

## Phase III: Executive Summary for Schools\_Primary

Phase III: Executive Summary for Schools

### **Trigg County Primary School**

Cassandra Ann Taylor  
205 East Main Street  
Cadiz, Kentucky, 42211  
United States of America

Target Completion Date: 12/20/2017

Last Modified: 11/28/2017

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?

Located in rural western Kentucky, Trigg County Primary School serves 515 students, preschool through the second grade. We provide an educational atmosphere that challenges all students to reach their highest academic potential. Due to a 68% free/reduced rate (K-2), we are a school wide Title 1 program. The closing of our largest manufacturing business, Johnson Control, both our school and local civic organizations to 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 transient. Therefore, our staff provides classroom Response to Intervention strategies immediately to increase academic skills in weak areas. Trigg County Primary has a daily attendance rate of 95.34%. Our staff exhibits a diversity of talent with three National Board Certified Teachers, regional cadre membership, state-wide innovative programming and an 22:1 student to teacher ratio. Using several formative assessments (AIMSweb, MAP, Common Assessments), we foster activities that are aligned with the Kentucky Core Academic Standards and integrate differentiated instructional practices.

### **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.

During the 2016-2017 summer professional development, our staff reviewed our thoughts concerning our vision, mission, and values. Our 2017 parent night included a presentation about our various school wide programs and Title 1 program. Parents provided feedback about Trigg County Primary School and moving towards 21st Century skills. With providing instruction in communication, collaboration, critical thinking, and creativity (4C's), implementing personalized learning, training in Project Based Learning (PBL) and establishing Standards Based Grading (SBG), and 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 involvement of our parents, students, school family, and community, our students will be provided with diverse learning opportunities to help them to 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 our students, and intervention programs to students reach their highest potential. Using our school-wide Positive Behavior Intervention System (PBIS) and the CHAMPS program, that are monitored by our Safe School monthly committee meeting and providing weekly positive awards, 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 through 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. Students of the Month and positive office referrals are another way our school has taken on a proactive approach towards student behavior success. Students of the Month are selected by each homeroom teacher because of the habits of success and positive role models for the classroom. Students pictures appear on a front office display and names appear in the PAWS (Parents Active With Students) newsletter. Students may also receive a positive behavior referral from our staff. A student that has been caught showing one of our value statements to other students can be referred to the front office. The students name and actions are shared with all students over our morning announcements. To focus on academic growth from birth to entering Kindergarten, we offer the United Way Born Learning 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: Dream Box, Reading Eggs, Lexia, IXL, EducationCity.com, 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. Volunteers also build a relationship that promotes education excellence. 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. These knowledgeable teachers provide training on skills to reduce educational gaps. Our Academic Targeted Assistance and Growth (RtI) provides research-based, scientific interventions that are monitored weekly or twice weekly. The academic TAG committee meets every other month 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 meet with the TAG team 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 student and teacher attendance in a 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.

## **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 Primary School (Pre-2) students transition into Trigg County Intermediate School beginning in the third grade. We are two schools located in one building. We have implemented a district wide assessment, MAP, to monitor student academic growth. Last year 54% of our students reached the end of the year target in reading and 56% in math. Our highest scores in reading were foundational skills and literature/information and in mathematics our highest scores were geometry and measurement/data. Our areas of improvement were language and writing for reading and operations and number in mathematics. This fall our SBDM council implemented ESS services to begin before the second assessment of our district-wide assessment (MAP). With additional assistance earlier in the school year, students could close the gap in academic knowledge so that extra personnel and time will ensure "catch-up" growth with students. During the summer, teachers and TAG (RtI) members met and began interventions on the first day of school for TAG students and those students that repeatedly return to our TAG services. Our teachers will continue their professional development in descriptive feedback, goal setting, Standards Based Grading, Project Based Learning, 4Cs (collaboration, critical thinking, creativity, communication) and Personalized Learning. These areas of development will ensure mastery learning, authentic learning, continuous improvement, personalized learning and relationships. The implementation of the science standards will be achieved through PBL units and activities for deeper learning of subject matter. Our school is participating in the PIMSER Science Grant to administration and teachers in providing rigorous, age appropriate units for mastery learning of science standards. Throughout the year, time is provided to teachers to have additional training in suggested areas of growth. Teachers specializing in specific areas such as SeeSaw technology program, Project Based Learning, Maker Space Programs/Materials, will implement on-going job embedded professional development through "Want To Know More" sessions for our staff. Trigg County Primary School is striving to shift the pedagogy in the classroom. Plans have been developed to create a school of Next Generation Learning and 21st Century thinkers. Our professional development action plan will create units using the 4Cs in conjunction with Project Based Learning, will implement personalized learning in some classrooms, and will evaluate student achievement through the use of Standards Based Grading. To improve instruction in the classroom, our professional development action plan must also include continued learning of formative assessment strategies, descriptive feedback, goal setting, differentiated instruction, individualized instruction, personalized instruction, and revising grade level teams 100 Day Plans to ensure mastery of learning.

## **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.

We are always looking for ways to increase our community partnerships through various outlets. Our community supports our school with wonderful volunteers and civic organizations willing to assist our students, parents and staff. Using our PBL, personalized learning and other innovative activities, we want to provide assistance to our community. 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 stakeholders involved in the change and new direction of our school.

## **ATTACHMENTS**

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## ATTACHMENT SUMMARY

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

## Phase II: The Needs Assessment School Diagnostic\_Primary

Phase II: The Needs Assessment School Diagnostic

### **Trigg County Primary School**

Cassandra Ann Taylor  
205 East Main Street  
Cadiz, Kentucky, 42211  
United States of America

Target Completion Date: 12/20/2017

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Status: Open

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## 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?

To review, analyze, and apply data results, we involve a variety of stakeholders. This information is shared and discussed during faculty meetings as well as during PLC conversations related to their specific team/content. All data is analyzed and results are brought to be discussed with administration during PLC time. Small groups such as the SBDM and the leadership team in the building have met several times to look at overall trends in data. SBDM is given an update at least once a month related to data results. This information is shared with parents through conferences, letters home, norm-referenced assessment results, classroom formative data, etc. Most meetings are documented through google docs as all teams have a folder to keep their meeting notes together. Other information is documented through email and/or Remind messages to verify parent communication.

### **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.

See attached

### **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.

40% of 2nd grade students were at or above the norm based on our NWEA assessment in the fall. Also, 28% of students were considered "ready" for kindergarten in the area of academic/cognitive based on our Brigance assessment administered within 30 days of the school year.

### **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?

ELA has consistently been an area for the primary school to focus on based on the scores over the past two years. We do understand that the NWEA assessment changes format between first and second grade which does skew our data slightly. Students have the test questions read to them in kindergarten and first grade and this does not happen in second grade. The test ultimately goes from one that measures a child's ability to listen and follow directions to one that measures a child's ability to read and comprehend. This does affect the drop in performance on the fall NWEA assessment for our second graders but this is still a significant area for improvement. We have placed a school-wide focus on reading and how to incorporate research based practices effectively in every classroom. We are providing PD, coaching/mentoring as needed, modeling, observation data, PLC conversations, analysis of assessments, etc. to ensure our instruction is strong and effective for all students to increase their performance related to literacy.

### **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](#)

Delivery of instruction Review, analyze, and apply data results

### **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%.

64% of our first grade students in math according to our NWEA assessment are at or above the norm. Only 15% of our kindergarten students in math according to our AimsWeb assessment are well below the norm. Only 13% of our first grade students in math according to our AimsWeb assessment are well below the norm. This year, 53% of our students were considered "ready" or "ready with enrichments" in kindergarten based on the Brigance. 93.1% of our staff states this is a good place to work and learn according to the TELL survey. There have only been 40 total behavioral referrals this school year as of the end of November. We placed a large emphasis last year on math instruction and our scores show this has been helpful for our students. We have also really worked to bring some more structure and intention to our kindergarten readiness programs and this has increased the overall number of students ready for kindergarten curriculum and instruction.

### **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) |
|------------------------------------------------------------------------------------------------|-----------------------------------------------------------|---------|
|  Current State | In response to the question related to our current state. |         |

## Phase III: Goal Builder for Schools\_Primary

Phase III: Goal Builder for Schools

### **Trigg County Primary School**

Cassandra Ann Taylor  
205 East Main Street  
Cadiz, Kentucky, 42211  
United States of America

Target Completion Date: 12/20/2017

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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.

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) |
|-------------------------------------------------------------------------------------------------------------|----------------------------|---------|
|  Trigg Primary Goal Builder | Trigg Primary Goal Builder |         |

## KDE Continuous Improvement Diagnostic\_Primary

KDE Continuous Improvement Diagnostic

### **Trigg County Primary School**

Cassandra Ann Taylor  
205 East Main Street  
Cadiz, Kentucky, 42211  
United States of America

Target Completion Date: 12/20/2017

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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:

We sent a survey to all parents, staff, and 2nd grade students to gather information for this process.

#### **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. Parents report that school staff understand the importance of parental involvement and make sure to communicate this importance on a regular basis. 2. School staff offers a variety of ways to communicate with parents such as emails, Remind messages, conference time calls or appointments, parent teacher conferences, academic and behavior TAG meetings, student exhibition nights, parent meetings as needed, Title I parent events, etc. 3. School leadership provides information to various community business leaders as to the progress of the school as a whole such as Rotary, Imagination Library, Head Start, etc.

#### **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.

1. Staff routinely asks for parent feedback related to feeling welcome in the school and well informed. 2. Staff offers various locations for parent teacher conferences and/or other methods to reach out to parents that don't attend. 3. School staff displays proficient work with rubrics/directions so all that view understand what was assigned and the quality of work needed for mastery.

#### **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. Parent feedback needs to be more intentionally utilized during the school year. This can be done by adding a feedback portion to parent teacher conferences, holding various parent meetings during the school year as a question/answer session, opportunity for general feedback to be given and then a follow up for parents to show changes made because of their input. This can be done once per nine weeks as a starting point. 2. Parent teacher conferences are offered in the fall and

parents are invited to the school for those events. We have some parents that do not come. Teachers offer a variety of dates and times to help with parent schedules. Some teachers make follow up calls for those parents that did not attend but this has not been a mandate. We can make this a mandate for all teachers to ensure parents receive a documented follow up. For those that cannot meet at the school, we can start offering one night of our conferences to be held at The Way which is a new community building in our county. 3. Staff display work regularly in the hallway but some work does not have rubrics or guidelines to help visitors understand what the expectations for success were. This is a simple fix by leadership ensuring all staff display those items with work that is posted at all times. This can be monitored weekly by administrative walks of the hallways to ensure it is happening in all rooms for all visitors.

### **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.

Based on the TELL survey results from last year, our school had a few areas that were lower than others. Overall, our scores were higher than the state average and typically higher than the district average. We scored lower in the area of available technology in the buildings and this is directly related to some wifi issues we were experiencing last year. This has been remedied and I assume our next survey will show a higher score in this area. The other area of concern was the availability of specific PD to meet individual teacher needs instead of group sessions. To remedy this, we are offering monthly "Want to Know More" sessions based on staff input. These are optional but can be used to obtain the staff mandated PD hours. The sessions will be taught by administration and guests as needed to fit the needs of the staff. The sessions will be offered after school on various days of the week to try and reach out to as many staff members as possible.

### **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.

See attached

#### **COMMENTS**

Please enter your comments below.

#### **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) |
|-----------------------------------------------------------------------------------------------------------------------------|-------------|---------|
|  Continuous Improvement Diagnostic Part III | Part III    | 1       |

**CSIP Phase II: Equitable Access to Effective Educators School  
Diagnostic\_11132017\_12:03**

CSIP Phase II: Equitable Access to Effective Educators School Diagnostic

**Trigg County Primary School**

Cassandra Ann Taylor  
205 East Main Street  
Cadiz, Kentucky, 42211  
United States of America

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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

We have a high percentage of students identified as free/reduced lunch, about 67% of our students. We also have only teachers with more than four years experience because our entire staff is tenured at this point. We don't have a high level of turnover in the Primary School as most of our teachers come her to work and stay until retirement.

#### **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

Attendance is a barrier for us at the primary school. This makes it more difficult to have consistency in our services for TAG students. We also have a transient population so some of our readiness efforts are not successful as the students move in and out before the officially begin school. Another barrier at this point is the fact that we have several students being raised by grandparents and other family members/foster parents. This creates extra difficulty when trying to identify their specific needs.

#### **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

See CSIP goals related to math and reading. All the goals focus on our high number of free/reduced lunch students.

#### **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

Our goals are all related to educational need for our students in the areas of reading, math, and school readiness. We do not currently have an issue with teacher turnover but we will continue to utilize strong recruiting practices to ensure high quality educators are working with our students. Our SBDM council creates job criteria and questions based on the current need and this ensures an increase in stakeholders as we bring new staff into the building. Because our turnover rate is low, this is really only applied as teachers retire but are practices that we will continue to implement as needed.

## **ATTACHMENTS**

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## ATTACHMENT SUMMARY

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

## Phase III: Closing the Achievement Gap\_Primary

Phase III: Closing the Achievement Gap

### **Trigg County Primary School**

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Target Completion Date: 12/20/2017

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## 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.

See attached

### **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.

Trigg County Primary School embodies our mission, vision and values. beliefs through our variety of programming and school expectations. We try to ensure a safe school environment, academic focus for students, and interventions programs to reach their highest potential at Trigg County Primary School. Using our school-wide CHAMPS program, that is 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 Safe School Committee's monthly meetings, data is examined and suggestions are offered for teachers to monitor. The district has established a behavior cadre, trained by Western Kentucky Co-op, that may create behavioral plans and specific interventions for students. Our school also has Behavioral Targeted Assistance and Growth (Rtl) program that monitors our Tier 2 and 3 students. In a proactive move to focus on academic growth from birth to entering Kindergarten, we offer Future Wildcats, a combination of BornLearning Academy and Ready, Set, Kindergarten as well as PLAYSchool. These programs are family centered with hands-on activities and materials 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, AR, Dream Box, IXL, 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 that provided one on one tutoring for students in specific areas. The use of daytime ESS personnel 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 (Rtl) 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 and district. 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. Our Kentucky TELL Survey indicates the need for effective communication among all stakeholders. This is being addressed through a strategic plan implemented in the administrators PPGE

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.

See attached summery gap chart

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

Because we are a Primary School, we do not have delivery targets on the School Report card as the other schools do. In order to identify gap groups, we look at those coming in ready for kindergarten as well as our academic concerns that fall below the 25% percentile. Two years ago, only 37 percent of our kindergarten students were considered kindergarten ready. This year, 53 percent of our kindergarten students are considered kindergarten ready. We have put a lot of work into improving this for our students and it has clearly shown substantial improvement in just one year's time. We have become very intentional with our outreach programs last year to ensure that

all activities and informational sessions were focused on the areas that would be covered on our Brigance screener. All areas identified are basic skills that a child needs to master before entering school so it became a natural assessment tool to guide our progress. We also increased our outreach to local daycares and babysitters to ensure that all students were better prepared for kindergarten. We implemented PLC meetings weekly in preschool to mirror those done in grades K-2 already. This became a time to focus on data, change instruction, and share/learn from other teachers in order to improve instruction for all students enrolled in our preschool program. The preschool teachers were also given time to work directly with kindergarten teachers to increase communication in the school and better prepare for the areas of biggest need as students transitioned to kindergarten.

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

Because we are a Primary School, we do not have delivery targets on the School Report card as the other schools do. In order to identify gap groups, we look at those coming in ready for kindergarten as well as our academic concerns that fall below the 25th percentile. While we continue to show improvement in the number of students below that percentile, this is still an area of concern for the Primary School. We have a TAG staff that works with all identified students based on their NWEA and Aimsweb benchmark assessments that are taken three times a year. We also use teacher input and meetings every six weeks to ensure students are getting the optimal instruction to focus on their specific areas of concern. Instructional strategies are constantly changing to best suit the student need. Progress monitoring is done weekly or bimonthly depending on the Tier a student falls into and progress is reported to parents along with report cards and progress reports to keep them in the loop regarding progress. We are working to create more personalized environments in the classrooms this year in order to better meet the individual needs of students in addition to their time in TAG. Classroom assessments are being reevaluated during PLC meetings to ensure assessments really match the level needed to master a standard. We have switched to a school wide standards based grading system in ELA and Math to make sure we assess students based on individual standards instead of just an overall average for a subject. We continue to work at decreasing the number of students that fall into this percentile but it is a work in progress and one that I would like to see more of a progression.

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

Professional development this year is focused on literacy, as we have seen more of an overall deficit in this area than math. Resources have been typically more limited in reading than math as well so we are constantly looking for research based strategies and resources to help teachers in this area. We also offer monthly "Want to Know More" sessions based on specific teacher need that are opened to all but only attended by those that need that specific area of PD. During every faculty meeting this year, a literacy strategy is modeled and discussed based on John Hattie's effect size focus on areas that make the most difference. School-wide rubrics are used for areas such as collaboration and communication to create more consistency in the components all teachers look for when grading student progress. Extended school services are used beginning in February. Our funds continue to be cut in this area but we do what we can with the money we have. We hire several retired educators to come and work during the school day with a targeted population of students above the 25th percentile but below the 35th. These students are typically ones that need just a little extra help with certain concepts to move them into the norm. Resources are provided for the tutors based on the specific areas of concern for those identified students. They are placed in small groups and have 3-4 days a week of targeted instruction. We utilize the Aimsweb and NWEA benchmark data to track their progress.

## **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.

As mentioned, we provide additional services for our students based on their academic performance; however, we have some students that seem to struggle with attendance which creates a barrier for success. We also have some that require additional services in the area of speech and their phonetic deficits affect their academic performance. We have also placed a new emphasis on the fidelity of implementation with Foundations to ensure all phonetic skills are being addressed in an accurate way early on. We also have data to show that Trigg County is a population that changes quite frequently when looking at early childhood situations. We have seen that although we offer a variety of services for families before entering school, there are many that are not benefiting as they move into the area as school begins or leave before enrollment. Funding for ESS tutors is also a concern because the money we receive only really gives us 4-6 weeks of this type of targeted instruction.

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.

We have various school level committees and all teachers serve on at least one. Each committee (made up of teachers, parents, and community members as needed) is given a charge at the beginning of the year. They meet monthly to discuss the areas they are charged with and determine next steps to continue to increase the success of our students. We have a guiding coalition that meets monthly with administration to report out any information that is needed and to share any concerns or successes that need to be highlighted. All information is collected from the various groups to develop our CSIP. After school level input is applied, we utilize district level feedback and data to refine our CSIP. The CSIP is then presented during a faculty meeting and discussed to ensure all strategies and goals are a direct reflection of the needs of our school. At this point, the CSIP is brought to our school SBDM council for review and adoption. After the CSIP has been developed, approved, and submitted, we have a committee that is in charge of monitoring the success and suggesting any changes that need to be made to the strategies that have been created. This is recorded during the year as needed as "progress notes" in the CSIP.

### 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.

See attached

#### **ATTACHMENTS**

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**ATTACHMENT SUMMARY**

| Attachment Name                                                    | Description                         | Item(s) |
|--------------------------------------------------------------------|-------------------------------------|---------|
| <a href="#">Trigg Primary Achievement Gap Group Identification</a> | Gap Identification Spreadsheet      | I       |
| <a href="#">Trigg Primary Closing the Achievement Gap Summary</a>  | Closing the Achievement Gap Summary | III     |