KDE Closing the Achievement Gap

Livingston County Middle School

Livingston County

Thelma Huddleston, Principal
1370 Us 60 E
Burna, KY 42028

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Introduction

Pursuant to KRS 158.649 reporting requirements for achievement gap shall be October 1 of each year. The principal shall convene a public meeting to present and discuss the plan for closing the achievement gap prior to the submission to the superintendent and local board for review. The local board of education shall review, in a public meeting, the portion of each school's Comprehensive School Improvement Plan (CSIP) addressing the activities and schedule to reduce achievement gaps if a district has more than 20 schools. This can be a consolidated district report in accordance to KRS 160.340 (3)(b).

Achievement gap means a substantive performance difference in each of the tested areas by grade level of the state testing system between the various groups of students including male and female students, students with and without disabilities, students with and without English proficiency, minority and non-minority students, and students who are eligible for free and reduced-price meals and those who are not eligible for free or reduced-price meals.

Addressing achievement gap in schools and districts is a communicative and collaborative effort between district and school leaders, teachers, parents, community members and leaders, students and the Kentucky Department of Education. The use of data from various resources available to schools and districts allows districts and schools to review, monitor and track student performance in each of the achievement gap areas. Not only shall the focus be on the performance of students, but the contributing factors of ensuring that teachers are provided with the professional learning resources and opportunities that foster student success. District and school leaders are aware of working conditions to ensure climate and culture are a positive contribution to fostering student and teacher success.

Achievement Gap Groups Identification

Statement or Question: Use the School Report Card to identify your school's gaps groups. Select all that apply.

Response:

- •With Disability
- •Free/Reduced Price Meals
- •Male

Achievement Gap Summary

Describe the school's climate and culture.

Livingston County Middle School enrolls approximately 200 seventh and eighth grade students. It is our only middle school, and it is located in a rural, agricultural community, The school has implemented several strategies over the past few years to foster a sense of pride within the school. Expectations are taught at the beginning of school and throughout the year. Enrichment classes and clubs have been established to enagage students. Intervention classes are provided for students scoring below benchmark. The school has worked closely with the School Improvement Network to improve instructional strategies and increase achievement.

Describe the strategies that were implemented that helped to close the achievement gap.

Expectations are high throughout the school. Universal Screeners (last year MAP, and this year STAR) are used to identify and address student needs. Intervention classes have been established for students scoring below benchmark. An additional interventionist has been hired through AmeriCorps to provide more small group instruction. Tutoring is offered before, during lunch, and after school through LCMS staff and the 21st Century Program.

Describe the barriers that prevented the school from closing the achievement gap.

One instructional barrier is fidelity of implementation of complete assessment literacy. Our RtI pyramid shows that core instruction is not meeting the needs of our students. We feel we need to improve assessment congruency, feedback, and our student's self-assessment and ability to articulate strengths and areas for growth in student-led parent teacher conferences.

We feel our primary barrier is funding. We lack funds to purchase adequate technology, infrastructure for that technology, instructional resources, and staff for our students.

With improved technology, technology infrastructure (wireless capabilities, networking capabilities, printing capabilities, BYOD capabilities, etc.), and building infrastructure (electrical needs, etc.), we could implement station teaching, blended learning, flipped classrooms, and other such strategies school wide in our classrooms to help deal with individual student needs and thus better differentiate instruction.

One of our barriers is staffing. We know that on record we appear over-staffed. However, when effective RtI plans call for five students in RtI Tier 3 groups, we cannot meet those needs using the current staffing model.

Staff also asks for more access to current information. It is very difficult to get the "rights" they feel they need to view information to mentor students. Some information is slow to be updated, and they feel it is difficult to have to look up information that should be current in Infinite Campus (IC) like phone numbers, etc.

Time is a barrier. Students who fail to meet proficiency benchmarks need more time than we have and sometimes do not take advantage of after or before school programming.

Provide specific examples from the CSIP as to how the district and school collaborated to ensure that the achievement gap was addressed.

The district provided a CIITS Coach to work with teachers in accessing and analyzing data from CIITS. The 21st Century program located at LCMS provides homework help and enrichment activities to students to keep them engaged in school. We have a Family Resource Assistant Coordinator located on the middle school campus that helps to ensure student needs are being met so that barriers to learning are greatly reduced. The district supports the collaboration of LCMS with the University of Louisville's Academic and Behavioral Response to Intervention (ABRI) group by also having monthly meetings with the U of L group so that we can be more informed on what the district can do to support our schools. The district facilitates and supports collaboration with the West Ky Educational Cooperative (WKEC). WKEC brings in training such as co-teaching and engagement. The district also supported the partnership between the school and the School Improvement Network which provide strategies and coaching to better engage students and improve achievement. The district also hosts a monthly District Leadership Team meeting for teacher leaders from all schools in the district. This is used to support them in the latest research information, instructional strategies and vertical conversations. The district monitors the work of the PLCs in the school and participates or provides feedback as needed.

Describe the process to involve teachers, leaders, and other stakeholders to review the CSIP and its progress to close the achievement gap.

Stakeholders review the CSIP through committee meetings and make recommendations to the SBDM Council. Progress Notes are entered in ASSIST twice a year to determine if activities are being implemented and having the desired impact.

Achievement Gap Diagnostic

Describe how data are used to inform your school's improvement plan to address the achievement gap.

Goal 1:

Increase the average combined reading and math proficiency ratings for all students in the nonduplicated 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 36.1% to 48.4% by 05/31/2014 as measured by K-PREP.

Strategy1:

Feedback, Instructional Strategies, Rigor, Engagement - The LCMS teacher leaders will continue to train teachers on Learning 360 strategies and model in classrooms. Walk-throughs, Instructional Rounds, & Peer Observations will ensure fidelity of strategy implementation. Teachers will continue to use PD 360 and site visits to view models of engaging, rigorous classroom instruction that employs research based instructional strategies. They will continue peer observations, use of teacher leaders to train, and collaboration & reflection in weekly PLCs to improve practice. They will continue their focus on effective feedback, Schlechty's WOW framework, and students will use engagement cards in class. They will continue to analyze student work, develop interdisciplinary units, and work on curriculum alignment in PLCs. They will use PGES to self-evaluate their questioning strategies.

Category:

Research Cited: Marzano, Steve Olsen, Mike Schmoker, Rick DuFour, Silver & Strong, Rick Stiggins, John Hattie, and Phil Schlechty

Activity - PD 360 Use	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will continue to use PD 360 to watch videos, post in forms, get community resources, etc.	Academic Support Program			11/01/2011	08/01/2015	$3000 - District Funding	LCMS Principal

Activity - Instructional Resources	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Ensure teachers have been shown the many strategies for addressing gaps with special needs students that can be found in the "Assist Special Education Guidance Document" questions to support schools in analyzing their data and determining root causes as well as suggested activities related to the identified root causes. http://education.ky.gov/school/csip/Pages/default.aspx , and additional resources and interventions can be found in the Evidence-Based Strategies Toolkit http://education.ky.gov/school/Pages/PtGT.aspx	Academic Support Program			01/01/2014	07/31/2014	$0 - No Funding Required	District RtI Coordinator

Activity - Digital Resources	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Ensure teachers are trained on using and integrating digital resources that align with standards in their content areas	Technology			02/01/2014	07/30/2014	$0 - No Funding Required	LCMS Media Specialist

Strategy2:

CIITS - Teachers will use PLC time and the District CIITS Coach to design rigorous, congruent assessments that provide immediate

feedback to students and allow data for the teacher to reflect on to change and improve instruction.

Category:

Research Cited: Kentucky Initiative, Rick DuFour, Silver & Strong, Rick Stiggins, John Hattie, and Phil Schlechty

Activity - CIITS Use	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher use of CIITS will be monitored	Technology			10/07/2013	01/31/2015	$0 - No Funding Required	District CIITS Coach

Strategy3:

RtI program, SE, & Differentiation - On the December 2012 Advanc-Ed Parent Survey, respondents rated us lowest (2.7 on 1-5 Likert Scale)

in "all teachers meet the learning needs of students by individualizing instruction." In an effort to improve this survey data, an LCMS team

will collaborate with a University of Louisville team to disaggregate behavior and achievement data to improve our RtI programs in reading,

math, and behavior. We will follow the district RtI program and communicate progress monitoring data to parents. We will work closely with

the DoSE to address any KCMP data that shows a need at our school and with our special needs students. Students will continue to set

individual goals and record these in their agenda. Grade level PLCs will continue to discuss individual student needs and conduct

stakeholder conferences. On the Dec. 2012 & 2013 Teacher's Report Cards and Principal's Report Card that were completed by students,

students listed ways to best meet their needs. This data was provided to each teacher and was reflected on during a Planning Day.

Category:

Research Cited: Kentucky Initiative, DuFour

Activity - ABRI Team	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principal will provide U of L with data. U of L will disaggregate achievement (K-PREP, SAT10, Explore, MAP, AIMSweb, ACCESS), classroom, attendance, discipline, retention, ILP, etc. data. An LCMS team will meet monthly via SKYPE with UL. Trends in data will be discussed. Issues will be referred to standing committees to address.	Behavioral Support Program			01/29/2013	05/30/2015	$1000 - Title I School Improvement (ISI)	LCMS Principal

Activity - Student Engagement	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
LCMS teachers will be trained by WKSEC consultants on classroom management and student engagement in an effort to improve instructional strategies and student achievement. They will return to LCMS periodically to walk-through classrooms to determine the fidelity of program implementation and further needs for professional learning. They will meet with teachers in PLCs to discuss their findings, determine strengths, and recommend growth areas.	Academic Support Program			07/26/2012	06/30/2015	$0 - No Funding Required	WKSEC Staff

Strategy4:

Removing Barriers - Teachers will use the Persistence to Graduation Tool to choose students who need mentoring. Teachers will meet in PLCs to discuss any student with academic, behavior, or social needs and collaborate with FRYSC, 21st CCLC, School Counselor, parents, student, and other stakeholders to ensure success. Home visits will be made, and transitional programs from elementary to middle and middle to high will be improved. Survey data will be used to address climate issues. We will continue participation in the ABRI Program and the Truancy Diversion Program .

Category:

Research Cited: Kentucky Initiative, Maslow, Lezotte, DuFour

Activity - PTGT & Mentoring	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Print PTGT report each semester and mentor students with 4 or more points. Make home visits and invite families to join PTSO, SBDM standing committees, etc. We will invite them to volunteer in the school and inform them of ways to be involved at home.	Parent Involvement			08/01/2012	08/28/2015	$0 - No Funding Required	LCMS Principal

Activity - FREE Tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Offer voluntary, free tutoring programs in morning (7:20-7:52 AM) and at lunch (12-12:40 in 23 minute intervals). Morning tutoring is mandatory for all students with a D or F; Lunch tutoring is mandatory for all students with an F. After school tutoring is offered by appointment.	Tutoring			08/01/2012	04/30/2015	$0 - No Funding Required	LCMS School Counselor

Activity - FRYSC	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
FRYSC Coordinator will inform staff on community services for students with various emotional, physical, mental, etc. needs. The ILP data and Student Gallup Poll Data from November 2013 on Hope, Engagement, and Well Being will be used to bring in advisors during Career Cruising and Operation Preparation in March.	Community Engagement			07/29/2013	05/19/2014	$12000 - Other	FRYSC Coordinator

Activity - 21st Century Community Learning Center	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Refer students with academic need to the after school O-Zone program for tutoring, enrichment, social interaction, etc. Pursue grant funding to continue program next year. If grant is not awarded, offer FREE tutoring after school.	Academic Support Program			08/01/2011	06/30/2014	$60000 - Other	LCMS O-Zone Coordinator

Activity - Increase Parent Involvement	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Analyze results of surveys to inform implementation of parent involvement practices. SBDM completes "How Family Friendly Is Your School?" Checklist.	Parent Involvement			02/01/2014	06/30/2014	$0 - No Funding Required	LCMS SBDM VIce Chair

Goal 2:

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

Measurable Objective 1:

collaborate to increase the overall reading and math scores for Livingston County Middle School from 43.1% to 55.4% by 05/30/2014 as measured by K-PREP.

Strategy1:

Specific, Timely Feedback - Teachers will work with students to co-develop scoring guides PRIOR to the assessment. The scoring guide will allow for student self-assessment, peer assessment, teacher assessment, and another's assessment (parent, another teacher, expert, etc.). Teachers will return graded assessments in a timely manner with specific feedback.

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Research Cited: John Hattie, Rick Stiggins, Learning 360, etc.

Activity - Student Reported Grades	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will lead parent conferences.	Academic Support Program			10/28/2013	11/01/2014	$0 - No Funding Required	LCMS Principal

Activity - Feedback Training & Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PLCs will discuss CASL and Learning 360 Feedback strategies.	Professional Learning			02/18/2013	06/01/2014	$300 - Title I SIG	LCMS DLT Members

Strategy2:

Curriculum: Analyze and Align - Teachers will work in vertical and horizontal teams to analyze and align curriculum.

Category:

Research Cited: Kentucky Initiative, Marzano, Silver and Strong, Schmoker, Stiggins, DuFour, etc.

Activity - Curriculum Team	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Supervisor of Instruction will identify and establish a curriculum design team to make necessary adjustments to curriculum and plan a district PD day to disseminate updated/revised curriculum to all teachers	Policy and Process			05/28/2013	08/01/2014	$2000 - District Funding	Livingston County Instructional Supervisor

Activity - CIITS	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use CIITS for instructional planning, creation and sharing of instructional resources, and analysis of data and reporting.	Academic Support Program			12/03/2012	01/01/2016	$0 - No Funding Required	District CIITS Coach

Describe how the plan will be monitored to ensure that the strategies/activities that address the achievement gap are fully implemented.

Progress Notes are entered into ASSIST twice a year to ensure the strategies/activities are being fully implemented.

Cite the goals/objectives/strategies in the plan that specifically addresses how the teaching and learning conditions will be positive and foster success for teachers and students.

Goal 1:

Increase the average combined reading and math proficiency ratings for all students in the nonduplicated gap group from 33% in 2012 to 66.5% in 2017.

Measurable Objective 1:

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Activity - Curriculum Team	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
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Activity - CIITS	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use CIITS for instructional planning, creation and sharing of instructional resources, and analysis of data and reporting.	Academic Support Program			12/03/2012	01/01/2016	$0 - No Funding Required	District CIITS Coach

Strategy3:

Program Reviews - Stakeholders will collaborate through the Program Review Committee (PRC) to improve each program area [Writing, Arts & Humanities (dance, drama, music, & visual arts), and Practical Living/Career Studies (careers, consumerism, health, physical education)]. Interdisciplinary Units that engage students and address their interests will be developed. All staff will follow the Program Review Committee's recommendations and file supporting evidence as requested. The PRC will regularly analyze the implementation of the Writing Policy and recommendations for each area, teacher training, and use of high quality instructional programs. The Coordinated District Health, Safety, and Wellness Advisory Council Committee (CDHSWAC) will continue to meet at least quarterly as an advisory group that analyzes data and collaborates to inform school practices, curriculum, assessment, and policies. They will use data to recommend instructional practices, programs, and policies in an effort to increase student achievement. These recommendations will be used by the LCMS Program Review Committee in improving our program areas and by the LCMS SBDM Council during our annual review of the School Wellness Policy, Writing Policy, and Program Review Policy. The CDHSWAC will offer methods to integrate program areas, address local needs, increase

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vertical/horizontal communication, and incorporate 21st Century Skills in the regular school curriculum. The PRC will monitor the school's PD plan; teacher leadership & collaboration; SBDM collaboration, decision making, and monitoring; time allocation; performance tasks; guest speaker/field trip use and community collaboration; technology use; career-related event participation and opportunities beyond the classroom; interdisciplinary unit use; media literacy; service learning; student recognition; parent communication; ILP use and advising; feedback by self/peer/teacher/other; SMART goal setting by staff and students; scoring guide development; use & creation of exemplary models; specialization course offerings; quality of creating/performing/responding to the arts; teacher PD; global collaborations; published work; and expanded learning, etc.

Category:

Research Cited: Kentucky Initiative, ASCD, KAHPERD, Literacy, Tony Wagoner, Maslow, DuFour, etc

Activity - Writing Policy/Plan	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will follow the school's writing policy and writing plan.	Policy and Process			12/12/2011	01/26/2015	$0 - No Funding Required	LCMS ELA teachers

Activity - School Wellness	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Coordinated School Health Committee meets monthly to set goals, analyze data (BMI, School Health Inventory, Safety, etc.), devise/revise strategies, and review the District and School Wellness Policies. They use the CSPAP and analyze the time that students are physically active per day.	Policy and Process			01/01/2013	12/31/2014	$0 - No Funding Required	Livingston County DPP

Activity - Interdisciplinary Unit Design	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will work in PLCs to design interdisciplinary units that incorporate the arts, PLCS, and writing. ELA teachers will lead writing and literacy PDs to train ALL teachers how to integrate literacy into other content areas.	Academic Support Program			01/07/2013	08/30/2014	$0 - No Funding Required	LCMS Program Review Committee Chairperson

Activity - Program Review Teachers	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Program Review area teachers ensure their students create, perform, and respond to the arts. They ensure their students have access to high quality instruction & exemplary models of work, participate in competitions, co-develop scoring guides, etc. They are members of professional organizations, leaders within the school & community, and collaborate with an advisory council of varied stakeholders (staff, parent, student, community, business, post-secondary, etc.) to improve their programs. They have quest speakers and ensure educational opportunities beyond the classroom. They lead PLCs in integration of their content within the core. They integrate the 5 strands of literacy (reading, writing, speaking, listening, and language usage), media literacy, and use of technology tools in their courses.	Policy and Process			07/22/2013	08/15/2014	$0 - No Funding Required	LCMS Program Review Chair

Goal 3:

Increase the percentage of students who are CCR from 34% to 68% by May 2015.

Measurable Objective 1:

collaborate to increase the percentage of students that are CCR from 44.4% to 56.6% by 05/30/2014 as measured by Unbridled Learning CCR formula and 8th graders' EXPLORE scores.

Strategy1:

Student Needs & Success - Teachers will analyze INDIVIDUAL student data (academic and non-academic) in grade level PLCs and address as needed. Teachers will ensure that their summative assessments require students to exhibit skills required for success in the 21st Century. PLCs will discuss interdisciplinary units and use the congruency protocol to evaluate if the assessments are congruent to these skills. ILP, EXPLORE, Gallup, and PTGT will be used as data sources. Teachers will incorporate use of the ILP in all classes per the District ILP Plan. This will ensure students know how to use this tool to become college and career ready. Students will enter assessment data and use the ILP to set goals. Our goal is 100% student completion of the ILP and parent review in an effort to engage parents in supporting their students' CCR. Students will use the ILP to research and write about their learning styles, career interests, college interests, etc. Staff will use the ILP reports to plan school programming, master schedule, etc.

Category:

Research Cited: Tony Waggoner, Maslow, DuFour, CCR Goal is a Kentucky Initiative

Activity - 21st Century Skill Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive training and time to plan 21st Century Skill assessments that align with KCAS.	Career Preparation/ Orientation			03/04/2013	08/08/2014	$0 - No Funding Required	LCMS Learning Environment Chair

Activity - Operation Preparation	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Develop, promote, and implement Operation Preparation for 8th grade students	Career Preparation/ Orientation			03/01/2013	03/31/2014	$100 - FRYSC	FRYSC Coordinator

Activity - DuFour Hierarchy	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will identify and refer students who have social, emotional, physical, or academic needs to the appropriate community stakeholder. They will use DuFour's strategies to ensure the wellbeing, hope, and engagement of all students at LCMS.	Community Engagement			08/26/2013	05/29/2015	$0 - No Funding Required	LCMS School Counselor

Activity - ILP	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
LCMS follows our District ILP Plan to ensure clear expectations are established for ILP usage beyond basic compliance and that 100% of parents review the ILP annually.	Career Preparation/ Orientation			01/01/2012	03/27/2015	$0 - No Funding Required	LCMS School Counselor

Activity - Congruency Protocol	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will continue to use congruency protocol to ensure assessments align with standards and rigor required for CCR.	Professional Learning			01/07/2013	09/30/2014	$0 - No Funding Required	Teacher leader of PLC

Goal 4:

Increase the percentage of effective principals and teachers from ___% in 2015 to ___% in 2020.

Measurable Objective 1:

demonstrate a proficiency ,within a supportive learning community, by 07/01/2015 as measured by first year implementation.

Strategy1:

Collection and Use of Data - LCMS staff will collect data (TELL, Persistence to Graduation, Professional Learning, Academic, Behavior, Attendance, MAP, K-PREP, EXPLORE, ILP, Instructional Rounds, Walk-Throughs, Observations, CIITS, TPGES, PPGES, Open House, School Report Card, RtI, EasyCBM, ACCESS, Student Voice Survey, Principal's Val-Ed, Parent survey, KCMP, Title I, Gallup, KIP, etc.), analyze it, develop strategies to address needs, monitor strategies' effects, and revise as necessary. Staff will assume leadership roles in addressing data.

Category:

Research Cited: Larry Lezotte, John Maxwell, Charlotte Danielson

Activity - Develop SGG & PGG	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher and administrator meet to discuss the teacher-developed student growth goals and professional growth goals based on data and teacher's self-reflection	Other			08/11/2014	03/01/2015	$0 - No Funding Required	LCMS Principal

Activity - Data Disaggregation	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Learning Environment Committee will disaggregate all data as it comes available (TELL, Val-ED, Gallup, PL, etc.), present at full staff meetings, and discuss strategies for improvement. ABRI Team will disaggregate classroom, behavior, and attendance data, present to staff, & discuss strategies to address needs.	Other			11/01/2013	07/31/2015	$0 - No Funding Required	Learning Environment & ABRI Committee Chair

Activity - CIITS	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Train staff on use of CIITS with intentional focus on EDS, PD 360, assessment creation, and data disaggregation	Technology			11/01/2013	04/30/2014	$0 - No Funding Required	District CIITS coach

Strategy2:

Professional Learning - Staff will be given time to meet throughout the year for job embedded professional learning opportunities.

Category:

Research Cited: Dufour, Silver & Strong, Marzano, Danielson

Activity - Classroom Visits	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principal participates in Instructional Rounds throughout district and walk-throughs at LCMS beyond scheduled observations	Other			08/01/2012	05/31/2015	$0 - No Funding Required	LCMS Principal

Activity - TPGES	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
DLT members will ensure all staff is knowledgeable of TPGES components and expectations	Policy and Process			09/01/2013	05/16/2014	$0 - No Funding Required	LCMS Grade Level DLT Members

Activity - PLC Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff will meet at least once weekly in departmental PLCs to discuss KCAS, assessment, instructional strategies, differentiation, feedback, student work analysis, data, curriculum, etc.	Professional Learning			10/01/2013	05/31/2015	$0 - No Funding Required	Department PLC leader

Activity - PPGES PD 360 Module	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School administrators complete the PPGES PD 360 module	Professional Learning			06/01/2014	10/01/2014	$0 - No Funding Required	LCMS Principal

Activity - DLT Participation	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
3 teachers will participate in the District Leadership Team and lead PLCs in professional learning (PL). The PL will be determined by data and needs assessment.	Professional Learning			08/01/2013	05/31/2015	$0 - No Funding Required	Livingston County's Instructional Supervisor

Activity - Network Participation	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principal participates in ISLN; teacher leaders participate in math cadre, ELA cadre, and science network. These network participants share learning with departmental PLCs.	Professional Learning			08/01/2013	08/01/2014	$0 - No Funding Required	LCMS Principal

Describe the actions that will be taken to remove the barriers that prevented the school from closing the achievement gap.

The school will continue to analyze the data from assessments, Universal Screeners, Progress Monitoing, Persistence to Graduation Report, Walkthroughs, etc. to detrmine the needs and changes to be made that will impact student achievement and success. The school will also continue to utilize resources such as the 21st Century program, FRYSC, ABRI, WKEC, district staff, etc.

Stakeholder Engagement and Collaboration

Statement or Question: Select all of the ways in which the school will engage and collaborate with stakeholders to develop the strategies that address the achievement gap.

Response:

- •Home Visits
- •Parent information resources (PTA/PTO/SBDM, other)
- •Partnership with community groups and businesses
- •Communication (local newspapers, parent newsletters, school website, school activities, surveys)
- •Parent engagement with students in the classroom or during school activities