KDE Comprehensive Improvement

Plan for Districts

Livingston County

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Introduction

The process of Improvement Planning in Kentucky is used as the means of determining how schools and districts will plan to ensure that students reach proficiency and beyond by 2015. The process focuses school and district improvement efforts on student needs by bringing together all stakeholders to plan for improvement, by focusing planning efforts on priority needs and closing achievement gaps between subgroups of students, by building upon school and district capacity for high quality planning, and by making connections between the funds that flow into the district and the priority needs in schools. Your school's plans for improvement must be based on careful and honest analysis of data, address all content areas, and clearly address gaps in student achievement.

Executive Summary

Introduction

Every school system has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school system makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school system stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school system, and the kinds of programs and services that a school system implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school system with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the community will have a more complete picture of how the school system perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school system to reflect on how it provides teaching and learning on a day to day basis.

Description of the School System

Describe the school system'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 system serves?

The Livingston County School District is in a small agricultural area in Western Kentucky located between the Ohio, Cumberland and Tennessee Rivers. It consists of two elementary schools, one middle school and one high school. There are approximately 1200 students who attend the four schools in our county. It is mostly a homogenous population of Caucasian students with only a 7% minority population. Approximately 60% of our students qualify for the Free/Reduced Lunch program. All of our schools qualify for the Community Eligibility Provision (CEP), which is a result of the Healthy, Hunger-Free Kids Act.   The CEP allows all of those students to receive a lunch and breakfast at no cost to the parents.

Our attendance rate averages about 96% since the beginning of this school year. We have a graduation rate of 98.6%, and a 14:1 student to teacher ratio. Our teachers have an average of 13.3 years of teaching experience. One of our teachers are National Board Certified, and approximately 70% hold a masters degree and above.

We have a 2.5:1 student to internet connected computer ratio. However, many of our families do not have Internet connection at home which makes keeping parents informed a challenge. Our district has a One Call system in an effort to improve communication with parents.

There are few industries and businesses in the county, which results in an average commute time of over 30 minutes which creates barriers in our effort to involve parents in after school activities. All of our schools have before and after school programming through the 21st Century Grants for our students, and all campuses have a Family Resource Youth Service Center and a school nurse to try to further eliminate barriers to learning.

System's Purpose

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

Mission: In Livingston County Schools our mission is to Live RED--Reaching Excellence Daily

Vision: In Livingston County Schools, our vision is to provide a culture of rigorous, engaging, differentiated learning for every student, every day.

The mission and vision statements were developed from a committee, and then input was gathered from all stakeholders. On any given day, you can see our Live RED shirts and pride in our schools, but Fridays are our Live RED days for staff and students to demonstrate our unity and focus for the Live RED mission.

The top three areas determined to be the focus throughout the district are rigorous instruction, professional learning and data daily. We believe if we make these our priority and spend our time in these areas, students will achieve success. These areas of focus align with our mission and vision statements. We have created posters that are displayed throughout our schools to help us maintain our focus in all we do.

We have high expectations and believe that everyone must reach excellence daily in all we do to positively impact students. The faculty and staff of the district are dedicated to ensuring that curriculum, instruction and assessment are purposefully planned and implemented to provide quality educational experiences for all students .

A variety of extracurricular activities are provided to help students develop socially. Our district serves students through a plethora of programs such as preschool/Headstart, ESS, Gifted and Talented, Title I, 21st Century After School Programming, and Special Education. Quality teachers, administrators and support staff work to enhance student achievement on a daily basis. We are committed to providing each student with the resources and support needed to acquire the skills essential for successful transition from school to college and/or career.

Notable Achievements and Areas of Improvement

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

Notable achievements for Livingston County include:

Livingston Central High School Principal, Scott Gray, received an award for a "Best Practice" submitted to KDE. He was recognized at the Continuous Improvement Summit.

LCMS has received a bronze award the past two years from the Alliance for a Healthier Generation.

LCMS and NLES were recognized for their attendance on High Attendance Day in Region 2 in the small school division.

Kindergarten Readiness scores have continued to improve over the last three years.

Livingston County Middle School and the 6th grades at North Livingston Elementary and South Livingston Elementary were part of a group selected to be in the Leader in Me grant.

Livingston Central High School, North Livingston Elementary and South Livingston Elementary have been labeled Proficient Schools, and South Livingston Elementary has been labeled as Progressing.

Livingston County was one of about forty districts approved to participate in the Non-Traditional Instructional Program. We will be able to have an alternative instruction plan for up to ten days that we miss school. Our district has the opportunity to be a leader in presenting our students opportunities to learn in non-traditional ways.

The 2014-2015 LCHS Volleyball team received a Team Academic Award from the American Volleyball Coaches Association for maintaining a 3.3 GPA or higher for the entire school year. Only two other teams in Western Kentucky received this award.

The Livingston Central High School Softball team won the Class A State Tournament in 2014.

Three of four schools have been awarded an AmeriCorps grant. Those schools have been able to hire an additional staff member to help provide interventions.

We participate in Learning 360 training and use PD360 to assist us in providing timely training for teachers.

We are focused on ensuring our students are college and career ready, and we have deemed Thursday College Days in Livingston County to encourage our students to be focused on their goals following graduation. Teachers have displayed their diplomas in their classrooms, and signs are posted throughout the hallways displaying the university from which our staff members graduated. Bulletin boards can be seen in the schools with a college and career focus. Students are being recognized for meeting college and career benchmarks.

LCHS students compete in FBLA and FFA local and state competitions with students competing at the national level. One of our high school

teachers has been a state and national officer in the FFA organization.

We have active STLP groups in all 4 schools with students competing in local and state competitions.

Each year LCHS has student(s) that are selected to participate in the Governor's Scholar Program, and we have recently had a student selected for the Governor's School for the Arts. We have also had students participate in the Commonwealth Honors Academy at Murray State University.

LCMS students have been selected for the Duke Talent Search.

Livingston County Schools have received grants in every school for 21st Century Afterschool Programs.

South Livingston Elementary has a Read to Achieve Grant.

Health Clinics are located on all three campuses in the school system.

Students have participated in Quad State Choir and Band competitions.

The district maintains a blended preschool/Head Start program, and both North and South have NAEYC accreditation.

Areas that have been improved these past three years include:

Renovations are being completed at LCMS through a QZAB grant to include a new roof, doors, lockers, etc.

The playgrounds at both elementary schools have been resurfaced with rubber mulch.

A district RtI Contact has been meeting with schools to ensure their RtI programs are meeting student needs. Each school has established a building RtI contact who is now taking the lead.

All teacher workstations have been replaced.

Books such as Daily 5/CAFE, Strategies That Work, The Leader in Me and Seven Habits of Highly Effective People have been studied and strategies from each have been implemented.

The district has purchased universal screeners, STAR or CERT, that are being implemented in all schools across the district.

Co-teaching training from the co-op has been implemented in all schools.

We are recognizing students and staff at monthly board meetings for high achievement.

We fully participate in all state network meetings (ELA, Math, Science and ISLN)

Administrators participate in KLA.

We have a Coordinated District Health Council to address the welfare of our students and staff.

Security Systems at all schools have been upgraded with buzzers put on every door that is accessed by the public. There is a dedicated school resource officer for the district and updated security cameras in all schools. One of our elementary schools has installed a kiosk system for check-in and check-out of all staff and visitors.

Wireless access points have been added at all schools.

Major renovations have been completed at LCHS through a QZAB grant. Doors and lockers have been replaced, the HVAC has been replaced, the parking lot is being resurfaced and major upgrades have been implemented in the gym.

Areas for improvement over the next three years include:

The TPGES is being implemented at all schools in the district. Administrators and teachers are working collaboratively to develop professional and student growth goals. Teachers will continue to be trained as peer observers in order to increase the effectiveness of the process.

The district is refining and implementing the District RtI plan. Schools are striving to provide interventions that meet individual student needs, and to document interventions so that the data can drive the process. The district is working with the schools to ensure RtI is being implemented with fidelity.

Three of our schools are participating in the Leader in Me project, and strategies learned from this work will be implemented to give our students the tools they need to be successful in the 21st century.

The elementary schools will continue with the implementation of the research-based Daily 5 strategies. Teachers will visit other classrooms to observe implementation of the strategies.

Technology upgrades will continue to occur with the addition of IPads and new student stations as well as a refresh plan for future technology needs. We are expecting to receive funds to provide wireless access throughout all of our buildings.

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 district values the opportunity for teachers to be able to collaborate, plan together, analyze data and grow professionally. All schools have provided common planning time for regular classroom teachers. Teacher leaders come together at the District Leadership Team meetings to gather and share information to take back to their PLC groups.

Any teacher who attends a training is asked to bring that training back to the district by sharing what they have learned with their peers.

We have recently implemented Live RED awards for staff. The award recipients are nominated by peers for going above and beyond what is expected. A selection committee selects one from the nominees received and recognizes them at the monthly board of education meetings. Schools and students are recognized for high attendance. Individual staff members were also recognized for their years of experience in the district.

2016 CDIP

Overview

Plan Name

2016 CDIP

Plan Description

2016 CDIP

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Increase the averaged combined reading and math K-PREP scores for elementary and middle students from 44% to 72% in 2017.	Objectives: 1 Strategies: 3 Activities: 11	Organizational	$63200
2	Maintain an average freshman graduation rate to be no less than 97% by 2017.	Objectives: 1 Strategies: 3 Activities: 4	Organizational	$67850
3	Collaborate and support LCMS and LCHS to maintain the percentage of students who are college and career ready at 72% or better by 2017.	Objectives: 1 Strategies: 3 Activities: 6	Organizational	$0
4	Increase the averaged combined reading and math proficiency ratings for all students in the non-duplicated gap group from 33% in 2012 to 66.5% in 2017.	Objectives: 2 Strategies: 3 Activities: 7	Organizational	$0
5	Maintain the percentage of effective principals based on the PPGES Framework.	Objectives: 1 Strategies: 1 Activities: 5	Organizational	$2500
6	Maintain the percentage of effective professionals based on the PGES Framework(s).	Objectives: 1 Strategies: 2 Activities: 4	Organizational	$1540
7	All schools and district will monitor the implementation and impact of strategies and activities included in the CSIP/CDIP.	Objectives: 1 Strategies: 1 Activities: 2	Organizational	$0
8	Reduce the percent of novice scoring students in reading and math from 22% in 2015 to 11% in 2020.	Objectives: 1 Strategies: 1 Activities: 4	Organizational	$0

Goal 1: Increase the averaged combined reading and math K-PREP scores for elementary and middle students from 44% to 72% in 2017.

Measurable Objective 1:

collaborate to increase the overall reading and math scores for Livingston County Elementaries and Middle School from 46% to 59% by 09/30/2015 as measured by K-PREP.

Strategy 1:

Curriculum Alignment - Curriculum will be aligned and congruent to the standards to ensure there are no gaps in instruction. Resources will be identified to support instruction in the standards and feedback to students and parents will reflect student progress in mastering the standards,

Category: Continuous Improvement

Research Cited: State networks, Gerry Swann-Standards Based Grading

Activity - Vertical Alignment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Vertical Alignment meetings will be scheduled with elementary, middle and high school representatives to discuss curriculum needs. Schools: All Schools	Academic Support Program	01/01/2016	01/02/2017	$1000	Title VI	Sheri Henson, principals

Activity - Technology	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use technology resources such as Lexia Core 5, Reading Plus, ALEKS, APEX and Moby Max to assist in differentiation of instruction of the standards, and effectiveness of those programs will be monitored through analyzing reports and benchmark data. Schools: All Schools	Academic Support Program	01/01/2016	01/02/2017	$50000	Other	Principals, Sheri Henson

Activity - Standards Based Grading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Training will be offered through PLCs, school visits and meetings as schools become ready to implement components of standards based grading. Schools will begin implementation in the 2016-17 school year. Schools will distribute information to stakeholders prior to implementation. Schools: All Schools	Academic Support Program	01/01/2016	01/02/2017	$0	No Funding Required	Sheri Henson

Strategy 2:

School Readiness - The school district will continue to partner with the Community Early Childhood Council and school initiatives for collaborative parent time events to ensure that all students experience effective transitions to school entry.

Category: Early Learning

Activity - Bornlearning Academies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Family First (FRYSC), in partnership with the Community Early Childhood Council, is implementing the bornlearning grant to engage families with children in the school system in the earliest years of a child's education to offer them strategies they can use at home to maximize the child's early learning and development. Schools: South Livingston Elementary School, North Livingston Elementary School	Parent Involvement	01/01/2016	06/30/2016	$11200	Grant Funds	Stephanie Henson

Strategy 3:

Professional Learning - All teachers will participate in professional learning directly related to best practices in the areas they are teaching, as well as literacy and math strategies that can be incorporated into their area, and their professional growth goal. This will provide teachers with the professional learning opportunities that will strengthen their effectiveness and increase student achievement.

Category: Professional Learning & Support

Research Cited: Richard Dufour, Robert Marzano, Richard Elmore, Learning Forward

Activity - District Leadership Team	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The District Leadership Team (DLT) will meet bi-monthly and will consist of teacher leaders and administrators from all schools. The DLT will analyze data, study research and best practices, and look for opportunities for improvement. Best practices and strategies shared will be applicable across all grade levels and provide opportunities to incorporate reading and/or math into all content areas. Schools: All Schools	Professional Learning	01/04/2016	01/02/2017	$0	No Funding Required	Principals, Sheri Henson

Activity - PLCs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PLCs will meet regularly. They will focus on data, standards, instruction and assessment. They will include questioning techniques in their PLC discussions per PGES. Schools: All Schools	Professional Learning	01/04/2016	01/02/2017	$0	State Funds	Principals, Sheri Henson

Activity - Professional Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| Teachers will participate in professional learning (both grade level based and in vertical teams) to enhance their instructional practices and knowledge. Professional learning will include opportunities to collaborate with colleagues, including the Professional Learning Community. 21st century tools will be used in professional learning such as Lync and online PLCs.

Schools: All Schools | Professional Learning | 01/04/2016 | 01/02/2017 | $0 | No Funding Required | Sheri Henson |

Activity - Instructional Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Best practice strategies learned from participation with the School Improvement Network, PD, school/classroom visits and state network meetings will be implemented. Schools: All Schools	Professional Learning	01/04/2016	01/02/2017	$0	No Funding Required	principals, Sheri Henson

Activity - Survey	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will be surveyed after each school/district based PD to determine follow up needs. Staff will also be surveyed annually to plan for professional development topics and other areas of greatest need. Schools: All Schools	Professional Learning	01/04/2016	01/02/2017	$0	Other	Principals, Sheri Henson

Activity - Classroom Visits	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Opportunities will be provided for teachers to visit other classrooms, within their school, district and outside of the district, to observe various instructional strategies that they will be able to incorporate in their own classroom. Schools: All Schools	Professional Learning	01/04/2016	01/02/2017	$1000	Title VI	Sheri Henson, principals

Activity - Guided Planning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
At least once per month, teachers will meet with the principal for at least 15 minutes to review lesson plans and check for congruency to the standards. Principals will be provided training as needed. Suggestions for engagement and assessment will be provided. Schools: All Schools	Professional Learning	01/04/2016	01/02/2017	$0	No Funding Required	Principals

Goal 2: Maintain an average freshman graduation rate to be no less than 97% by 2017.

Measurable Objective 1:

collaborate to maintain/exceed the 5 year adjusted cohort graduation rate target of 97% by 12/30/2017 as measured by the graduation rate formula.

Strategy 1:

Career Readiness Pathways - Students will be advised on career readiness.

Category: Career Readiness Pathways

Activity - ILP Parent Involvement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
At the Back to School Fair, provide parent login information for the ILP and notify them of the benefits of logging into their child's ILP account. Schools: All Schools	Community Engagement	01/01/2016	12/31/2016	$0	No Funding Required	Sheri Henson, Amy Ramage, Pam Garrett

Strategy 2:

Persistance to Graduation - The Persistence to Graduation report will be used to identify students who are at risk of dropping out of school, and strategies will be used to increase the likelihood of students graduating.

Category: Persistance to Graduation

Activity - Monitoring the PTG	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principals will utilize the PTG report to identify students who are facing difficulties and are a potential drop-out risk. Strategies to help meet the needs of these students will be employed by each school. Schools: All Schools	Other	01/01/2016	12/31/2016	$0	No Funding Required	Amy Ramage, principals

Activity - Open Campus Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide students who are struggling in the traditional high school setting with an alternative path to graduation. Schools: Livingston Central High School	Academic Support Program	01/01/2016	12/31/2016	$67850	District Funding	Meg Tolley, Amy Ramage, High School Administration and Guidance Counselor

Strategy 3:

Truancy Diversion Program - District administrators and personnel will work collaboratively with school administrators as well as school personnel and members of the Truancy Diversion Program to proactively target and provide support for students who are at risk of becoming habitually truant.

Category: Persistance to Graduation

Activity - Truancy Diversion Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Truancy Diversion Committee will review attendance, grades and behavior data, conference with students and monitor impact on student attendance. Students who are not successful in the Truancy Diversion program may be cited to the Court Designated Worker. Schools: Livingston County Middle School, Livingston Central High School	Other	01/01/2016	12/31/2016	$0	No Funding Required	Amy Ramage

Goal 3: Collaborate and support LCMS and LCHS to maintain the percentage of students who are college and career ready at 72% or better by 2017.

Measurable Objective 1:

collaborate to maintain the percentage of students who are college and career ready at 72% or better by 09/30/2017 as measured by the Unbridled Learning CCR formula.

Strategy 1:

Academic and Career Advising - Involve the community in advising students.

Category: Stakeholder Engagement

Activity - Parent Participation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents will be informed of their child's chosen career pathway and be given the opportunity to discuss the pathway with their child prior to beginning high school. Schools: Livingston County Middle School, Livingston Central High School	Parent Involvement	01/05/2016	08/01/2016	$0	No Funding Required	Scott Gray and Lisa Huddleston Angie McGee and Terrin Hayes

Activity - Operation Preparation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Promote and implement Operation Preparation for 8th and 10th grade students. Schools: Livingston County Middle School, Livingston Central High School	Community Engagement	01/05/2016	05/31/2016	$0	No Funding Required	Stephanie Henson, Scott Gray, Lisa Huddleston

Strategy 2:

Career Readiness - Students will select a career pathway based on interest and be prepared to take the assessments, such as KOSSA and ASVAB, to qualify as career ready.

Category:

Activity - Systematic Advising Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
LCHS Administration will supervise development of a plan for advising upcoming high school (and current high school) students by examining academic, assessment, and ILP data and outlining a written career pathway plan. Schools: Livingston County Middle School, Livingston Central High School	Career Preparation/Orientation	01/05/2016	05/20/2016	$0	No Funding Required	High school principal, middle school guidance, high school guidance

Activity - Longitudinal data	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Longitudinal data will be used to identify career ready students and fence-line students to offer remediation and mentoring. Schools: Livingston Central High School	Career Preparation/Orientation	01/04/2016	01/02/2017	$0	No Funding Required	Jennifer Cosby

Activity - Mentors	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
CCR teachers will serve as mentors for students and set goals with students to ensure they are on track for career (or college) readiness. Schools: Livingston Central High School	Career Preparation/Orientation	01/05/2016	01/02/2017	$0	No Funding Required	Scott Gray

Strategy 3:

College Readiness - Teachers will analyze data from EXPLORE, PLAN and ACT in inform instruction.

Category: Continuous Improvement

Activity - Item Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will analyze items from K-Prep, CERT and ACT to inform instruction. Students will be placed in transitional courses and provided intervention based on analysis of data. Schools: Livingston County Middle School, Livingston Central High School	Academic Support Program	01/04/2016	01/02/2017	$0	No Funding Required	Lisa Huddleston, Scott Gray

Goal 4: Increase the averaged combined reading and math proficiency ratings for all students in the non-duplicated gap group from 33% in 2012 to 66.5% in 2017.

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings for all students in the nonduplicated gap group from 39% to 54.8% by 09/30/2015 as measured by K-PREP.

Strategy 1:

RtI - Revise the district RtI plan to address the individual learning needs of all students. The district and stakeholders developed and implemented an RtI plan. Schools used this plan to develop their own school RtI plans and improve communication of student progress to parents. The initial plan is ready to be refined and a written oversight plan will be developed and implemented as well.

In an Advanc-Ed parent Survey given in December 2012, respondents rated us lowest in "all teachers meet the learning needs of students by individualizing instruction" in all four schools. In an effort to improve this data, all four schools are collaborating with the University of Louisville ABRI team to disaggregate behavior and achievement data to improve the RtI programs.   The response to this survey question has improved, and the district will be working to develop a sustainability plan to continue the work.

Category: Continuous Improvement

Activity - Differentiated Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implementation and monitoring of differentiated instruction will be provided based on needs assessments and analysis of data. Implementation of strategies learned through professional development will be monitored regularly by administrators through walkthroughs. Individual feedback will be given (guided planning, e-mail, conversation, PLCs) and additional training will be provided to increase use of differentiation in the core classes. Schools: All Schools	Academic Support Program	01/04/2016	01/03/2017	$0	No Funding Required	Sheri Henson

Strategy 2:

Removing Barriers - The district will work with the Family Resource and Youth Service Center (FRYSC) and through various other committees to remove barriers to learning by addressing the FRYSC components and engaging the community in the concept of community education.

Category: Stakeholder Engagement

Research Cited: Maslow, Alliance for a Healthier Generation, Gallup

Activity - Coordinated School Health Committee	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A Coordinated School Health Committee will meet regularly to develop and monitor policies to increase wellness among all students which will help close achievement gaps. Schools: All Schools	Policy and Process	01/02/2015	01/03/2017	$0	No Funding Required	Amy Ramage, Tammy Sayle

Activity - FRYSC/Community Education	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Family First (FRYSC & Community Education) will develop initiatives to help remove non-cognitive barriers to learning by addressing the FRYSC components and by engaging the community in the concept of Community Education. Schools: All Schools	Other	01/04/2016	01/03/2017	$0	Other	Stephanie Henson

Activity - 21st Century Community Learning Center	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All schools provide 21st CCLC after school services that target homework help, tutoring, skill enrichment, social development etc. Schools: All Schools	Academic Support Program	01/04/2016	01/03/2017	$0	State Funds	Mary Dunning

Activity - Technology	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Existing technology conditions will be monitored, and the district technology staff will provide support in repairing, upgrading and purchasing equipment as needed.We are in the process of filing E-Rate priority II for assistance with funding our wireless architecture, the committee will not meet again until May. By then we'll know if we will be proceeding with wireless or opting for something else. Schools: All Schools	Technology	01/04/2016	01/03/2017	$0	Other	BJ Rushing, Regina Durard

Activity - Leader in Me	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
LCMS, NLES and SLES will participate in the "Leader in Me" grant which will help prepare staff to bring out the leader in all of our students in a ubiquitous approach. Schools: All Schools	Behavioral Support Program	01/01/2016	12/31/2016	$0	Grant Funds	Amy Ramage, school principals

Measurable Objective 2:

demonstrate a proficiency in student achievement by 07/31/2017 as measured by Equitable distribution of staff.

Strategy 1:

Equitable distribution - SBDM policies

Category: Human Capital Management

Activity - Policy	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Policy development Schools: All Schools	Policy and Process	12/18/2015	06/30/2017	$0	No Funding Required	Principals

Goal 5: Maintain the percentage of effective principals based on the PPGES Framework.

Measurable Objective 1:

demonstrate a proficiency ,within a supportive professional learning community, when data is available by 07/01/2016 as measured by first year implementation.

Strategy 1:

Professional Learning - Principals will be trained in the Principal Professional Growth and Effectiveness System.

Category: Principal PGES

Research Cited: Charlotte Danielson

Activity - KLA/ISLN	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principals will attend ISLN meetings to become more knowledgeable in the PPGES through the 2015-16 school year. They will also be offered an opportunity to attend KLA in addition to ISLN. Schools: All Schools	Professional Learning	01/02/2015	01/02/2017	$1500	Title VI	Sheri Henson

Activity - TELL/Val-ED Surveys	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The TELL Survey and Val-ED Survey will be used in alternating years to ensure a systematic approach to examining student learning data and respond accordingly. This will help us align our resources and professional development to focus on the most important initiatives. We will revisit goals and reassess to determine if indeed our practices align with our vision and goals. Schools: All Schools	Policy and Process	01/02/2015	01/02/2017	$0	General Fund	Victor Zimmerman

Activity - Aminstrators' Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monthly meetings have been established for Principals to meet in a PLC framework. District personnel are included in this meeting to serve as support staff for the schools' needs. Schools: All Schools	Professional Learning	10/01/2015	06/30/2018	$1000	District Funding	Victor Zimmerman

Activity - Weekly Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The superintendent has scheduled weekly meetings with each principal, individually, to discuss best practices and assess needs. Schools: All Schools	Professional Learning	08/10/2015	06/30/2018	$0	No Funding Required	Victor Zimmerman

Activity - TPGES reviews	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Superintendent and principal will periodically observe a classroom (the same teacher and the same classroom at the same time) and independently assess the performance against the TPGES Framework. The results will then be discussed. Schools: All Schools	Professional Learning	11/09/2015	06/30/2018	$0	No Funding Required	Victor Zimmerman

Goal 6: Maintain the percentage of effective professionals based on the PGES Framework(s).

Measurable Objective 1:

demonstrate a proficiency ,within a supportive professional learning community, by 07/01/2017 as measured by observation data.

Strategy 1:

Professional Growth and Effectiveness System - The PGES will be implemented in all schools.

Category: Teacher PGES

Research Cited: Charlotte Danielson

Activity - Walkthroughs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Walkthroughs will be based on the domains of the Teaching Framework and feedback will be given to individual teachers to increase understanding. Schools: All Schools	Professional Learning	01/02/2015	01/02/2017	$0	No Funding Required	Victor Zimmerman, principals

Activity - Callibration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrators will complete the Teachscape calibration individually one time each year, and they will participate in a group training at least one additional time during the year. Schools: All Schools	Professional Learning	01/04/2016	01/02/2017	$1040	Title VI	Sheri Henson

Activity - Collaboration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers/Administrators will use data and a reflective process to establish and review professional and student growth goals throughout the year. Schools: All Schools	Professional Learning	01/02/2015	01/02/2017	$0	No Funding Required	Sheri Henson

Strategy 2:

Building Capacity - New teachers will be given support to assist them in transitioning into teaching and/or our district.

Category: Professional Learning & Support

Activity - New Teacher Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A new teacher orientation will be provided to all new to district employees that includes a book study of Harry Wong's "First Days of School". All new to the building employees will be assigned a mentor to assist them their first year. All first year teachers will be provided a KTIP resource teacher. All new teachers will be participants in PLCs that provide support and guidance and are offered PL as needed based on individual data. Schools: All Schools	Professional Learning, Recruitment and Retention	01/04/2016	01/02/2017	$500	Title VI	Sheri Henson

Goal 7: All schools and district will monitor the implementation and impact of strategies and activities included in the CSIP/CDIP.

Measurable Objective 1:

collaborate to monitor the strategies and activiies identified in the CSIP/CDIP by 09/30/2015 as measured by completion of progress notes in ASSIST at least twice a year.

Strategy 1:

Progress Notes - The schools/district will review the goals and objectives identified in the CSIP/CDIP.

Category: Continuous Improvement

Activity - Progress Notes	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Schools/District will enter progress notes in ASSIST at least twice a year. Schools: All Schools	Policy and Process	01/05/2015	09/30/2016	$0	No Funding Required	Sheri Henson

Activity - Monitoring Implementation Impact	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Schools/District will annually report an analysis of progress toward goals to the local board of education. Schools: All Schools	Policy and Process	01/05/2015	01/02/2017	$0	No Funding Required	Victor ZImmerman

Goal 8: Reduce the percent of novice scoring students in reading and math from 22% in 2015 to 11% in 2020.

Measurable Objective 1:

collaborate to reduce the number of novice to 19% by 05/31/2016 as measured by K-PREP results.

Strategy 1:

Novice Reduction - Activities will be implemented that will target and reduce the number of novice students.

Category: Continuous Improvement

Activity - Name and Claim	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will Name and Claim their top 5 scoring novice students and concentrate efforts on moving them to the next performance level. Schools: South Livingston Elementary School, Livingston County Middle School, North Livingston Elementary School	Academic Support Program	01/04/2016	01/02/2017	$0	No Funding Required	Principals

Activity - Differentiated Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implementation and monitoring of differentiated instruction will be provided based on needs assessment and analysis of data. Individual feedback will be given to teachers. Schools: Livingston County Middle School	Academic Support Program	01/04/2016	01/02/2017	$0	No Funding Required	Principals

Activity - Mentors	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff or students will be assigned as mentors to students scoring novice. Teachers will counsel students scoring novice and work with them to set goals for improvement. Schools: South Livingston Elementary School, North Livingston Elementary School	Career Preparation/Orientation, Academic Support Program, Behavioral Support Program, Tutoring	01/04/2016	01/02/2017	$0	No Funding Required	Principals

Activity - Equitable distribution	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Policy development	Policy and Process	12/18/2015	06/30/2017	$0	No Funding Required	Principals
Schools: All Schools						

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

State Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
21st Century Community Learning Center	All schools provide 21st CCLC after school services that target homework help, tutoring, skill enrichment, social development etc.	Academic Support Program	01/04/2016	01/03/2017	$0	Mary Dunning
PLCs	PLCs will meet regularly. They will focus on data, standards, instruction and assessment. They will include questioning techniques in their PLC discussions per PGES.	Professional Learning	01/04/2016	01/02/2017	$0	Principals, Sheri Henson
				Total	$0	

Grant Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Bornlearning Academies	Family First (FRYSC), in partnership with the Community Early Childhood Council, is implementing the bornlearning grant to engage families with children in the school system in the earliest years of a child's education to offer them strategies they can use at home to maximize the child's early learning and development.	Parent Involvement	01/01/2016	06/30/2016	$11200	Stephanie Henson
Leader in Me	LCMS, NLES and SLES will participate in the "Leader in Me" grant which will help prepare staff to bring out the leader in all of our students in a ubiquitous approach.	Behavioral Support Program	01/01/2016	12/31/2016	$0	Amy Ramage, school principals
				Total	$11200	

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
TELL/Val-ED Surveys	The TELL Survey and Val-ED Survey will be used in alternating years to ensure a systematic approach to examining student learning data and respond accordingly. This will help us align our resources and professional development to focus on the most important initiatives. We will revisit goals and reassess to determine if indeed our practices align with our vision and goals.	Policy and Process	01/02/2015	01/02/2017	$0	Victor Zimmerman
				Total	$0	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Aminstrators' Meetings	Monthly meetings have been established for Principals to meet in a PLC framework. District personnel are included in this meeting to serve as support staff for the schools' needs.	Professional Learning	10/01/2015	06/30/2018	$1000	Victor Zimmerman
Open Campus Program	Provide students who are struggling in the traditional high school setting with an alternative path to graduation.	Academic Support Program	01/01/2016	12/31/2016	$67850	Meg Tolley, Amy Ramage, High School Administration and Guidance Counselor
				Total	$68850	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Technology	Teachers will use technology resources such as Lexia Core 5, Reading Plus, ALEKS, APEX and Moby Max to assist in differentiation of instruction of the standards, and effectiveness of those programs will be monitored through analyzing reports and benchmark data.	Academic Support Program	01/01/2016	01/02/2017	$50000	Principals, Sheri Henson
Technology	Existing technology conditions will be monitored, and the district technology staff will provide support in repairing, upgrading and purchasing equipment as needed.We are in the process of filing E-Rate priority II for assistance with funding our wireless architecture, the committee will not meet again until May. By then we'll know if we will be proceeding with wireless or opting for something else.	Technology	01/04/2016	01/03/2017	$0	BJ Rushing, Regina Durard
FRYSC/Community Education	Family First (FRYSC & Community Education) will develop initiatives to help remove non-cognitive barriers to learning by addressing the FRYSC components and by engaging the community in the concept of Community Education.	Other	01/04/2016	01/03/2017	$0	Stephanie Henson
Survey	Staff will be surveyed after each school/district based PD to determine follow up needs. Staff will also be surveyed annually to plan for professional development topics and other areas of greatest need.	Professional Learning	01/04/2016	01/02/2017	$0	Principals, Sheri Henson
				Total	$50000	

No Funding Required

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

Operation Preparation	Promote and implement Operation Preparation for 8th and 10th grade students.	Community Engagement	01/05/2016	05/31/2016	$0	Stephanie Henson, Scott Gray, Lisa Huddleston
Monitoring the PTG	Principals will utilize the PTG report to identify students who are facing difficulties and are a potential drop-out risk. Strategies to help meet the needs of these students will be employed by each school.	Other	01/01/2016	12/31/2016	$0	Amy Ramage, principals
Policy	Policy development	Policy and Process	12/18/2015	06/30/2017	$0	Principals
Mentors	Staff or students will be assigned as mentors to students scoring novice. Teachers will counsel students scoring novice and work with them to set goals for improvement.	Career Preparation/Orientation, Academic Support Program, Behavioral Support Program, Tutoring	01/04/2016	01/02/2017	$0	Principals
Differentiated Instruction	Implementation and monitoring of differentiated instruction will be provided based on needs assessment and analysis of data. Individual feedback will be given to teachers.	Academic Support Program	01/04/2016	01/02/2017	$0	Principals
Collaboration	Teachers/Administrators will use data and a reflective process to establish and review professional and student growth goals throughout the year.	Professional Learning	01/02/2015	01/02/2017	$0	Sheri Henson
Coordinated School Health Committee	A Coordinated School Health Committee will meet regularly to develop and monitor policies to increase wellness among all students which will help close achievement gaps.	Policy and Process	01/02/2015	01/03/2017	$0	Amy Ramage, Tammy Sayle
Name and Claim	Teachers will Name and Claim their top 5 scoring novice students and concentrate efforts on moving them to the next performance level.	Academic Support Program	01/04/2016	01/02/2017	$0	Principals
Longitudinal data	Longitudinal data will be used to identify career ready students and fence-line students to offer remediation and mentoring.	Career Preparation/Orientation	01/04/2016	01/02/2017	$0	Jennifer Cosby
Walkthroughs	Walkthroughs will be based on the domains of the Teaching Framework and feedback will be given to individual teachers to increase understanding.	Professional Learning	01/02/2015	01/02/2017	$0	Victor Zimmerman, principals
District Leadership Team	The District Leadership Team (DLT) will meet bi-monthly and will consist of teacher leaders and administrators from all schools. The DLT will analyze data, study research and best practices, and look for opportunities for improvement. Best practices and strategies shared will be applicable across all grade levels and provide opportunities to incorporate reading and/or math into all content areas.	Professional Learning	01/04/2016	01/02/2017	$0	Principals, Sheri Henson

Parent Participation	Parents will be informed of their child's chosen career pathway and be given the opportunity to discuss the pathway with their child prior to beginning high school.	Parent Involvement	01/05/2016	08/01/2016	$0	Scott Gray and Lisa Huddleston Angie McGee and Terrin Hayes
Professional Learning	Teachers will participate in professional learning (both grade level based and in vertical teams) to enhance their instructional practices and knowledge. Professional learning will include opportunities to collaborate with colleagues, including the Professional Learning Community. 21st century tools will be used in professional learning such as Lync and online PLCs.	Professional Learning	01/04/2016	01/02/2017	$0	Sheri Henson
Weekly Meetings	The superintendent has scheduled weekly meetings with each principal, individually, to discuss best practices and assess needs.	Professional Learning	08/10/2015	06/30/2018	$0	Victor Zimmerman
TPGES reviews	Superintendent and principal will periodically observe a classroom (the same teacher and the same classroom at the same time) and independently assess the performance against the TPGES Framework. The results will then be discussed.	Professional Learning	11/09/2015	06/30/2018	$0	Victor Zimmerman
Item Analysis	Staff will analyze items from K-Prep, CERT and ACT to inform instruction. Students will be placed in transitional courses and provided intervention based on analysis of data.	Academic Support Program	01/04/2016	01/02/2017	$0	Lisa Huddleston, Scott Gray
Truancy Diversion Meetings	The Truancy Diversion Committee will review attendance, grades and behavior data, conference with students and monitor impact on student attendance. Students who are not successful in the Truancy Diversion program may be cited to the Court Designated Worker.	Other	01/01/2016	12/31/2016	$0	Amy Ramage
Mentors	CCR teachers will serve as mentors for students and set goals with students to ensure they are on track for career (or college) readiness.	Career Preparation/Orientation	01/05/2016	01/02/2017	$0	Scott Gray
Guided Planning	At least once per month, teachers will meet with the principal for at least 15 minutes to review lesson plans and check for congruency to the standards. Principals will be provided training as needed. Suggestions for engagement and assessment will be provided.	Professional Learning	01/04/2016	01/02/2017	$0	Principals
Differentiated Instruction	Implementation and monitoring of differentiated instruction will be provided based on needs assessments and analysis of data. Implementation of strategies learned through professional development will be monitored regularly by administrators through walkthroughs. Individual feedback will be given (guided planning, e-mail, conversation, PLCs) and additional training will be provided to increase use of differentiation in the core classes.	Academic Support Program	01/04/2016	01/03/2017	$0	Sheri Henson
Progress Notes	The Schools/District will enter progress notes in ASSIST at least twice a year.	Policy and Process	01/05/2015	09/30/2016	$0	Sheri Henson

Standards Based Grading	Training will be offered through PLCs, school visits and meetings as schools become ready to implement components of standards based grading. Schools will begin implementation in the 2016-17 school year. Schools will distribute information to stakeholders prior to implementation.	Academic Support Program	01/01/2016	01/02/2017	$0	Sheri Henson
Monitoring Implementation Impact	Schools/District will annually report an analysis of progress toward goals to the local board of education.	Policy and Process	01/05/2015	01/02/2017	$0	Victor ZImmerman
Instructional Strategies	Best practice strategies learned from participation with the School Improvement Network, PD, school/classroom visits and state network meetings will be implemented.	Professional Learning	01/04/2016	01/02/2017	$0	principals, Sheri Henson
ILP Parent Involvement	At the Back to School Fair, provide parent login information for the ILP and notify them of the benefits of logging into their child's ILP account.	Community Engagement	01/01/2016	12/31/2016	$0	Sheri Henson, Amy Ramage, Pam Garrett
Equitable distribution	Policy development	Policy and Process	12/18/2015	06/30/2017	$0	Principals
Systematic Advising Program	LCHS Administration will supervise development of a plan for advising upcoming high school (and current high school) students by examining academic, assessment, and ILP data and outlining a written career pathway plan.	Career Preparation/Orientation	01/05/2016	05/20/2016	$0	High school principal, middle school guidance, high school guidance
				Total	$0	

Title VI

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
New Teacher Support	A new teacher orientation will be provided to all new to district employees that includes a book study of Harry Wong's "First Days of School". All new to the building employees will be assigned a mentor to assist them their first year. All first year teachers will be provided a KTIP resource teacher. All new teachers will be participants in PLCs that provide support and guidance and are offered PL as needed based on individual data.	Professional Learning, Recruitment and Retention	01/04/2016	01/02/2017	$500	Sheri Henson
Vertical Alignment	Vertical Alignment meetings will be scheduled with elementary, middle and high school representatives to discuss curriculum needs.	Academic Support Program	01/01/2016	01/02/2017	$1000	Sheri Henson, principals
Classroom Visits	Opportunities will be provided for teachers to visit other classrooms, within their school, district and outside of the district, to observe various instructional strategies that they will be able to incorporate in their own classroom.	Professional Learning	01/04/2016	01/02/2017	$1000	Sheri Henson, principals
Callibration	Administrators will complete the Teachscape calibration individually one time each year, and they will participate in a group training at least one additional time during the year.	Professional Learning	01/04/2016	01/02/2017	$1040	Sheri Henson

KLA/ISLN	Principals will attend ISLN meetings to become more knowledgeable in the PPGES through the 2015-16 school year. They will also be offered an opportunity to attend KLA in addition to ISLN.	Professional Learning	01/02/2015	01/02/2017	$1500	Sheri Henson
				Total	$5040	

Activity Summary by School

Below is a breakdown of activity by school.

All Schools

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
ILP Parent Involvement	At the Back to School Fair, provide parent login information for the ILP and notify them of the benefits of logging into their child's ILP account.	Community Engagement	01/01/2016	12/31/2016	$0	Sheri Henson, Amy Ramage, Pam Garrett
District Leadership Team	The District Leadership Team (DLT) will meet bi-monthly and will consist of teacher leaders and administrators from all schools. The DLT will analyze data, study research and best practices, and look for opportunities for improvement. Best practices and strategies shared will be applicable across all grade levels and provide opportunities to incorporate reading and/or math into all content areas.	Professional Learning	01/04/2016	01/02/2017	$0	Principals, Sheri Henson
Coordinated School Health Committee	A Coordinated School Health Committee will meet regularly to develop and monitor policies to increase wellness among all students which will help close achievement gaps.	Policy and Process	01/02/2015	01/03/2017	$0	Amy Ramage, Tammy Sayle
FRYSC/Community Education	Family First (FRYSC & Community Education) will develop initiatives to help remove non-cognitive barriers to learning by addressing the FRYSC components and by engaging the community in the concept of Community Education.	Other	01/04/2016	01/03/2017	$0	Stephanie Henson
PLCs	PLCs will meet regularly. They will focus on data, standards, instruction and assessment. They will include questioning techniques in their PLC discussions per PGES.	Professional Learning	01/04/2016	01/02/2017	$0	Principals, Sheri Henson
Professional Learning	Teachers will participate in professional learning (both grade level based and in vertical teams) to enhance their instructional practices and knowledge. Professional learning will include opportunities to collaborate with colleagues, including the Professional Learning Community. 21st century tools will be used in professional learning such as Lync and online PLCs.	Professional Learning	01/04/2016	01/02/2017	$0	Sheri Henson
Instructional Strategies	Best practice strategies learned from participation with the School Improvement Network, PD, school/classroom visits and state network meetings will be implemented.	Professional Learning	01/04/2016	01/02/2017	$0	principals, Sheri Henson
21st Century Community Learning Center	All schools provide 21st CCLC after school services that target homework help, tutoring, skill enrichment, social development etc.	Academic Support Program	01/04/2016	01/03/2017	$0	Mary Dunning

Survey	Staff will be surveyed after each school/district based PD to determine follow up needs. Staff will also be surveyed annually to plan for professional development topics and other areas of greatest need.	Professional Learning	01/04/2016	01/02/2017	$0	Principals, Sheri Henson
Technology	Existing technology conditions will be monitored, and the district technology staff will provide support in repairing, upgrading and purchasing equipment as needed.We are in the process of filing E-Rate priority II for assistance with funding our wireless architecture, the committee will not meet again until May. By then we'll know if we will be proceeding with wireless or opting for something else.	Technology	01/04/2016	01/03/2017	$0	BJ Rushing, Regina Durard
Walkthroughs	Walkthroughs will be based on the domains of the Teaching Framework and feedback will be given to individual teachers to increase understanding.	Professional Learning	01/02/2015	01/02/2017	$0	Victor Zimmerman, principals
KLA/ISLN	Principals will attend ISLN meetings to become more knowledgeable in the PPGES through the 2015-16 school year. They will also be offered an opportunity to attend KLA in addition to ISLN.	Professional Learning	01/02/2015	01/02/2017	$1500	Sheri Henson
Monitoring the PTG	Principals will utilize the PTG report to identify students who are facing difficulties and are a potential drop-out risk. Strategies to help meet the needs of these students will be employed by each school.	Other	01/01/2016	12/31/2016	$0	Amy Ramage, principals
Differentiated Instruction	Implementation and monitoring of differentiated instruction will be provided based on needs assessments and analysis of data. Implementation of strategies learned through professional development will be monitored regularly by administrators through walkthroughs. Individual feedback will be given (guided planning, e-mail, conversation, PLCs) and additional training will be provided to increase use of differentiation in the core classes.	Academic Support Program	01/04/2016	01/03/2017	$0	Sheri Henson
Vertical Alignment	Vertical Alignment meetings will be scheduled with elementary, middle and high school representatives to discuss curriculum needs.	Academic Support Program	01/01/2016	01/02/2017	$1000	Sheri Henson, principals
Callibration	Administrators will complete the Teachscape calibration individually one time each year, and they will participate in a group training at least one additional time during the year.	Professional Learning	01/04/2016	01/02/2017	$1040	Sheri Henson
Classroom Visits	Opportunities will be provided for teachers to visit other classrooms, within their school, district and outside of the district, to observe various instructional strategies that they will be able to incorporate in their own classroom.	Professional Learning	01/04/2016	01/02/2017	$1000	Sheri Henson, principals
Guided Planning	At least once per month, teachers will meet with the principal for at least 15 minutes to review lesson plans and check for congruency to the standards. Principals will be provided training as needed. Suggestions for engagement and assessment will be provided.	Professional Learning	01/04/2016	01/02/2017	$0	Principals

Technology	Teachers will use technology resources such as Lexia Core 5, Reading Plus, ALEKS, APEX and Moby Max to assist in differentiation of instruction of the standards, and effectiveness of those programs will be monitored through analyzing reports and benchmark data.	Academic Support Program	01/01/2016	01/02/2017	$50000	Principals, Sheri Henson
Leader in Me	LCMS, NLES and SLES will participate in the "Leader in Me" grant which will help prepare staff to bring out the leader in all of our students in a ubiquitous approach.	Behavioral Support Program	01/01/2016	12/31/2016	$0	Amy Ramage, school principals
TELL/Val-ED Surveys	The TELL Survey and Val-ED Survey will be used in alternating years to ensure a systematic approach to examining student learning data and respond accordingly. This will help us align our resources and professional development to focus on the most important initiatives. We will revisit goals and reassess to determine if indeed our practices align with our vision and goals.	Policy and Process	01/02/2015	01/02/2017	$0	Victor Zimmerman
Standards Based Grading	Training will be offered through PLCs, school visits and meetings as schools become ready to implement components of standards based grading. Schools will begin implementation in the 2016-17 school year. Schools will distribute information to stakeholders prior to implementation.	Academic Support Program	01/01/2016	01/02/2017	$0	Sheri Henson
Collaboration	Teachers/Administrators will use data and a reflective process to establish and review professional and student growth goals throughout the year.	Professional Learning	01/02/2015	01/02/2017	$0	Sheri Henson
Progress Notes	The Schools/District will enter progress notes in ASSIST at least twice a year.	Policy and Process	01/05/2015	09/30/2016	$0	Sheri Henson
Monitoring Implementation Impact	Schools/District will annually report an analysis of progress toward goals to the local board of education.	Policy and Process	01/05/2015	01/02/2017	$0	Victor ZImmerman
Aminstrators' Meetings	Monthly meetings have been established for Principals to meet in a PLC framework. District personnel are included in this meeting to serve as support staff for the schools' needs.	Professional Learning	10/01/2015	06/30/2018	$1000	Victor Zimmerman
Weekly Meetings	The superintendent has scheduled weekly meetings with each principal, individually, to discuss best practices and assess needs.	Professional Learning	08/10/2015	06/30/2018	$0	Victor Zimmerman
TPGES reviews	Superintendent and principal will periodically observe a classroom (the same teacher and the same classroom at the same time) and independently assess the performance against the TPGES Framework. The results will then be discussed.	Professional Learning	11/09/2015	06/30/2018	$0	Victor Zimmerman
New Teacher Support	A new teacher orientation will be provided to all new to district employees that includes a book study of Harry Wong's "First Days of School". All new to the building employees will be assigned a mentor to assist them their first year. All first year teachers will be provided a KTIP resource teacher. All new teachers will be participants in PLCs that provide support and guidance and are offered PL as needed based on individual data.	Professional Learning, Recruitment and Retention	01/04/2016	01/02/2017	$500	Sheri Henson

Policy	Policy development	Policy and Process	12/18/2015	06/30/2017	$0	Principals
Equitable distribution	Policy development	Policy and Process	12/18/2015	06/30/2017	$0	Principals
				Total	**$56040**	

South Livingston Elementary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Bornlearning Academies	Family First (FRYSC), in partnership with the Community Early Childhood Council, is implementing the bornlearning grant to engage families with children in the school system in the earliest years of a child's education to offer them strategies they can use at home to maximize the child's early learning and development.	Parent Involvement	01/01/2016	06/30/2016	$11200	Stephanie Henson
Name and Claim	Teachers will Name and Claim their top 5 scoring novice students and concentrate efforts on moving them to the next performance level.	Academic Support Program	01/04/2016	01/02/2017	$0	Principals
Mentors	Staff or students will be assigned as mentors to students scoring novice. Teachers will counsel students scoring novice and work with them to set goals for improvement.	Career Preparation/Orientation, Academic Support Program, Behavioral Support Program, Tutoring	01/04/2016	01/02/2017	$0	Principals
				Total	**$11200**	

North Livingston Elementary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Bornlearning Academies	Family First (FRYSC), in partnership with the Community Early Childhood Council, is implementing the bornlearning grant to engage families with children in the school system in the earliest years of a child's education to offer them strategies they can use at home to maximize the child's early learning and development.	Parent Involvement	01/01/2016	06/30/2016	$11200	Stephanie Henson
Name and Claim	Teachers will Name and Claim their top 5 scoring novice students and concentrate efforts on moving them to the next performance level.	Academic Support Program	01/04/2016	01/02/2017	$0	Principals

Mentors	Staff or students will be assigned as mentors to students scoring novice. Teachers will counsel students scoring novice and work with them to set goals for improvement.	Career Preparation/Orientation, Academic Support Program, Behavioral Support Program, Tutoring	01/04/2016	01/02/2017	$0	Principals
				Total	$11200	

Livingston County Middle School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Systematic Advising Program	LCHS Administration will supervise development of a plan for advising upcoming high school (and current high school) students by examining academic, assessment, and ILP data and outlining a written career pathway plan.	Career Preparation/Orientation	01/05/2016	05/20/2016	$0	High school principal, middle school guidance, high school guidance
Truancy Diversion Meetings	The Truancy Diversion Committee will review attendance, grades and behavior data, conference with students and monitor impact on student attendance. Students who are not successful in the Truancy Diversion program may be cited to the Court Designated Worker.	Other	01/01/2016	12/31/2016	$0	Amy Ramage
Parent Participation	Parents will be informed of their child's chosen career pathway and be given the opportunity to discuss the pathway with their child prior to beginning high school.	Parent Involvement	01/05/2016	08/01/2016	$0	Scott Gray and Lisa Huddleston Angie McGee and Terrin Hayes
Operation Preparation	Promote and implement Operation Preparation for 8th and 10th grade students.	Community Engagement	01/05/2016	05/31/2016	$0	Stephanie Henson, Scott Gray, Lisa Huddleston
Item Analysis	Staff will analyze items from K-Prep, CERT and ACT to inform instruction. Students will be placed in transitional courses and provided intervention based on analysis of data.	Academic Support Program	01/04/2016	01/02/2017	$0	Lisa Huddleston, Scott Gray
Name and Claim	Teachers will Name and Claim their top 5 scoring novice students and concentrate efforts on moving them to the next performance level.	Academic Support Program	01/04/2016	01/02/2017	$0	Principals
Differentiated Instruction	Implementation and monitoring of differentiated instruction will be provided based on needs assessment and analysis of data. Individual feedback will be given to teachers.	Academic Support Program	01/04/2016	01/02/2017	$0	Principals
				Total	$0	

Livingston Central High School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Systematic Advising Program	LCHS Administration will supervise development of a plan for advising upcoming high school (and current high school) students by examining academic, assessment, and ILP data and outlining a written career pathway plan.	Career Preparation/Orientation	01/05/2016	05/20/2016	$0	High school principal, middle school guidance, high school guidance
Truancy Diversion Meetings	The Truancy Diversion Committee will review attendance, grades and behavior data, conference with students and monitor impact on student attendance. Students who are not successful in the Truancy Diversion program may be cited to the Court Designated Worker.	Other	01/01/2016	12/31/2016	$0	Amy Ramage
Parent Participation	Parents will be informed of their child's chosen career pathway and be given the opportunity to discuss the pathway with their child prior to beginning high school.	Parent Involvement	01/05/2016	08/01/2016	$0	Scott Gray and Lisa Huddleston Angie McGee and Terrin Hayes
Longitudinal data	Longitudinal data will be used to identify career ready students and fence-line students to offer remediation and mentoring.	Career Preparation/Orientation	01/04/2016	01/02/2017	$0	Jennifer Cosby
Mentors	CCR teachers will serve as mentors for students and set goals with students to ensure they are on track for career (or college) readiness.	Career Preparation/Orientation	01/05/2016	01/02/2017	$0	Scott Gray
Operation Preparation	Promote and implement Operation Preparation for 8th and 10th grade students.	Community Engagement	01/05/2016	05/31/2016	$0	Stephanie Henson, Scott Gray, Lisa Huddleston
Item Analysis	Staff will analyze items from K-Prep, CERT and ACT to inform instruction. Students will be placed in transitional courses and provided intervention based on analysis of data.	Academic Support Program	01/04/2016	01/02/2017	$0	Lisa Huddleston, Scott Gray
Open Campus Program	Provide students who are struggling in the traditional high school setting with an alternative path to graduation.	Academic Support Program	01/01/2016	12/31/2016	$67850	Meg Tolley, Amy Ramage, High School Administration and Guidance Counselor
				Total	$67850	

KDE Needs Assessment

Introduction

The purpose of the School District (system) Needs Assessment is to use data and information to prioritize allocation of resources and activities.

Data Analysis

What question(s) are you trying to answer with the data and information provided to you? What does the data/information tell you? What does the data/information not tell you?

Math

2015-K-PREP-Students at Proficiency (elementary-43%, middle-37%, high-25%) Decrease at all levels

2014-K-PREP-Students at Proficiency (elementary-45%, middle-40%, high-46%)

2015-Novice students in math (elementary-22%, middle-16%, high-22%) Small Increase at all levels

2014-Novice students in math (elementary-20%, middle-14%, high-18%)

K-PREP- 2015-Non-duplicated Gap at Proficiency (elementary-37%, middle-30%, high-18%) Remained same at elementary/others decreased.

K-PREP- 2014-Non-duplicated Gap at Proficiency (elementary-37%, middle-34%, high-35%)

2015-Novice gap students in math (elementary-27%, middle-19%, high-30%) Small increase at all levels

2014-Novice gap students in math (elementary-24%, middle-17%, high-29%)

2015-Gap group areas

F/R lunch Novice-(elementary-27%, middle-17%, high-29%)

Disability Novice-(elementary-32%, middle-56%, high-40%)

Need to focus on reducing novice/gap students

Need to focus on bumping the apprentice students up to proficient.

We have more novice/apprentice than the state.

We have fewer Distinguished than the state.

2015-Growth shown-elementary-52%, middle-58%, high-41% Decrease at all levels. Lower than state

2014-Growth shown-elementary-66%, middle-62%, high-72%

2015-ACT-Graduating Seniors Average score 18.2, 1.3 points below the state average, Decrease from last year

2014-ACT-Graduating Seniors Average score 18.7, .7 points below the state average

2015-ACT-11th graders Average score-18.3, .5 below the state average, Increase from last year

2014-ACT-11th graders Average score-18.4, .8 below the state average

Reading

2015-K-PREP-Students at Proficiency (elementary-54%, middle-51%, high-58%) Increase in ele/high and maintain at middle

2014-K-PREP-Students at Proficiency (elementary-49%, middle-51%, high-53%)

2015-Novice students in reading (elementary-22%, middle-19%, high-28%) Decrease in ele/high and maintain at middle

2014-Novice students in reading (elementary-30%, middle-19%, high-34%)

Percent novice in elementary is higher than state average.

Third graders scoring low in 2014 and now 4th graders scoring low in 2015.

Low Distinguished compared to state at Middle level.

2015-K-PREP- Non-duplicated Gap at Proficiency (elementary-47%, middle-46%, high-50%) Increase at all levels

2014-K-PREP- Non-duplicated Gap at Proficiency (elementary-43%, middle-44%, high-41%)

2015-Novice gap students in reading (elementary-25%, middle-25%, high-36%) Decrease at ele/high

2014-Novice gap students in reading (elementary-37%, middle-22%, high-49%)

2015-Gap group areas

F/R lunch Novice-(elementary-27%, middle-23%, high-36%)

Disability Novice-(elementary-29%, middle-70%, high-80%)

Growth shown

2015-elementary-66%, middle-66%, high-51%

2014-elementary-61%, middle-58%, high-51%

ACT

2015-Graduating seniors -Average score 18.7, .7 point below the state average

2014-Graduating seniors -Average score 19.4, .9 point below the state average

ACT

2014-11th graders -Average score-19.7, .1 below the state average

2014-11th graders -Average score-18.4, 1.2 below the state average

Science

2015-K-PREP-Students at Proficiency (high-27%) decrease from last year

2014-K-PREP-Students at Proficiency (elementary-71%, middle-66%, high-33%) similar to 2013

2015-K-PREP- Non-duplicated Gap at Proficiency (high-20%) Similar to 2014

2014-K-PREP- Non-duplicated Gap at Proficiency (elementary-63%, middle-60%, high-22%)

2015 ACT -Graduating seniors -Average score 18.4, 1.7 points below the state average

2014 ACT -Graduating seniors -Average score 19.7, .3 points below the state average

2015 ACT-11th graders -Average score-18.2, 1.1 below the state average

2014 ACT-11th graders -Average score-18.5, 1.1 below the state average

Social Studies

2015-K-PREP-Students at Proficiency (elementary-65%, middle-53%, high-46%)

2014-K-PREP-Students at Proficiency (elementary-61%, middle-60%, high-no score)

2015-K-PREP- Non-duplicated Gap at Proficiency (elementary-59%, middle-45%, high-29%)

2014-K-PREP- Non-duplicated Gap at Proficiency (elementary-47%, middle-53%, high-no score)

Writing

2015-K-PREP-Students at Proficiency (elementary-37%, middle-40%, high-53%)

2014-K-PREP-Students at Proficiency (elementary-33%, middle-40%, high-46%)

2015-K-PREP- Non-duplicated Gap at Proficiency (elementary-33%, middle-35%, high-43%)

2014-K-PREP- Non-duplicated Gap at Proficiency (elementary-33%, middle-37%, high-33%)

College and Career Readiness

2015-69% of our high school students are college and/or career ready.

2014-72% of our high school students are college and/or career ready.

2015-Average Freshman Graduation Rate-98.6%

2014-Average Freshman Graduation Rate-96.6%

BRIGANCE-

2015-49% of our students begin kindergarten ready.

2014-43% of our students begin kindergarten ready.

Areas of Strengths

What were the areas of strength you noted? What actions are you implementing to sustain the areas of strength? What is there cause to celebrate?

The district is labeled Proficient.

We have met our target in reading at the elementary level, CCR and graduation rate.

South Livingston Elementary was labeled as a proficient progressing school.

Our high school and North Livingston Elementary were labeled as a proficient schools.

Our CCR rate is 68.8% and is above the state average.

Our graduation rate is at 96.8% and is well above the state average.

100% ILPs were completed and 100% had parent reviews at the middle school and both elementary schools.

All of our schools have practices in place to celebrate student accomplishments and students are being recognized at Board Meetings.

All of our schools have 21st century after school programs in place, and are currently applying for grants that would sustain the program.

Our high school has a focus on CCR with strategies in place to increase ASVAB, COMPASS, ACT and KOSSA scores.

A new teacher orientation is in place for all new teachers.

A substitute orientation is in place.

PLC meetings occur weekly in all schools and the district office. Minutes are sent to administrators to keep everyone informed.

A district leadership team meets bi-monthly to further develop teacher leaders and to bring consistent information back to the schools.

Representatives from our district (pk-12, and administrators) participate in the statewide network meetings, ELA, Math, Science, Social Studies, ELLN and ISLN.

Administrators attend KLA meetings.

Family First Offices are located at each campus and they sponsor family/community events and meet student needs.

The health department has clinics at all three campuses.

Open Campus provides an alternate diploma track as a proactive alternative to dropping out of school.

A resource officer is assigned part time to each of our schools. He serves as a mentor and role model to our students. He provides the DARE program at the elementary schools.

We have parent involvement activities such as Back to School Fair, Parent/Student/ Teacher conferences, Doughnuts with Dads, Muffins with Moms, etc. in an attempt to increase parent participation across the district and grade levels.

STAR or CERT assessments are implemented in all schools.

District/School RtI plans have been developed. A district staff member has been assigned the role of RtI Coordinator to help monitor and facilitate the RtI program in each school. Central Office staff are assigned to each school to provide RtI once a week.

Additional math teachers have been hired at the middle and high schools.

BRIGANCE scores indicating kindergarten readiness has increased by 6% since last year. 49% of students entering K this year were ready.

The district has systems in place to ensure appropriate and relevant professional learning is provided to teachers and administrators.

Teachers are actively participating in self-reflection, setting student and professional growth goals and responding to student surveys.

The district and schools creatively look for ways to involve parents in the educational process for their children. Parents can access information through Infinite Campus and the Career Cruising website. Information on students progress is sent home eight times a year.

Opportunities for Improvement

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

Our district has not met the goals for proficiency and gap, nor have we met the objectives to put us on track to meeting those goals in 2017. Livingston County Middle School is a needs improvement school.

Math proficiency scores averaged to be 35%, our growth rate is below the state and math continues to be a low area on the ACT.

Reading proficiency scores averaged to be about 54%.

According to the Gallup Poll, 23% of our students are actively disengaged. (39% of high schoolers)

According to KIP data, almost 50% of 12th graders have used alcohol and over 25% have used marijuana in the last 30 days.

TELL Survey Data

60% of our teachers disagree that efforts are made to reduce routine paperwork that teachers are required to do.

50% of teachers disagree that they have sufficient access to instructional technology, including computers, printers, software and internet access.

65% of our teachers disagree that the reliability and speed of the Internet supports instructional practice.

48% of our teachers disagree that professional development is differentiated to meet the needs of individual teachers.

According to assessment data, classroom grades are not reflective of standards mastery. Schools are being asked to look standards-based grading and determine next steps in order to fully implement.

The district (middle and elementary) is participating in a Leader in Me grant to develop the leader in all of our students. The Leader in Me has been implemented successfully in other districts with a positive impact on student achievement.

The district RtI Coordinator is meeting regularly with teachers, and the RtI plan will be revisited with a committee and revised as needed. The need to revisit was discovered during the implementation of the plan. The need to have targeted methods of intervention is still a need that has been observed by the school psychologist and RtI coordinator.

CERT and STAR data is being analyzed. Data has been consistently analyzed for the past 3 years, and it has proved to provide data that aligns with state assessments and helps us in targeting individual needs.

ACT prep has been offered through the after school program. The data shows that our ACT data is still not in line with the rest of the state, so the high school is continuing to look for ways to provide intervention to meet student needs. They are making personal contacts with parents to increase participation in the after school program.

Walkthroughs are being conducted to monitor effective teaching practices based on Charlotte Danielson's Framework and to provide feedback. We have found that when individual feedback can be given, walkthroughs do impact instruction.

Through previous walkthroughs, questioning and engagement have been identified as areas for improvement. PGES will be a topic of discussion at administrator meetings. The district will continue to participate in KLA and ISLN meetings and share and act on new information. Data from implementation will be analyzed and calibration will occur to ensure that expectations are consistent across the

district.

A Coordinated School Health Council has been formed at the district level to address the health needs of our students and staff. This Council has been able to bring in a contact from the Alliance for a Healthier Generation that has provided ideas and resources for our schools to increase the wellbeing of our students.

Technology needs are being analyzed and a plan developed to improve technology. Technology has been found to be a barrier at times, and having a refresh plan in place will allow principals and staff to be able to see when their computers will be upgraded. The district has applied for funding to improve our wireless infrastructure. We are waiting to receive the money to make the upgrades.

Teachers are surveyed & self-reflections reviewed to determine Professional Learning (PL) needs. This provides the schools and district the information needed to offer PL that will be what teachers need.

Teachers have been surveyed about ways to reduce the amount of routine paperwork, and responses will be reviewed for possible changes in practice.

Additional math teachers have been hired at our middle and high school to address math needs.

The district will continue to seek input from parents to see how we can better serve their needs and to increase parent participation. The superintendent has established a blog, and a distribution e-mail list is utilized through IC for surveys.

Oversight and Monitoring

Describe your processes and interventions for monitoring continuous improvement.

Assessment is a focus. PLCs are analyzing data. They will continue to review congruency to the standards. This will be monitored through the implementation of Domain 1 (Planning) in TPGES.

Not all teachers and administrators currently see value in the process of developing common assessments. The district will work with teachers and administrators to build consensus that use of backward design will result in more effective instructional practice. The district will work collaboratively with school-level administrators to develop planning days for teachers to work on backward design. In addition, vertical alignment meetings will be conducted to address curriculum gaps.

Not all teachers consistently use Learning Targets to communicate expectations to students. Through District Leadership Team meetings and PLCs, steps have already been taken to increase the use, references to and congruency of Learning Targets to standards, assessments and activities. The use of Learning Targets are monitored through use of walkthroughs. Data will continue to be analyzed to determine compliance and future trainings.

There is a systematic process in place to ensue all students have an adult advocate/mentor. However the fidelity is in question. Mentoring is discussed in Turnaround meetings and documented on the 30-60-90 plan. School and district administrators will analyze data (Gallup Poll, AdvancED surveys) to determine student perspective on adult mentors. Activities will be conducted at each school to ensure that all students have an adult who will advocate for them. Schools will monitor mentoring program through communication/documentation logs.

There is a need to more accurately report grades. There should be a direct correlation between the number of students who have A's and the number of students scoring proficient on tests. The district will provide support to schools to develop consistent grading practices moving toward standards based grading and teaching for learning. The district will provide training to teachers and administrators on how to provide meaningful information to parents at the elementary school level.

Coaching sessions with individual teachers to discuss congruency of standards, instruction and assessment is occurring weekly at two schools in the district, and beginning to be implemented at the other two schools.

A district RtI plan has been developed and a district coordinator monitors implementation through regular meetings with teachers.

A district leadership team meets bi-monthly to ensure teachers are receiving consistent information through PLCs. Each PLC keeps minutes and submits them to the building principal and instructional supervisor.

The Special Education Director monitors special education paperwork prior to ARCs.

Data reports such as Suspension, persistence to graduation, etc. are monitored regularly.

Attendance (truancy), Bus write-ups, behavior, and the Persistence to Graduation Report is monitored through the Director of Pupil Personnel.

Professional Development is monitored through the PD Coordinator. Input for PD is gathered from each school based on their needs.

A district ILP plan is in place and implementation is monitored through the instructional supervisor.

Conclusion

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

Our goal is to provide support to our schools as they strive to meet the goals set forth in their CSIPs. While we have met the CCR and graduation goal, we must look at ways to sustain those areas. We have not met our Proficiency and gap goals, and it is imperative that we look for ways to increase achievement in all of our students. We have many effective strategies in place, and we will continue with some of our existing plans, but we will also incorporate new strategies in an effort to meet all of our goals.

We will continue to provide leadership support through the District Leadership Team and monitor the effective implementation of PLCs.

We will support the continued implementation of instructional strategies in the classroom through effective implementation of the PGES Framework.

We will analyze walkthrough data, assessment data and survey data to inform decisions. We will continue to strive to have school level PLCs take ownership in the data.

We will continue to refine and monitor a District RtI plan.

We will continue to monitor the use of our Universal Screener, CERT or STAR, to ensure staff are utilizing the data to meet individual student needs.

We will monitor the implementation of the District ILP Plan.

We will implement strategies to reduce our number of Novice students.

Compliance and Accountability - Districts

Introduction

The process of Improvement Planning in Kentucky is used as the means of determining how schools and districts will plan to ensure that students reach proficiency and beyond by 2015. The process focuses school and district improvement efforts on student needs by bringing together all stakeholders to plan for improvement, by focusing planning efforts on priority needs and closing achievement gaps between subgroups of students, by building upon school and district capacity for high quality planning, and by making connections between the funds that flow into the district and the priority needs in schools.

Your school's plans for improvement must be based on careful and honest analysis of data, address all content areas, and clearly address gaps in student achievement.

Planning and Accountability Requirements

The district ensures that teachers are equitably distributed throughout the district to ensure that all students are college and career ready. Equitable distribution: poor and minority students are not taught at higher rates than other students by inexperienced, unqualified, or out-of-field teachers.

Goal 1:

Increase the averaged combined reading and math K-PREP scores for elementary and middle students from 44% to 72% in 2017.

Measurable Objective 1:

collaborate to increase the overall reading and math scores for Livingston County Elementaries and Middle School from 46% to 59% by 09/30/2015 as measured by K-PREP.

Strategy1:

Professional Learning - All teachers will participate in professional learning directly related to best practices in the areas they are teaching, as well as literacy and math strategies that can be incorporated into their area, and their professional growth goal. This will provide teachers with the professional learning opportunities that will strengthen their effectiveness and increase student achievement.

Category: Professional Learning & Support

Research Cited: Richard Dufour, Robert Marzano, Richard Elmore, Learning Forward

Activity - District Leadership Team	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The District Leadership Team (DLT) will meet bi-monthly and will consist of teacher leaders and administrators from all schools. The DLT will analyze data, study research and best practices, and look for opportunities for improvement. Best practices and strategies shared will be applicable across all grade levels and provide opportunities to incorporate reading and/or math into all content areas.	Professional Learning	01/04/2016	01/02/2017	$0 - No Funding Required	Principals, Sheri Henson

Activity - Survey	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff will be surveyed after each school/district based PD to determine follow up needs. Staff will also be surveyed annually to plan for professional development topics and other areas of greatest need.	Professional Learning	01/04/2016	01/02/2017	$0 - Other	Principals, Sheri Henson

Activity - Instructional Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Best practice strategies learned from participation with the School Improvement Network, PD, school/classroom visits and state network meetings will be implemented.	Professional Learning	01/04/2016	01/02/2017	$0 - No Funding Required	principals, Sheri Henson

Activity - PLCs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PLCs will meet regularly. They will focus on data, standards, instruction and assessment. They will include questioning techniques in their PLC discussions per PGES.	Professional Learning	01/04/2016	01/02/2017	$0 - State Funds	Principals, Sheri Henson

Activity - Guided Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
At least once per month, teachers will meet with the principal for at least 15 minutes to review lesson plans and check for congruency to the standards. Principals will be provided training as needed. Suggestions for engagement and assessment will be provided.	Professional Learning	01/04/2016	01/02/2017	$0 - No Funding Required	Principals

Activity - Professional Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in professional learning (both grade level based and in vertical teams) to enhance their instructional practices and knowledge. Professional learning will include opportunities to collaborate with colleagues, including the Professional Learning Community. 21st century tools will be used in professional learning such as Lync and online PLCs.	Professional Learning	01/04/2016	01/02/2017	$0 - No Funding Required	Sheri Henson

Activity - Classroom Visits	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Opportunities will be provided for teachers to visit other classrooms, within their school, district and outside of the district, to observe various instructional strategies that they will be able to incorporate in their own classroom.	Professional Learning	01/04/2016	01/02/2017	$1000 - Title VI	Sheri Henson, principals

Goal 2:

Increase the averaged combined reading and math proficiency ratings for all students in the non-duplicated gap group from 33% in 2012 to 66.5% in 2017.

Measurable Objective 1:

demonstrate a proficiency in student achievement by 07/31/2017 as measured by Equitable distribution of staff.

Strategy1:

Equitable distribution - SBDM policies

Category: Human Capital Management

Research Cited:

Activity - Policy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Policy development	Policy and Process	12/18/2015	06/30/2017	$0 - No Funding Required	Principals

Measurable Objective 2:

collaborate to increase the average combined reading and math proficiency ratings for all students in the nonduplicated gap group from 39% to 54.8% by 09/30/2015 as measured by K-PREP.

Strategy1:

Removing Barriers - The district will work with the Family Resource and Youth Service Center (FRYSC) and through various other committees to remove barriers to learning by addressing the FRYSC components and engaging the community in the concept of community education.

Category: Stakeholder Engagement

Research Cited: Maslow, Alliance for a Healthier Generation, Gallup

Activity - Equitable Distribution	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A formal and systematic approach is used for hiring, including but not limited to the interview process consisting of teaching a real lesson with students, to ensure that we hire the most qualified staff. Student class assignment will be based on student needs, and focus will be given to placing the students of highest need with teachers who are most highly trained in their area. Additional support, including SE, GT, and ELL, will be provided on an individual as-needed basis. Data will be used to monitor progress.	Other - Equity	01/04/2016	01/02/2017	$0 - No Funding Required	Principals

Goal 3:

Reduce the percent of novice scoring students in reading and math from 22% in 2015 to 11% in 2020.

Measurable Objective 1:

collaborate to reduce the number of novice to 19% by 05/31/2016 as measured by K-PREP results.

Strategy1:

Novice Reduction - Activities will be implemented that will target and reduce the number of novice students.

Category: Continuous Improvement

Research Cited:

Activity - Equitable distribution	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Policy development	Policy and Process	12/18/2015	06/30/2017	$0 - No Funding Required	Principals

The district has identified specific strategies to address areas for improvement identified in the TELL KY survey results.

Goal 1:

Increase the averaged combined reading and math K-PREP scores for elementary and middle students from 44% to 72% in 2017.

Measurable Objective 1:

collaborate to increase the overall reading and math scores for Livingston County Elementaries and Middle School from 46% to 59% by 09/30/2015 as measured by K-PREP.

Strategy1:

Professional Learning - All teachers will participate in professional learning directly related to best practices in the areas they are teaching, as well as literacy and math strategies that can be incorporated into their area, and their professional growth goal. This will provide teachers with the professional learning opportunities that will strengthen their effectiveness and increase student achievement.

Category: Professional Learning & Support

Research Cited: Richard Dufour, Robert Marzano, Richard Elmore, Learning Forward

Activity - PLCs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PLCs will meet regularly. They will focus on data, standards, instruction and assessment. They will include questioning techniques in their PLC discussions per PGES.	Professional Learning	01/04/2016	01/02/2017	$0 - State Funds	Principals, Sheri Henson

Strategy2:

Curriculum Alignment - Curriculum will be aligned and congruent to the standards to ensure there are no gaps in instruction. Resources will be identified to support instruction in the standards and feedback to students and parents will reflect student progress in mastering the standards,

Category: Continuous Improvement

Research Cited: State networks, Gerry Swann-Standards Based Grading

Activity - Technology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use technology resources such as Lexia Core 5, Reading Plus, ALEKS, APEX and Moby Max to assist in differentiation of instruction of the standards, and effectiveness of those programs will be monitored through analyzing reports and benchmark data.	Academic Support Program	01/01/2016	01/02/2017	$50000 - Other	Principals, Sheri Henson

Goal 2:

Increase the averaged combined reading and math proficiency ratings for all students in the non-duplicated gap group from 33% in 2012 to 66.5% in 2017.

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings for all students in the nonduplicated gap group from 39% to 54.8% by 09/30/2015 as measured by K-PREP.

Strategy1:

Removing Barriers - The district will work with the Family Resource and Youth Service Center (FRYSC) and through various other committees to remove barriers to learning by addressing the FRYSC components and engaging the community in the concept of community education.

Category: Stakeholder Engagement

Research Cited: Maslow, Alliance for a Healthier Generation, Gallup

Activity - Technology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Existing technology conditions will be monitored, and the district technology staff will provide support in repairing, upgrading and purchasing equipment as needed.We are in the process of filing E-Rate priority II for assistance with funding our wireless architecture, the committee will not meet again until May. By then we'll know if we will be proceeding with wireless or opting for something else.	Technology	01/04/2016	01/03/2017	$0 - Other	BJ Rushing, Regina Durard

Goal 3:

Maintain the percentage of effective principals based on the PPGES Framework.

Measurable Objective 1:

demonstrate a proficiency ,within a supportive professional learning community, when data is available by 07/01/2016 as measured by first year implementation.

Strategy1:

Professional Learning - Principals will be trained in the Principal Professional Growth and Effectiveness System.

Category: Principal PGES

Research Cited: Charlotte Danielson

Activity - TELL/Val-ED Surveys	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The TELL Survey and Val-ED Survey will be used in alternating years to ensure a systematic approach to examining student learning data and respond accordingly. This will help us align our resources and professional development to focus on the most important initiatives. We will revisit goals and reassess to determine if indeed our practices align with our vision and goals.	Policy and Process	01/02/2015	01/02/2017	$0 - General Fund	Victor Zimmerman

KDE Assurances - District

Introduction

KDE Assurances for Districts

District Assurances

Label	Assurance	Response	Comment	Attachment
1.	All schools in our district have planned or developed strategies to increase parental involvement in the design, implementation, evaluation and communication of data and information.	Yes		

Label	Assurance	Response	Comment	Attachment
2.	The current school year Comprehensive District Improvement Plan (CDIP) and all our schools Comprehensive School Improvement Plans (CSIPs) are available for stakeholders to examine on the district website.	Yes	www.livingston.kyschools.us Link to 2014-15 Plan http://www.livingston.kyschools.us/Content2/370 2015-16 Plan will be placed on website once plan is complete.	

Label	Assurance	Response	Comment	Attachment
3.	All teachers in our district including those providing services to private school students are highly qualified.	Yes		

Label	Assurance	Response	Comment	Attachment
4.	All paraeducators in our district including those providing services to private school students are highly qualified.	Yes	All paraeducators have either an associate degree or have passed the paraeducator test.	

Label	Assurance	Response	Comment	Attachment
5.	All schools in our district notify parents when their children are taught for four or more consecutive weeks by teachers who are not highly qualified. If no, list the schools below.	Yes		

Label	Assurance	Response	Comment	Attachment
6.	Our district provides professional development for staff based on a comprehensive needs assessment, which included a review of academic achievement data and additional criteria, to ensure all students are college and career ready.	Yes		

Label	Assurance	Response	Comment	Attachment
7.	Our district has planned strategies to recruit and retain highly qualified teachers.	Yes		

Label	Assurance	Response	Comment	Attachment
8.	Our district will allocate and spend federal program funds only on programs and activities for identified eligible students and will maintain appropriate financial records in this regard.	Yes		

Label	Assurance	Response	Comment	Attachment
9.	Our district ensures that program funds are targeted to schools that have the lowest proportion of highly qualified teachers, have the largest average class size, or are identified as focus or priority schools.	Yes		

Label	Assurance	Response	Comment	Attachment
10.	Our district ensures that all class-size reduction teachers are utilized to reduce class size below the state requirements. Paraprofessionals are utilized to meet the state requirements before hiring any additional teachers serving in that capacity.	Yes		

Label	Assurance	Response	Comment	Attachment
11.	Our district ensures class-size reduction needs are determined by analysis of data complied through such processes as achievement test results, needs assessments, and class size data reviews.	Yes		

Label	Assurance	Response	Comment	Attachment
12.	Our district ensures that all personnel compensated from federal program funds are performing assignments aligned to the program purpose according to the program plan and appropriate documentation is maintained.	Yes		

Label	Assurance	Response	Comment	Attachment
13.	Our district ensures that private schools have been consulted with regard to available federal funds for use with eligible students and/or teachers according to federal program requirements.	Yes		

Label	Assurance	Response	Comment	Attachment
14.	Our district ensures that services provided to private schools with federal funds are delivered according to specific federal program requirements and appropriate documentation is maintained.	Yes	We currently do not have any private schools requesting services.	

Label	Assurance	Response	Comment	Attachment
15.	Procedures have been established for the identification and tracking of purchases made with federal funds, including the retrieval and/or disposal of materials when no longer needed.	Yes		

Label	Assurance	Response	Comment	Attachment
16.	Our district ensures that all federal program complaint procedures have been communicated to all stakeholders and are properly implemented when applicable.	Yes		

Label	Assurance	Response	Comment	Attachment
17.	Our district maintains proper time and effort documentation for all personnel paid with federal funds according to specific federal program requirements.	Yes		

Label	Assurance	Response	Comment	Attachment
18.	Our district ensures proper maintenance of records according to federal program guidelines.	Yes		

Label	Assurance	Response	Comment	Attachment
19.	Our district has followed the proper procedures for the acquisition of equipment and materials with federal funds.	Yes		

Label	Assurance	Response	Comment	Attachment
20.	Our district ensures that all federal programs are evaluated annually for program effectiveness and compliance.	Yes		

Label	Assurance	Response	Comment	Attachment
21.	Our district ensures that only eligible schools are served by Title I, Part A.	Yes		

Label	Assurance	Response	Comment	Attachment
22.	Our district ensures that low-income data for all schools is taken on the same day.	Yes		

Label	Assurance	Response	Comment	Attachment
23.	Our district ensures that district and school allocations on the Title I Ranking Report correspond with the MUNIS budget.	Yes		

Label	Assurance	Response	Comment	Attachment
24.	Our district ensures that there is documentation to support the child count for local institutions for neglected children that was submitted to KDE.	Yes		

Label	Assurance	Response	Comment	Attachment
25.	Our district ensures that set-aside funds for neglected institutions in the district are expended on identified student needs.	N/A	We do not have any neglected institutions in our district.	

Label	Assurance	Response	Comment	Attachment
26.	Our district ensures that neglected student needs were identified through consultation with staff at all neglected institutions in the district.	N/A	We do not have any neglected institutions in our district.	

Label	Assurance	Response	Comment	Attachment
27.	Our district ensures that Title I funds are reserved and expended to meet the needs of homeless children and youth in non-Title I schools.	N/A	All schools in our district are Title I schools.	

Label	Assurance	Response	Comment	Attachment
28.	Our district ensures that if it receives more than $500,000 in Title I, Part A funding, 1% of the total district allocation has been reserved for parent involvement activities and that 95% of the reserved funds has been allocated to eligible schools including eligible private schools.	N/A	Our allocation is less that $500,000.	

Label	Assurance	Response	Comment	Attachment
29.	Our district ensures that parents are involved in deciding ways in which parent involvement funds are used.	Yes		

Label	Assurance	Response	Comment	Attachment
30.	Our district ensures that there is an annual meeting to inform parents of program requirements, including the right of parents to be involved in planning, review and improvement of parent programs.	Yes		

Label	Assurance	Response	Comment	Attachment
31.	Our district ensures that all parents of students in Title I schools have been notified that they may request information regarding the professional qualifications of their child's teachers.	Yes		

Label	Assurance	Response	Comment	Attachment
32.	Our district ensures that it communicates with school councils/school staff on an ongoing basis including information on program requirements, analysis of data and review of the schoolwide program (SWP) or targeted assistance (TAS) program plan to ensure compliance and effectiveness.	Yes		

Label	Assurance	Response	Comment	Attachment
33.	Our district ensures that private schools (within and outside the district) serving students from participating public school attendance areas have been contacted to offer equitable services.	Yes		

Label	Assurance	Response	Comment	Attachment
34.	Our district ensures that written affirmation signed by an official from each of the participating private schools that consultation occurred during the design, implementation, and assessment of the Title I activities in the private schools is maintained.	N/A	We currently do not haven any private schools requesting services.	

Label	Assurance	Response	Comment	Attachment
35.	For any staff member that does not meet the highly qualified teacher status, the district develops an individual plan to assist them with becoming highly qualified.	N/A		

Label	Assurance	Response	Comment	Attachment
36.	Our district ensures that district and school allocations on the Title II Teacher Quality Program Budget correspond with the MUNIS budget.	Yes		

Label	Assurance	Response	Comment	Attachment
37.	We certify that we are a District of Innovation and attach the approved application.	No	We are not a District of Innovation.	

Label	Assurance	Response	Comment	Attachment
38.	The district certifies it has submitted the required District School Safety Report in ASSIST to verify compliance with SB/HB345 to assure schools are safer places for students and staff and that school safety practices are being developed and are in place.	Yes		

Equitable Access Diagnostic

Introduction

Description

As part of No Child Left Behind (NCLB) each state is required to develop strategies to ensure that poor and minority children are not taught at higher rates than other children by inexperienced, unqualified, or out-of-field teachers. The results of this effort became a national push to ensure all teachers were highly qualified (HQT); meaning each teacher holds the appropriate certification for the content and/or grade level for which they are assigned. National data show that poor and minority continue to be taught by inexperienced, unqualified, or out-of-field teachers. As a result, in 2014, the United States Department of Education (USDOE) required states to develop equity plans and use evidence based strategies to address this issue. The focus of the plan is to move away from the concept of "highly qualified" to "high effective".

Needs Assessment

Label	Assurance	Response	Comment	Attachment
1.1	Has a review of the data has been conducted to determine barriers to achieve equitable access to effective educators within the district?	Yes	School report card data, tell survey, etc.	

What are the barriers?

There is higher teacher turnover in our middle and high school. Our middle and high school both have a turnover rate of about 25%. Some of this is due to looking for teachers who are more effective in meeting student needs.

Recruiting and retaining highly effective teachers.

List the data sources used to identify the barriers.

School report card data, PGES data, tell survey data, principal observation.

What are the root causes of those identified barriers?

Rural, remotely-located schools.

Lower pay than some surrounding counties.

Lack of employment opportunities for spouses.

Childcare

The need to grow our own teachers-:no program in place to encourage our own students returning to Livingston County to teach.

Lack of programs/opportunities at high school that would keep families in our school system.

Lack of mentors and protocols to help beginning teachers.

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

The PGES data on the school report card shows that 100% of our teachers who have completed their summative evaluation are accomplished or exemplary.

Equitable Access Strategies

Placement: Describe district policies or procedures that address the assignment of students to ensure low income, minority, Limited English Proficient and Exceptional Children and Youth are not assigned to inexperienced, ineffective or out-of-field teachers more often than their peers.

The schools have SBDM policies in place about assignment of students. These policies do not specifically address the qualifications of the teacher. Right now 100% of our teachers are highly qualified, and in most of our schools, students have all teachers. Policies may need to be revised to ensure students do not have 2 new or ineffective teachers back to back as this limits their ability to grow, and that is difficult for students to recover.

Placement: How is data used to make student assignment decisions to ensure low income, minority, Limited English Proficient and Exceptional Children and Youth are not assigned to inexperienced, ineffective or out-of-field teachers more often than their peers?

In general, most of our students have all teachers, and all of our teachers are highly qualified. In grade levels where there is choice, information about the child is gathered from previous teachers and/or parents to place students with teachers that best fit their needs.

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

The district regularly analyzes student data by breaking down gap group areas and identifying areas of need. This data has been used to create positions based on the needs of the students. Interview questions for school and district leaders have also been developed to determine candidates who best meet the needs of our student population.

Recruitment and Retention: How does the district recruit teachers who are effective in implementing practices that are targeted to support the diverse learning needs of minority students, low income students, Limited English Proficient and Exception Children and Youth?

The district is open and welcomes student teachers and college students doing classroom observations into our district. The schools have had teacher candidates to teach a lesson and have used that in helping to determine teachers who would be effective in implementing practices. The schools also use the board screener to help select candidates to interview. The positions are posted on the KEPS website and on our school web page.

Recruitment and Retention: How does the district recruit effective teachers and leaders to its high poverty, high minority, lowest achieving schools or schools with higher populations of Limited English Proficient or Exceptional Children and Youth?

SBDM Councils are trained in hiring highly qualified principals. A monetary stipend has been attached to newly created math positions at our two lowest performing schools to encourage highly qualified math teachers to apply.

Recruitment and Retention: How does the district retain effective teachers retained in high poverty, high minority, low achieving schools or schools with higher populations of Limited English Proficient and Exceptional Children and Youth? Identify any incentives.

Our salary schedule is comparable to surrounding districts of similar size and demographics and it has an incremental scale based on years of experience. Our high school is able to offer financial support to teachers for their continuing education if they commit to staying in our district to teach. We have Live RED employee recognition programs in place for years of service and accomplishments in teaching. We also offer benefit packets that include vision and dental insurance.

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

We offer a new teacher orientation for all new to our district teachers. It includes a book study of Harry's Wong's First Days of School. The district also pays for mentors for alternate certification teachers. Principals also have one on ones with new teachers to discuss needs and opportunities for professional learning. School level mentors are assigned. First year teachers go through the formal KTIP process. PLC groups provide support to new teachers through regular meetings. The district also partners with the West KY Educational Cooperative to provide support in classroom management and other areas as needed.

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

Teachers utilize a self-reflection process that helps them to self-identify areas of need. The principals/evaluators meet regularly with the teaches to assist them in setting professional and student growth goals. Observation feedback is given by peer observers and administrators. Teachers also utilize feedback from student voice surveys to reflect and revise their teaching practices. Progress will be monitored through artifacts and conversations. Administrators will follow the process in the Certified Evaluation Plan.

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

The working conditions reported in the school report card indicates that the district scores higher than the state in the areas of managing student conduct, community engagement and support, and school leadership. TELL results are analyzed in both faculty and SBDM meetings and next steps are determined. The principals establish a goal based on the TELL survey, and it is monitored by the superintendent.

Questions

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

Maintain the percentage of effective professionals based on the PGES Framework(s).

Professional Growth and Effectiveness System - The PGES will be implemented in all schools.

Walkthroughs will be based on the domains of the Teaching Framework and feedback will be given to individual teachers to increase understanding.

Administrators will complete the Teachscape calibration individually one time each year, and they will participate in a group training at least one additional time during the year.

Teachers/Administrators will use data and a reflective process to establish and review professional and student growth goals throughout the year.

Equitable Distribution - Equitable distribution of highly qualified teachers with the students of highest need will be analyzed by each school. Schools will develop policies to address equitable distribution.

A formal and systematic approach is used for hiring, including but not limited to the interview process consisting of teaching a real lesson with students, to ensure that we hire the most qualified staff. Student class assignment will be based on student needs, and focus will be given to placing the students of highest need with teachers who are most highly trained in their area. Additional support, including SE, GT, and ELL, will be provided on an individual as-needed basis. Data will be used to monitor progress.

Building Capacity - New teachers will be given support to assist them in transitioning into teaching and/or our district.

A new teacher orientation will be provided to all new to district employees that includes a book study of Harry Wong's "First Days of School". All new to the building employees will be assigned a mentor to assist them their first year. All first year teachers will be provided a KTIP resource teacher. All new teachers will be participants in PLCs that provide support and guidance and are offered PL as needed based on individual data.