfaced in the District Equity Measures, analysis of data, barriers and reasons for the barriers reflected in current CDIP goal(s)?

- If so, insert the associated CDIP goal(s) in the cell below.
- If not, create new SMART goal(s) to include in your CDIP 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

See CSIP goals related to Math and Reading

#### **ATTACHMENTS**

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

#### Strategies and Activities:

Identify **at least one** strategy and activity to address **each goal** identified above that is/will be embedded in the Comprehensive District 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 district 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 district planning.



**NOTE: Attachments Optional**

Increase the level of professional development opportunities provided for teachers to increase their level of understanding and provide teaching strategies for working with students experiencing poverty and minorities.

**ATTACHMENTS**

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

**ATTACHMENT SUMMARY**

| Attachment Name                                                                                                 | Description                            | Item(s) |
|-----------------------------------------------------------------------------------------------------------------|----------------------------------------|---------|
|  Trigg Co Equity Data           | District Equity Data Chart             |         |
|  Trigg Co Equity Data with NBCT | Equity Data with NBCT numbers included |         |