Phase III: Executive Summary for Schools_Middle

Phase III: Executive Summary for Schools

Trigg County Middle School
Amy Breckel
206 Lafayette Street
Cadiz, Kentucky, 42211
United States of America

Target Completion Date: 12/20/2017
Last Modified: 11/22/2017
Status: Open

TABLE OF CONTENTS

e|Prove diagnostics

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 Middle School (TCMS) is a small rural school located on the Kentucky/Tennessee border. The county seat of Trigg County is Cadiz,Kentucky and is known as the Gateway to Land Between the Lakes National Recreation Park. The student population is 477 students and includes grades six thru eight. TCMS is staffed with a principal, assistant principal, two guidance counselors, a school nurse, nine classified staff, a library media specialist and 31 teachers. Trigg County Middle serves a community that is primarily rural and the majority of jobs in our community do not require a college degree. The public school system is the largest employer with the local hospital be the second with several large corporate farms in the mix.

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.

Philosophy--Trigg County Middle School functions under the premise that its purpose is to provide an education for every child. Education, in this context means the opportunities and experiences necessary to acquire and utilize knowledge. Each child's maturation level, abilities, skills, needs interests, attitudes and goals are considered. Equal opportunities are provided for every student regardless of race, creed, sex or attitude. Trigg County Middle School contends that each student has the right to maximize personal, innate abilities. The school's collective goal is to prepare every child to be a successful, functional citizen who is capable of assuming a place in this ever-changing, informational and democratic society. The educational process of Trigg County Middle School is a collective process with students, parents, faculty, administration, members of the board of education, and community members, each meeting the challenge of performing individually designated tasks. The process is accomplished through mutual respect and cooperation and takes place utilizing all aspects of the human and physical environment. The interrelationships and support among these six components lead the student to develop ethically , emotionally, academically and physically. Our school vision is "Preparing Each Student For the Future." Our mission statement is, "Trigg County Middle School will be a high performing school whereby each student is provided rigorous, engaging, relevant activities every day in an atmosphere that is conducive to learning. Each student will leave TCMS prepared for the future." TCMS is constantly reviewing course offerings to enrich and meet the goal of every child being College and Career Ready. Along with the Core courses of Mathematics, Reading, English, Social Studies, Science, Arts and Humanities, and Practical Living, TCMS also offers advanced courses in Reading and Math including Pre Algebra and Algebra 1. TCMS also offers Programing and Robotics, Spanish, French and World Cultures during enrichment to enhance the educational experience for our students. Comprehensive

ATTACHMENTS

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

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 Middle School has embraced our District of Innovation model and is striving to provide learning that is meaningful and applicable in the 21st century. A typical student at TCMS will not mirror a student in our surrounding counties but will be asked to dive deeper into experiences that will force them to "think outside of the box". TCMS will continue to reflect and improve on our process we use to develop problem based learning experiences that are intended for students to reach a deeper level of learning. We will use our professional learning communities as well as our cross grade level critical friend groups to collaborate to refine our tasks/products we are helping our students to produce. In 2016-17, TCMS implemented the Summit Learning Platform in which students work at their own pace to master basic skills along with projects to apply those skills. In the 2016-17 school year, 107 students at the 6th grade level were involved and we currently have 111 students in all content areas in the platform, 168 students at the 7th grade level and 154 students at the 8th grade level in at least one content area in the Summit Learning Platform. ADD a POSITIVE FROM DATA According to the results of the 2016-17 KPREP assessment, more than 50%of students with IEPs scored in the Novice range in the areas of Reading, Math, and Language Mechanics. The percentage of students with IEPs scoring in the novice range was more than double the percentage Novice scores obtained by the student population as a whole. However, the percentage of Novice scores earned by students with IEPs was lower in all areas than the percentages obtained during the 2014-15 school year. With the exception of On-Demand Writing and Language Mechanics, the percentage of students with IEPs scoring in the Novice range is higher at Trigg County Middle School than across the state. The greatest discrepancy was in the area of Social Studies with approximately 50% of students with IEP scoring Novice compared to 35% statewide.

ATTACHMENTS

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

Additional Information

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

Our goal at TCMS is to educate the entire child and provide learning experiences that focus on the Trigg County Public School's Core Values: Mastery Learning, Personalized Learning, Authentic Learning, Continuous Improvement, and Relationships.

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)

eProve diagnostics

Phase II: The Needs Assessment School Diagnostic_Middle

Phase II: The Needs Assessment School Diagnostic

Trigg County Middle School
Amy Breckel
206 Lafayette Street
Cadiz, Kentucky, 42211
United States of America

Target Completion Date: 12/20/2017
Last Modified: 12/07/2017
Status: Open

TABLE OF CONTENTS

e|Prove diagnostics

Phase II: The Needs Assessment School 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?

TELL survey data Council of Council meeting on October 26, 2017 to disaggregate data by groups. PLC's Planning meetings with Teachers. Student Led Conferences Title 1 Meeting Design Team Meeting Critical Friend Groups SBDM meetings Use of 100 day plans from staff MAP data There are several different methods in which we collect information to be considered for the TCMS CSIP.

ATTACHMENTS

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

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.

23.4% of non-duplicated gap students scored proficient on KPREP Math. 32.5% of our students scored proficient in math compared to the state average of 47%. 67.5% of our students scored

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.

76.6% of student in non-duplicated gap scored below proficiency on KPREP test in math as opposed to 67.5% of non-gap learners. 32.5% of our students scored proficient or above in math as compared to 47% of the state.

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

Trends

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

The Non-Duplicated Gap group combined reading and math percent of proficient increased from 26.4% in 2014-15 to 31.9% in 2015-16 on the KPREP assessment but then dropped down to 23.4% in 2016-17.

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

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

Deployment of Standards

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%.

The Non-Duplicated Gap group combined reading and math percent of proficient increased from 26.4% in 2014-15 to 31.9% in 2015-16 on the KPREP assessment but then dropped down to 23.4% in 2016-17.

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)

eProve diagnostics

Phase III: Goal Builder for Schools_Middle

Phase III: Goal Builder for Schools

Trigg County Middle School
Amy Breckel
206 Lafayette Street
Cadiz, Kentucky, 42211
United States of America

Target Completion Date: 12/20/2017
Last Modified: 11/30/2017
Status: Open

TABLE OF CONTENTS

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.

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
📄 MS CSIP Goal Builder 2017-18	MS CSIP Goal Builder 2017-18	

eProve diagnostics

KDE Continuous Improvement Diagnostic_Middle

KDE Continuous Improvement Diagnostic

Trigg County Middle School
Amy Breckel
206 Lafayette Street
Cadiz, Kentucky, 42211
United States of America

Target Completion Date: 12/20/2017
Last Modified: 12/06/2017
Status: Open

TABLE OF CONTENTS

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:

Michael Stinnett--Teacher Laura Miller--Parent Amy Breckel--Principal/Parent Zach Adams--Teacher Joy Stallons--Guidance Counselor Brittney Stewart--Teacher/Parent Debra Jenkins--Assitant Principal Kristen Long--Teacher Molly Oliver--Parent Zach Adams--Teacher Faye Stevens--Instructional Supervisor

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.

Relationship Building Communication Community Partnerships

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.

Involvement of Community Organizations Involving Parents in the decision making process Parent Participation on Committees

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. The SBDM chair will include invites in the daily emails to parents to serve on committees. 2. The SBDM chair will follow up with those interested to secure a meeting time that is best for all members. 3. TCMS will provide Professional learning opportunities for parents beyond basic SBDM council training. i.e. Reading and Math nights, Exhibition night to share student learning, Individual Learning Plan (ILP) training, etc...

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 adressed.

Professional Learning--According to the 2017 TELL survey 47.1% agree that Professional learning is evaluated and results are communicated to teachers. This is lower than the 2015 TELL survey results in which 59.4% agreed. Administration will ensure that an evaluation will be completed at the end of all PD sessions and will discuss these results with teachers and district instructional staff to make changes as needed.

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.

Student Led conferences Exhibition nights See Part 1, question #4

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

eProve diagnostics

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)

eProve diagnostics

CSIP Phase II: Equitable Access to Effective Educators School Diagnostic_Middle

CSIP Phase II: Equitable Access to Effective Educators School Diagnostic

Trigg County Middle School
Amy Breckel
206 Lafayette Street
Cadiz, Kentucky, 42211
United States of America

Target Completion Date: 12/20/2017
Last Modified: 12/07/2017
Status: Open

TABLE OF CONTENTS

eProve diagnostics

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

Trigg County Middle School has a total student population of 483 students and of those 56.1% receive free or reduced lunch meals which is over half of our student population and very significant . Another significant point to note is that 24.35 % of the TCMS staff has 1-3 years of teaching experience. TCMS has 4 new teachers which is only a 10% turnover rate for the 2016-17 school year and is significantly lower than previous years.

ATTACHMENTS

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

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, TCMS 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

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

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

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 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

Assign an experienced Mentor teacher for all new teachers.

<u>ATTACHMENTS</u>

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

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
🔗 MS School Equity Data FY18	MS School Equity Data FY18	, , ,

Phase III: Closing the Achievement Gap_Middle

Phase III: Closing the Achievement Gap

Trigg County Middle School
Amy Breckel
206 Lafayette Street
Cadiz, Kentucky, 42211
United States of America

Target Completion Date: 12/20/2017
Last Modified: 12/07/2017
Status: Open

TABLE OF CONTENTS

eProve diagnostics

Phase III: Closing the Achievement Gap

I. Achievement Gap Group Identification

Schools should use a variety of measures and analysis to conduct its annual GAP report pursuant to KRS 158.649.

Complete the Achievement Gap Group spreadsheet and attach it.

308/478 64.44%

ATTACHMENTS

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

II. Achievement Gap Analysis

A. Describe the school's climate and culture as they relate to its gap population.

With almost 65% of our student population falling into the Gap category, TCMS has several supports in place to meet both academic and social \emotional needs of our student population. TCMS relies heavily on our Guidance department and Youth Services Center to provide and coordinate services to meet the emotional needs of our students. We are fortunate to have added counseling support from Mountain Comprehensive Care (MCC) and Pennyroyal Mental Health, both outside agencies. TCMS also provides academic support for students identified through our MAP Universal Screener who are not at benchmark. TAG (Targeted Assistance and Growth) supports are provided throughout the day above and beyond the core curriculum.

B. Analyzing gap trends and using specific data from the previous two academic years, which gaps has the school successfully closed and which ones persist? Use the work steps below to answer.

None have been closed.

C. Based upon the analysis of the gap data, identify the gap groups and content areas where the school has shown improvement.

African American and the Disability --Math increased the number of students scoring proficient/ distinguished African Americans --Reading--increased the number of students scoring proficient/ distinguished Students with Disabilities --Writing--increased the number of students scoring proficient/distinguished

D. Based upon the analysis of the gap data, identify the gap groups and content areas where the school has lacked progression or regressed.

African American -- Reading, Social Studies and Writing Free and Reduced Lunch-Math, Reading, Social Studies and Writing

E. Describe, in detail, the school's professional development plan and extended school services plan as related to its achievement gaps.

Math is targeted by TCMS as the content area that needs the most significant attention. Teachers will work to ensure a cohesive, sequential and viable math curriculum based on Kentucky Core Content Standards. Teachers will conduct curriculum reviews to ensure that all units of study provide application and rigor within the learning process. Teachers are and will provide ESS services (as funding is available, due to the 17% funding cut)

ATTACHMENTS

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

F. Describe the processes, practices and/or conditions that have prevented the school from closing existing and persistent achievement gaps.

In the last 4 years TCMS along with the rest of the Trigg County School district have started to implement several innovative instructional strategies. We have begun to put our students in the driver seat of their learning. As with any new implementation, often there is an "implementation dip" before an increase so we are experiencing that right now.

G. Describe the process used to involve teachers, leaders, and other stakeholders in the continuous improvement and planning process as it relates to closing the achievement gap. List the names and roles of strategic partners involved.

With Math as an overall area targeted for improvement in all groups at TCMS, we are starting the discussion where the rubber meets the road, with classroom teachers We started with a curriculum

review during the summer of 2017 to ensure that our math curriculum is aligned to Kentucky Core Curriculum. The plan is to meet again at the end of November and again in January of 2018 to review and revise the current plan. The principal, Assistant Principal and Instructional Supervisor will conduct classroom visits and discussions with teachers to review student data to ensure implementation.

e|Prove diagnostics

III. Planning the Work

Review the following flowchart to aid in completing the work.

Closing the Gap

Step 1: Download the Closing the Achievement Gap Summary spreadsheet.

Step 2: Complete your findings and answers.

Step 3: Upload the Completed Closing the Achievement Gap Plan Summary spreadsheet.

Spreadsheet has been uploaded

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)

eProve diagnostics