



# **Title I Schoolwide Diagnostic**

**Livingston County Middle School**

**Livingston County**

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## **Introduction**

This diagnostic tool is aligned to requirements for Title I schoolwide programs as outlined in Section 1114 of the Elementary and Secondary Education Act. Using this tool will allow you to certify that the required schoolwide planning components are being met by a) documenting a direct connection to needs, goals, strategies, or activities identified within your CSIP and b) inserting an optional narrative. Guiding questions for each component are provided to help focus on areas that may be addressed under the component headings. However, it is not necessary to answer all guiding questions when documenting the components.

## Component 1: Comprehensive Needs Assessment

### Comprehensive Needs Assessment

**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 to 54.9% by 05/31/2015 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 Edviation, CIITS, 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 may use engagement cards or TILT notebooks in class. Teachers 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: Professional Learning & Support

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

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 & media resources that align with standards in their content areas	Technology			02/01/2014	01/31/2016	\$0 - No Funding Required	LCMS Media Specialist

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 on the KDE website	Professional Learning			01/01/2014	01/01/2016	\$0 - No Funding Required	District Rtl Coordinator

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Activity - Leader In Me Grant	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff and students will implement the Leader In Me Program	Career Preparation/Orientation			06/01/2015	06/30/2018	\$110000 - Grant Funds	LCMS Principal

Activity - Edivation Use	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will continue to use Edivation to watch videos, post in forums, get community/group resources, etc.	Professional Learning			11/01/2011	05/31/2016	\$3000 - District Funding	LCMS Principal

## Strategy2:

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: Persistence to Graduation

Research Cited: Kentucky Initiative, Maslow, Lezotte, DuFour

Activity - Increase Parent Involvement	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Analyze results of surveys, checklists, and Missing Piece to inform implementation & improvement of parent involvement practices.	Parent Involvement			02/01/2014	05/31/2018	\$0 - No Funding Required	LCMS SBDM Vice Chair

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	05/31/2018	\$0 - No Funding Required	LCMS School Counselor

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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 annual ILP data and Student Gallup Poll Data on Hope, Engagement, and Well Being will be used to bring in advisors during Career Cruising and Operation Preparation in March. KIP & Health data and other data will be used to bring in community resources as required.	Community Engagement			08/01/2014	01/31/2018	\$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 or before school O-Zone program for tutoring, enrichment, social interaction, etc. Pursue grant funding as necessary to continue program. If grant is not awarded, offer FREE tutoring after school, before school, and at lunch.	Academic Support Program			08/01/2014	02/28/2017	\$60000 - Other	LCMS O-Zone Coordinator

Activity - Transitional Programs	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue to collaborate with elementary schools and high school to improve transitional programs from ES to MS and from MS to HS	Policy and Process			12/01/2014	06/30/2016	\$0 - No Funding Required	LCMS Counselor

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			08/01/2014	08/31/2018	\$0 - No Funding Required	LCMS Principal

### Strategy3:

Rtl program, SE, & Differentiation - In an effort to improve Rtl, an LCMS team will collaborate with the University of Louisville ABRI team to disaggregate behavior and achievement data to improve our Rtl programs in reading, math, and behavior. We will follow the district Rtl 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 & ILP. Grade level PLCs will continue to discuss individual student needs and conduct stakeholder conferences.

Category: Continuous Improvement

Research Cited: Kentucky Initiative, DuFour

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Activity - Individualized Programming	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide individualized academic programming to help improve achievement in reading and math in a blended learning classroom (Reading Plus, Accelerated Reading, Front Row, MobyMax, or Accelerated Math, etc.).	Technology			09/01/2014	05/27/2016	\$6000 - School Council Funds	LCMS Instructional Coach

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, STAR, 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	02/29/2016	\$0 - No Funding Required	WKSEC Staff

## Goal 2:

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 68% by 05/30/2015 as measured by Unbridled Learning CCR formula and 8th graders' CCR 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

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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 - Item Analysis and CCR Presentation	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff will review item analysis data from CCR tests and change instruction based on reflections. Counselor will discuss CCR PowerPoint with small classes. A CCR Transition Course will be offered through O-Zone.	Career Preparation/Orientation			11/03/2014	05/27/2016	\$0 - No Funding Required	School Counselor

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 - 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 - Increased rigor, pace, and expectations	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
To increase rigor & expectations, staff will begin to implement Standards Based Grading, 21st Century Skills, and Learning 360 Strategies.	Academic Support Program			08/11/2014	05/27/2016	\$0 - No Funding Required	Instructional Coach

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



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Activity - ILP	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
LCMS follows our District & School ILP Plan to ensure clear expectations are established for ILP usage beyond basic compliance and that 100% of students complete and 100% of parents review the ILP annually.	Career Preparation/Orientation			01/01/2012	07/29/2016	\$0 - No Funding Required	LCMS School Counselor

## Narrative:

What data sources did the school use to plan the schoolwide program? Sources used include surveys (parent, student voice, TELL, principal report card, Title I, Professional Learning, Health, etc.), Gallup, KCMP, Instructional Rounds, Walk-Throughs, Persistence to Graduation Tool, KIP, ILP reports, Program Review Rubrics, gap report, KPREP data, AIMSWEB (math computation/application and reading comprehension), easyCBM data, AAAMath reports, REWARDS Reading and Corrective Reading screening data, progress monitoring, Rtl, STAR, EXPLORE, Classroom Grade vs EXPLORE vs K-PREP vs STAR, ABRI data on grades, behavior, and attendance, Retention Data, School Report Card, Open House, Census, Livingston County data, 5 goals, social media, etc.

What needs did the data identify? Achievement gaps were identified between male/female, disability/non disability, and free & reduced/non-free & reduced according to KPREP and STAR data. Areas of weakness have been identified as Mathematics, Reading, and On-Demand Writing.

What specific grade levels and/or content areas were identified as a priority? Reading and Math, both 7th and 8th grade.

## Component 2: Schoolwide Reform Strategies

### Schoolwide Reform Strategies

**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 to 54.9% by 05/31/2015 as measured by K-PREP.

**Strategy1:**  
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: Persistence to Graduation

Research Cited: Kentucky Initiative, Maslow, Lezotte, DuFour

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 annual ILP data and Student Gallup Poll Data on Hope, Engagement, and Well Being will be used to bring in advisors during Career Cruising and Operation Preparation in March. KIP & Health data and other data will be used to bring in community resources as required.	Community Engagement			08/01/2014	01/31/2018	\$12000 - Other	FRYSC Coordinator

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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	05/31/2018	\$0 - No Funding Required	LCMS School Counselor

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			08/01/2014	08/31/2018	\$0 - No Funding Required	LCMS Principal

Activity - Transitional Programs	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue to collaborate with elementary schools and high school to improve transitional programs from ES to MS and from MS to HS	Policy and Process			12/01/2014	06/30/2016	\$0 - No Funding Required	LCMS Counselor

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 or before school O-Zone program for tutoring, enrichment, social interaction, etc. Pursue grant funding as necessary to continue program. If grant is not awarded, offer FREE tutoring after school, before school, and at lunch.	Academic Support Program			08/01/2014	02/28/2017	\$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, checklists, and Missing Piece to inform implementation & improvement of parent involvement practices.	Parent Involvement			02/01/2014	05/31/2018	\$0 - No Funding Required	LCMS SBDM Vice Chair

## Strategy2:

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 Edviation, CIITS, 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

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weekly PLCs to improve practice. They will continue their focus on effective feedback, Schlechty's WOW framework, and students may use engagement cards or TILT notebooks in class. Teachers 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: Professional Learning & Support

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

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 on the KDE website	Professional Learning			01/01/2014	01/01/2016	\$0 - No Funding Required	District Rtl Coordinator

Activity - Edivation Use	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will continue to use Edivation to watch videos, post in forums, get community/group resources, etc.	Professional Learning			11/01/2011	05/31/2016	\$3000 - District Funding	LCMS Principal

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 & media resources that align with standards in their content areas	Technology			02/01/2014	01/31/2016	\$0 - No Funding Required	LCMS Media Specialist

Activity - Leader In Me Grant	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff and students will implement the Leader In Me Program	Career Preparation/Orientation			06/01/2015	06/30/2018	\$110000 - Grant Funds	LCMS Principal

### Strategy3:

Rtl program, SE, & Differentiation - In an effort to improve Rtl, an LCMS team will collaborate with the University of Louisville ABRI team to disaggregate behavior and achievement data to improve our Rtl programs in reading, math, and behavior. We will follow the district Rtl 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 & ILP. Grade level PLCs will continue to discuss individual student needs and conduct stakeholder conferences.

Category: Continuous Improvement

Research Cited: Kentucky Initiative, DuFour

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Activity - Individualized Programming	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide individualized academic programming to help improve achievement in reading and math in a blended learning classroom (Reading Plus, Accelerated Reading, Front Row, MobyMax, or Accelerated Math, etc.).	Technology			09/01/2014	05/27/2016	\$6000 - School Council Funds	LCMS Instructional Coach

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, STAR, 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	02/29/2016	\$0 - No Funding Required	WKSEC Staff

**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 60.9% by 05/31/2015 as measured by K-PREP.

**Strategy1:**  
Curriculum: Analyze and Align - Teachers will work in vertical and horizontal teams to analyze and align curriculum.  
Category: Management Systems  
Research Cited: Kentucky Initiative, Marzano, Silver and Strong, Schmoker, Stiggins, DuFour, etc.

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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 VERTICAL AND HORIZONTAL adjustments to curriculum and plan a district PL day to disseminate updated/revised curriculum to all teachers	Policy and Process			05/28/2013	10/01/2015	\$2000 - District Funding	Livingston County Instructional Supervisor

## Strategy2:

College and Career Readiness (CCR) - Staff will collaborate to increase the CCR rates of our students.

Category: Continuous Improvement

Research Cited: KDE Initiative, Tony Waggoner, etc.

Activity - ILP	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue to follow ILP District Implementation and School Implementation Plan with 100% student completion and 100% annual parent review	Career Preparation/ Orientation			12/01/2014	04/30/2015	\$0 - No Funding Required	LCMS Counselor

Activity - CCR Transition Course	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students not meeting CCR benchmarks will take a transitional course and an additional option will also be offered in the 21CCLC program	Academic Support Program			11/01/2014	06/30/2016	\$300 - Grant Funds	21CCLC School Coordinator

Activity - Item Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff will review item analysis data from CCR tests and change instruction based on reflections.	Professional Learning			09/01/2014	01/29/2016	\$0 - No Funding Required	LCMS Counselor

Activity - Increased Rigor, Pace, and Expectations	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
To increase rigor, staff will begin to implement Standards Based Grading, 21st Century Skills, and Learning 360 strategies.	Other			07/01/2015	01/27/2017	\$0 - No Funding Required	LCMS Principal

Activity - CCR Presentation	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Counselor discusses with small classes the CCR Powerpoint of multiple CCR resources	Career Preparation/ Orientation			11/01/2014	03/31/2016	\$0 - No Funding Required	LCMS Counselor

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## Strategy3:

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.

Category: Teacher PGES

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 and be able to articulate their test scores and target attainment.	Academic Support Program			10/28/2013	08/26/2016	\$0 - No Funding Required	LCMS School Counselor

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	01/01/2016	\$0 - No Funding Required	LCMS DLT Members

## Strategy4:

Program Reviews - Stakeholders will collaborate through the Program Review Committee (PRC) to improve each program area [Writing, Arts & Humanities (dance, drama, music, & visual arts), World Languages, 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/Coordinated School Health 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 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: Continuous Improvement

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

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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. They work to maintain bronze status with the Alliance for a Healthier Generation and Let's Move Active Schools.	Policy and Process			01/01/2013	07/29/2016	\$0 - No Funding Required	Livingston County DPP

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.	Community Engagement			07/22/2013	04/01/2016	\$0 - No Funding Required	LCMS Program Review Chair

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 - 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, languages, PLCS, and writing. ELA teachers will lead writing and literacy PLs to train ALL teachers how to integrate literacy into other content areas.	Direct Instruction			01/07/2013	04/29/2016	\$0 - No Funding Required	LCMS Program Review Committee Chairperson

## Goal 3:



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Increase the percentage of effective teachers from \_\_\_% in 2015 to \_\_\_\_% in 2020.

**Measurable Objective 1:**

demonstrate a proficiency within a supportive learning community, by 07/01/2016 as measured by first year implementation.

**Strategy1:**

Teacher Professional Learning - Teachers will use resources (CIITS, Edviation, WKSEC, Networks, Instructional Coach, List Servs, teacher leaders, etc.) to grow professionally. They will continue to meet in departmental and grade level PLCs. Teacher leaders will attend DLT and other professional learning (PL); they will return to LCMS to share PL with remaining staff. Staff will participate in Guided Planning with our Instructional Coach. Staff will reflect on data, surveys, and walk-through evidence.

Category: Professional Learning & Support

Research Cited: DuFour, KDE initiative, SISI, PGES, etc.

Activity - Staff Mentoring	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Newly hired staff have appropriate staff mentors for a successful transition to our school. All staff needs in regards to growth and PL are met as appropriate.	Recruitment and Retention			01/01/2015	01/30/2016	\$0 - No Funding Required	LCMS Instructional Coach

Activity - Teacher Leadership	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher leaders will attend District Leadership Team (DLT) meetings and ensure the PL is shared with grade level PLCs. Leaders will ensure that PLCs are data driven and focused on student achievement. Leaders will ensure that achievement data, walk-through data, surveys, PL, etc. are discussed.	Recruitment and Retention			12/01/2014	05/31/2016	\$0 - No Funding Required	DLT members

Activity - Resource Use	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use CIITS, Edviation, Best Practices Website, WKEC consultants, Instructional Coach, Writing Specialist, PBIS World, List Servs, Network trainings, colleagues, PLC's, ABRI, etc. for professional learning	Professional Learning			12/01/2014	01/31/2016	\$0 - No Funding Required	LCMS Instructional Coach

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Activity - Guided Planning	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet with LCMS Instructional Coach for Guided Planning	Professional Learning			01/01/2015	06/01/2015	\$40000 - District Funding	LCMS Instructional Coach

## Narrative:

What strategies, based on scientific research, will all teachers and paraeducators use? Strategies to be used include research-based interventions, PBIS World strategies, AAA Math, Number Worlds, easyCBM, APEX, Corrective Reading, REWARDS Reading Program, Reading Labs, Learning 360, Learning Checks, Ladders to Success, and Coach materials. In addition, LCMS is currently collaborating with WKEC consultants (co-teaching, engagement, literacy, math, etc.), and they help provide continuous feedback to improve performance of this gap group. We have also brought in Leslie Flatt, WKSEC Consultant, to assist teachers in improving classroom management and student engagement. Our 45 minute Reading/Writing block has now been split into a 45 minutes block for each. Use of centers/differentiating instruction, and Learning 360 strategies will be utilized in Writing/Reading and Math. Students struggling in math or reading will have at least 90 minutes of instruction in that area daily. Common assessments will be administered through CIITS quarterly. All teachers will incorporate strengthening the following into both grade levels as they have been identified as showing the most effect size for improving student achievement: self-reported grades, formative assessments, intervention strategies, reciprocal teaching, and feedback. Data from STAR and easyCBM will be utilized as diagnostic and progress monitoring tools. All Tier 2 students will be progress monitored in reading and math every four weeks; Tier 3 students will be progress monitored every two weeks. Universal screening (STAR) will take place three times during the school year; fall, winter, and spring. Instructional decisions for both grade levels will be based on KPREP and EXPLORE data; along with STAR and easyCBM. Data from assessments will be discussed and instructional decisions made as part of the school's Professional Learning Communities and departmental meetings. PLC's for departments will meet weekly to discuss instructional strategies, curriculum, and assessment. Grade level teams will meet weekly to discuss individual needs and initiate student led conferences. RTI Building Coordinator meets monthly with ELA and Math departments to discuss progress monitoring results and conduct SIG meetings. District RTI Coordinator meets weekly with PLC's and observes intervention classes to offer input and monthly for data PLC meetings.

How does the program increase the amount and quality of learning time?

All Tier 2 and Tier 3 students will receive a minimum of an additional 225 minutes per week in math or reading, or a combination of both if they qualified in reading and math. Smaller groups, more one-on-one, and targeted skills will improve quality of learning. Students in reading intervention and enrichment receive time on READING PLUS. Students in math intervention and enrichment receive time on FRONT ROW.

How will the achievement gap be eliminated between 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 lunch and those who are not eligible? Utilize STAR and easyCBM to plan and continually revise instruction for reducing the achievement gaps. RTI will provide reading and math interventions using Number Worlds, AAA Math, graphic organizers, REWARDS reading, Corrective Reading, Reading Labs, and APEX. LCMS is consulting with WKSEC, which will provide continuous instruction, walkthroughs, and feedback to improve performance of this gap group .

How will the special needs of low-achieving students be met? Utilize STAR, easyCBM, APEX, AAAMath, graphic organizers, REWARDS Reading

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Program, and Corrective Reading to plan instruction and progress monitor low-achieving students to reduce achievement gaps AND differentiate instruction. Use of Intervention Teacher/Assistant will provide reading and math interventions using the above referenced programs.

## Component 3: Instruction By Highly Qualified Teachers and Paraeducators

### Instruction By Highly Qualified Teachers and Paraeducators

**Goal 1:**

Increase the percentage of effective teachers from \_\_\_% in 2015 to \_\_\_\_\_% in 2020.

**Measurable Objective 1:**

demonstrate a proficiency within a supportive learning community, by 07/01/2016 as measured by first year implementation.

**Strategy1:**

Teacher Professional Learning - Teachers will use resources (CIITS, Edviation, WKSEC, Networks, Instructional Coach, List Servs, teacher leaders, etc.) to grow professionally. They will continue to meet in departmental and grade level PLCs. Teacher leaders will attend DLT and other professional learning (PL); they will return to LCMS to share PL with remaining staff. Staff will participate in Guided Planning with our Instructional Coach. Staff will reflect on data, surveys, and walk-through evidence.

Category: Professional Learning & Support

Research Cited: DuFour, KDE initiative, SISI, PGES, etc.

Activity - Resource Use	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use CIITS, Edviation, Best Practices Website, WKEC consultants, Instructional Coach, Writing Specialist, PBIS World, List Servs, Network trainings, colleagues, PLC's, ABRI, etc. for professional learning	Professional Learning			12/01/2014	01/31/2016	\$0 - No Funding Required	LCMS Instructional Coach

Activity - Staff Mentoring	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Newly hired staff have appropriate staff mentors for a successful transition to our school. All staff needs in regards to growth and PL are met as appropriate.	Recruitment and Retention			01/01/2015	01/30/2016	\$0 - No Funding Required	LCMS Instructional Coach

Activity - Guided Planning	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet with LCMS Instructional Coach for Guided Planning	Professional Learning			01/01/2015	06/01/2015	\$40000 - District Funding	LCMS Instructional Coach

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Activity - Teacher Leadership	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher leaders will attend District Leadership Team (DLT) meetings and ensure the PL is shared with grade level PLCs. Leaders will ensure that PLCs are data driven and focused on student achievement. Leaders will ensure that achievement data, walk-through data, surveys, PL, etc. are discussed.	Recruitment and Retention			12/01/2014	05/31/2016	\$0 - No Funding Required	DLT members

## Narrative:

Are all teachers certified in fields in which they are teaching? Yes

What is the educational background of paraeducators? They must have at least sixty-four college hours or have passed the paraeducators assessment.

What steps are being taken to ensure that all paraeducators meet the educational requirements? Applicants will only be eligible for a job if they have at least sixty-four college hours or have already passed the paraeducators assessment.

## Component 4: High Quality Professional Development for Principals, Teachers, and Paraprofessionals

### High Quality Professional Development for Principals, Teachers, and Paraprofessionals

**Goal 1:**

Increase the percentage of effective principals from \_\_\_% in 2015 to \_\_\_% in 2020.

**Measurable Objective 1:**

demonstrate a proficiency ,within a supportive learning community, by 07/01/2016 as measured by first year implementation.

**Strategy1:**

Principal Professional Learning - Principal will attend Administrator Meetings, ISLN or KLA, etc.Principal will callibrate on TPGES per requirements. Principal will participate in Improvement Team Meetings (IT). Principal will use resources on Edivation, CIITS, List Servs, etc. as necessary.

Category: Principal PGES

Research Cited: SISI, KDE Initiative, Danielson, DuFour, etc.

Activity - IT Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principal will attend Improvement Team (IT) Meetings between school and district leadership to discuss data and improvement strategies. 30-60-90 calendar will be discussed.	Other			11/01/2014	11/01/2016	\$0 - No Funding Required	Principal

Activity - Callibration	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principal will complete callibration process per policy	Policy and Process			08/01/2014	09/01/2016	\$300 - District Funding	Principal

Activity - Networking and Professional Learning (PL)	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principal will attend ISLN, KLA, or other PL as necessary (Edivation, List Servs, book studies, etc.)	Professional Learning			12/01/2014	02/29/2016	\$200 - District Funding	Principal

**Strategy2:**

Collection and Use of Data - Principal will collect data (TELL, Persistence to Graduation, Professional Learning, Academic, Behavior, Attendance, STAR, K-PREP, EXPLORE, ILP, Instructional Rounds, Walk-Throughs, Observations, CIITS, TPGES, PPGES, Open House, School Report Card, Rtl, EasyCBM, ACCESS, Student Voice Survey, Principal's Val-Ed, Parent survey, KCMP, Title I, Gallup, KIP, etc.),

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analyze it, develop strategies to address needs, monitor strategies' effects, and revise as necessary. Staff will assume leadership roles in addressing data.

Category: Continuous Improvement

Research Cited: Larry Lezotte, John Maxwell, Charlotte Danielson, SISI, KDE Initiative, etc.

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	02/26/2016	\$0 - No Funding Required	Learning Environment & ABRI Committee Chair

## Goal 2:

Increase the percentage of effective teachers from \_\_\_% in 2015 to \_\_\_\_\_% in 2020.

## Measurable Objective 1:

demonstrate a proficiency within a supportive learning community, by 07/01/2016 as measured by first year implementation.

## Strategy1:

Teacher Professional Learning - Teachers will use resources (CIITS, Edviation, WKSEC, Networks, Instructional Coach, List Servs, teacher leaders, etc.) to grow professionally. They will continue to meet in departmental and grade level PLCs. Teacher leaders will attend DLT and other professional learning (PL); they will return to LCMS to share PL with remaining staff. Staff will participate in Guided Planning with our Instructional Coach. Staff will reflect on data, surveys, and walk-through evidence.

Category: Professional Learning & Support

Research Cited: DuFour, KDE initiative, SISI, PGES, etc.

Activity - Teacher Leadership	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher leaders will attend District Leadership Team (DLT) meetings and ensure the PL is shared with grade level PLCs. Leaders will ensure that PLCs are data driven and focused on student achievement. Leaders will ensure that achievement data, walk-through data, surveys, PL, etc. are discussed.	Recruitment and Retention			12/01/2014	05/31/2016	\$0 - No Funding Required	DLT members

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Activity - Guided Planning	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet with LCMS Instructional Coach for Guided Planning	Professional Learning			01/01/2015	06/01/2015	\$40000 - District Funding	LCMS Instructional Coach

Activity - Staff Mentoring	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Newly hired staff have appropriate staff mentors for a successful transition to our school. All staff needs in regards to growth and PL are met as appropriate.	Recruitment and Retention			01/01/2015	01/30/2016	\$0 - No Funding Required	LCMS Instructional Coach

Activity - Resource Use	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use CIITS, Edviation, Best Practices Website, WKEC consultants, Instructional Coach, Writing Specialist, PBIS World, List Servs, Network trainings, colleagues, PLC's, ABRI, etc. for professional learning	Professional Learning			12/01/2014	01/31/2016	\$0 - No Funding Required	LCMS Instructional Coach

## Narrative:

What professional development (PD) is planned? Professional Learning (PL) planned for the coming year includes using and interpreting STAR data, MSU College & Career Readiness Summit, Curriculum Alignment - vertical and horizontal, CPI Training, WKSEC Annual Summer Institute, Program Review Integration with the Core, Classroom Management, FBA/BIP, Special Education Training, Learning 360, TPGES & RTI for Math, Reading, and Behavior, Positive Behavior Support Systems, New Staff Orientation, Effective Questioning, Engagement, Differentiating ELA and Math Instruction, ABRI on student engagement, PBIS, Writing Across Content Areas, Network Trainings, Co-Teaching, Flipped Classroom, Technology, CIITS, 21st Century Skills, Standards Based Grading, Literacy in the Core, Common Assessments, Student Work Analysis, LEADER IN ME, and Reading Plus Training.

How was the school's PD needs determined? It supports our vision for the school and Program Review areas based on surveys of each opportunity and based on the Seven Standards of Effective Professional Learning set forth by Learning Forward. It correlates with our CSIP and CDIP as well as needs assessments. Instructional rounds, walkthroughs, and observation data is also analyzed and considered when determining PL needs. Teachers also discuss individual needs during their summative conferences and the Learning Environment Committee develops the PL plan based on input from all stakeholders and using all data that is available.

How is the PD tied to the school's School Improvement Grant? Identified needs, based on data analysis, are addressed via PL offerings.

How will the planned PD improve instruction? It will serve as an intervention in the identified gaps. Instructional strategies will be implemented for the identified need areas. All PL is based on research based strategies which are proven to positively affect student achievement.



What makes the PD offerings high quality and ongoing? All PL's are surveyed for effectiveness and designed around Learning Forward standards. PL's will be high quality because they are research based. They will be ongoing due to continuous discussions in PLC's and Peer Observations. Instructional rounds and walkthroughs ensure fidelity of implementation.

How are principals, teachers, paraeducators and other appropriate personnel such as: health services coordinators; special education coordinators; and directors of Family Resource and Youth Service Centers included in the PD? All personnel have PL requirements to fulfill. They are provided the professional learning action plan and meet with principal to complete individually, based on their needs. They may attend all PL that they need/desire.

How will the impact of the PD on student achievement be measured? Improving data (achievement and surveys), KPREP, EXPLORE, STAR, Instructional Rounds, and easyCBM

## Component 5: Strategies to Attract Highly Qualified Teachers

### Strategies to Attract Highly Qualified Teachers

**Goal 1:**

Increase the percentage of effective teachers from \_\_\_% in 2015 to \_\_\_\_\_% in 2020.

**Measurable Objective 1:**

demonstrate a proficiency within a supportive learning community, by 07/01/2016 as measured by first year implementation.

**Strategy1:**

Teacher Professional Learning - Teachers will use resources (CIITS, Edivation, WKSEC, Networks, Instructional Coach, List Servs, teacher leaders, etc.) to grow professionally. They will continue to meet in departmental and grade level PLCs. Teacher leaders will attend DLT and other professional learning (PL); they will return to LCMS to share PL with remaining staff. Staff will participate in Guided Planning with our Instructional Coach. Staff will reflect on data, surveys, and walk-through evidence.

Category: Professional Learning & Support

Research Cited: DuFour, KDE initiative, SISI, PGES, etc.

Activity - Resource Use	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use CIITS, Edivation, Best Practices Website, WKEC consultants, Instructional Coach, Writing Specialist, PBIS World, List Servs, Network trainings, colleagues, PLC's, ABRI, etc. for professional learning	Professional Learning			12/01/2014	01/31/2016	\$0 - No Funding Required	LCMS Instructional Coach

Activity - Teacher Leadership	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher leaders will attend District Leadership Team (DLT) meetings and ensure the PL is shared with grade level PLCs. Leaders will ensure that PLCs are data driven and focused on student achievement. Leaders will ensure that achievement data, walk-through data, surveys, PL, etc. are discussed.	Recruitment and Retention			12/01/2014	05/31/2016	\$0 - No Funding Required	DLT members

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<b>Activity - Guided Planning</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Funding Amount &amp; Source</b>	<b>Staff Responsible</b>
Teachers will meet with LCMS Instructional Coach for Guided Planning	Professional Learning			01/01/2015	06/01/2015	\$40000 - District Funding	LCMS Instructional Coach

<b>Activity - Staff Mentoring</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Funding Amount &amp; Source</b>	<b>Staff Responsible</b>
Newly hired staff have appropriate staff mentors for a successful transition to our school. All staff needs in regards to growth and PL are met as appropriate.	Recruitment and Retention			01/01/2015	01/30/2016	\$0 - No Funding Required	LCMS Instructional Coach

**Narrative:**

What strategies are used to recruit highly qualified teachers? What strategies are used to retain highly qualified teachers in the school? To recruit, we maintain close contact with local teacher education program at Murray State University, TQI, WKEC, and have increased participation of student teachers into the district. TO retain, we mentor teachers, provide requested PL opportunities, and use of master schedule to implement grade level team AND departmental meetings for common planning, embedded PL, etc.

## Component 6: Parent Involvement

### Parent Involvement

#### 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 to 54.9% by 05/31/2015 as measured by K-PREP.

#### Strategy1:

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: Persistence to Graduation

Research Cited: Kentucky Initiative, Maslow, Lezotte, DuFour

Activity - Increase Parent Involvement	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Analyze results of surveys, checklists, and Missing Piece to inform implementation & improvement of parent involvement practices.	Parent Involvement			02/01/2014	05/31/2018	\$0 - No Funding Required	LCMS SBDM Vice Chair

#### Strategy2:

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 Edviation, CIITS, 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 may use engagement cards or TILT notebooks in class. Teachers 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: Professional Learning & Support

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

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Activity - Leader In Me Grant	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff and students will implement the Leader In Me Program	Career Preparation/Orientation			06/01/2015	06/30/2018	\$110000 - Grant Funds	LCMS Principal

## 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 60.9% by 05/31/2015 as measured by K-PREP.

## Strategy1:

College and Career Readiness (CCR) - Staff will collaborate to increase the CCR rates of our students.

Category: Continuous Improvement

Research Cited: KDE Initiative, Tony Waggoner, etc.

Activity - ILP	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue to follow ILP District Implementation and School Implementation Plan with 100% student completion and 100% annual parent review	Career Preparation/Orientation			12/01/2014	04/30/2015	\$0 - No Funding Required	LCMS Counselor

## Strategy2:

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.

Category: Teacher PGES

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 and be able to articulate their test scores and target attainment.	Academic Support Program			10/28/2013	08/26/2016	\$0 - No Funding Required	LCMS School Counselor

## Narrative:

What will the school do to increase parental participation, such as offering family literacy services? Multiple parent involvement activities are provided throughout the year (Veteran's Program, school performances, parent-teacher conferences, Multiple Committees, PTSO, OZONE, etc), and an active Parent Volunteer Program. Suggestions for opportunities are listed in the student agenda and are mailed home. Parents have a tracking form to turn in if they wish to help our 1200 volunteer hour goal.

How are parents included in their child's education? How are parents involved in the development of the school's parent involvement policy, evaluation of the parent involvement program and the learning compacts? Parents are included by multiple requests to schedule conferences as they wish and even a mailed invitation to ALL school events and conferences. Teachers request conferences as needed. Information about activities and conferences is in the Livingston County Summer Catalog produced by FRYSC and in the Livingston County School Calendar. This information is also advertised via school announcements, One Calls, Newsletter, Marquee, Newspaper, website, Facebook, Twitter, etc. Title I Informational Meetings are held once in the fall and once in the spring (morning & afternoon on day of parent/teacher conference) to allow parents to evaluate and suggest changes to the policies and compacts in place. Parents are also included through SBDM council, PTSO, a volunteer program, Individual Education Plans, Individual Learning Plans, Gifted Student Services Plans, Limited English Proficiency plans, Academic Learning Environment, and Efficiency Committees, parent surveys, school learning compact discussed and signed during Back to School Night/Open House/PTSO meetings. Title I information is on the school webpage and in the student agenda. The parent must sign and return the compact from the agenda. This compact clearly states that their input is requested at the annual meeting or anytime they wish to provide it. All parents have all staff emails, class web pages, and principal's personal cell number to provide input as they desire.

## Component 7: Transition to Kindergarten

### Transition to Kindergarten

**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 to 54.9% by 05/31/2015 as measured by K-PREP.

**Strategy1:**

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: Persistence to Graduation

Research Cited: Kentucky Initiative, Maslow, Lezotte, DuFour

Activity - Transitional Programs	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue to collaborate with elementary schools and high school to improve transitional programs from ES to MS and from MS to HS	Policy and Process			12/01/2014	06/30/2016	\$0 - No Funding Required	LCMS Counselor

**Narrative:**

What will the school do to emotionally and academically ease student transition from elementary school programs to middle school programs? 6th grade students will tour the middle school and view and discuss the rules, policies, and routines. A three day Jump Start Program will be offered to students in the summer, an Open House and a Back to School Night will also be provided prior to the beginning of the new school year to help students understand schedules, find classrooms, work locks on lockers, etc. Transitional ARC meetings as well as OZONE will assist in these transitions.

The HS comes to school to discuss schedules with students and then conducts 8th grade night.

## Component 8: Measures to Include Teachers in Decision Making Regarding the Use of Academic Assessments To Inform Instruction

### Measures to Include Teachers in Decision Making Regarding the Use of Academic Assessments To Inform Instruction

**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 to 54.9% by 05/31/2015 as measured by K-PREP.

**Strategy1:**  
Rtl program, SE, & Differentiation - In an effort to improve Rtl, an LCMS team will collaborate with the University of Louisville ABRI team to disaggregate behavior and achievement data to improve our Rtl programs in reading, math, and behavior. We will follow the district Rtl 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 & ILP. Grade level PLCs will continue to discuss individual student needs and conduct stakeholder conferences.  
Category: Continuous Improvement  
Research Cited: Kentucky Initiative, DuFour

Activity - Individualized Programming	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide individualized academic programming to help improve achievement in reading and math in a blended learning classroom (Reading Plus, Accelerated Reading, Front Row, MobyMax, or Accelerated Math, etc.).	Technology			09/01/2014	05/27/2016	\$6000 - School Council Funds	LCMS Instructional Coach

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, STAR, 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



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## Strategy2:

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: Persistence to Graduation

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			08/01/2014	08/31/2018	\$0 - No Funding Required	LCMS Principal

## 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 60.9% by 05/31/2015 as measured by K-PREP.

## Strategy1:

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

Category: Management Systems

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 VERTICAL AND HORIZONTAL adjustments to curriculum and plan a district PL day to disseminate updated/revised curriculum to all teachers	Policy and Process			05/28/2013	10/01/2015	\$2000 - District Funding	Livingston County Instructional Supervisor

## Strategy2:

Program Reviews - Stakeholders will collaborate through the Program Review Committee (PRC) to improve each program area [Writing, Arts & Humanities (dance, drama, music, & visual arts), World Languages, and Practical Living/Career Studies (careers, consumerism, health,

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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/Coordinated School Health 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 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: Continuous Improvement

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

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, languages, PLCS, and writing. ELA teachers will lead writing and literacy PLs to train ALL teachers how to integrate literacy into other content areas.	Direct Instruction			01/07/2013	04/29/2016	\$0 - No Funding Required	LCMS Program Review Committee Chairperson

**Goal 3:**

Increase the percentage of effective principals from \_\_\_% in 2015 to \_\_\_% in 2020.

**Measurable Objective 1:**

demonstrate a proficiency ,within a supportive learning community, by 07/01/2016 as measured by first year implementation.

**Strategy1:**

Collection and Use of Data - Principal will collect data (TELL, Persistence to Graduation, Professional Learning, Academic, Behavior, Attendance, STAR, K-PREP, EXPLORE, ILP, Instructional Rounds, Walk-Throughs, Observations, CIITS, TPGES, PPGES, Open House, School Report Card, Rtl, 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: Continuous Improvement

Research Cited: Larry Lezotte, John Maxwell, Charlotte Danielson, SISI, KDE Initiative, etc.

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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	02/26/2016	\$0 - No Funding Required	Learning Environment & ABRI Committee Chair

## Goal 4:

Increase the percentage of effective teachers from \_\_\_% in 2015 to \_\_\_\_% in 2020.

## Measurable Objective 1:

demonstrate a proficiency within a supportive learning community, by 07/01/2016 as measured by first year implementation.

## Strategy1:

Teacher Professional Learning - Teachers will use resources (CIITS, Edviation, WKSEC, Networks, Instructional Coach, List Servs, teacher leaders, etc.) to grow professionally. They will continue to meet in departmental and grade level PLCs. Teacher leaders will attend DLT and other professional learning (PL); they will return to LCMS to share PL with remaining staff. Staff will participate in Guided Planning with our Instructional Coach. Staff will reflect on data, surveys, and walk-through evidence.

Category: Professional Learning & Support

Research Cited: DuFour, KDE initiative, SISI, PGES, etc.

Activity - Teacher Leadership	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher leaders will attend District Leadership Team (DLT) meetings and ensure the PL is shared with grade level PLCs. Leaders will ensure that PLCs are data driven and focused on student achievement. Leaders will ensure that achievement data, walk-through data, surveys, PL, etc. are discussed.	Recruitment and Retention			12/01/2014	05/31/2016	\$0 - No Funding Required	DLT members

Activity - Resource Use	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use CIITS, Edviation, Best Practices Website, WKEC consultants, Instructional Coach, Writing Specialist, PBIS World, List Servs, Network trainings, colleagues, PLC's, ABRI, etc. for professional learning	Professional Learning			12/01/2014	01/31/2016	\$0 - No Funding Required	LCMS Instructional Coach

**Narrative:**

How are all teachers included in the selection of academic assessments? How do all teachers participate in the analysis of data and the development of the overall instructional program in order to improve student achievement? Every teacher serves on SBDM and CSIP committees (district and/or school level). The committees analyze the data to determine needs. A district-wide planning day is utilized at the beginning of the school year to further disaggregate data, analyze scores, and plan changes in instruction. Participation in subject specific AND grade level team PLC's and embedded PL are also ongoing. Policies and open meetings ensure teacher involvement and buy-in at the level that they desire. Teacher input is sought through PLCs and surveys.

## Component 9: Activities to Ensure that Students Meet State Academic Standards

### Activities to Ensure that Students Meet State Academic Standards

**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 to 54.9% by 05/31/2015 as measured by K-PREP.

**Strategy1:**

Rtl program, SE, & Differentiation - In an effort to improve Rtl, an LCMS team will collaborate with the University of Louisville ABRI team to disaggregate behavior and achievement data to improve our Rtl programs in reading, math, and behavior. We will follow the district Rtl 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 & ILP. Grade level PLCs will continue to discuss individual student needs and conduct stakeholder conferences.

Category: Continuous Improvement

Research Cited: Kentucky Initiative, DuFour

Activity - Individualized Programming	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide individualized academic programming to help improve achievement in reading and math in a blended learning classroom (Reading Plus, Accelerated Reading, Front Row, MobyMax, or Accelerated Math, etc.).	Technology			09/01/2014	05/27/2016	\$6000 - School Council Funds	LCMS Instructional Coach

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, STAR, 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

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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	02/29/2016	\$0 - No Funding Required	WKSEC Staff

## Strategy2:

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: Persistence to Graduation

Research Cited: Kentucky Initiative, Maslow, Lezotte, DuFour

Activity - Increase Parent Involvement	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Analyze results of surveys, checklists, and Missing Piece to inform implementation & improvement of parent involvement practices.	Parent Involvement			02/01/2014	05/31/2018	\$0 - No Funding Required	LCMS SBDM Vice Chair

Activity - Transitional Programs	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue to collaborate with elementary schools and high school to improve transitional programs from ES to MS and from MS to HS	Policy and Process			12/01/2014	06/30/2016	\$0 - No Funding Required	LCMS Counselor

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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 annual ILP data and Student Gallup Poll Data on Hope, Engagement, and Well Being will be used to bring in advisors during Career Cruising and Operation Preparation in March. KIP & Health data and other data will be used to bring in community resources as required.	Community Engagement			08/01/2014	01/31/2018	\$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 or before school O-Zone program for tutoring, enrichment, social interaction, etc. Pursue grant funding as necessary to continue program. If grant is not awarded, offer FREE tutoring after school, before school, and at lunch.	Academic Support Program			08/01/2014	02/28/2017	\$60000 - Other	LCMS O-Zone Coordinator

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	05/31/2018	\$0 - No Funding Required	LCMS School Counselor

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			08/01/2014	08/31/2018	\$0 - No Funding Required	LCMS Principal

### Strategy3:

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 Edviation, CIITS, 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 may use engagement cards or TILT notebooks in class. Teachers will continue to analyze student work, develop interdisciplinary units, and work on

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curriculum alignment in PLCs. They will use PGES to self-evaluate their questioning strategies.

Category: Professional Learning & Support

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

Activity - Edivation Use	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will continue to use Edivation to watch videos, post in forums, get community/group resources, etc.	Professional Learning			11/01/2011	05/31/2016	\$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 on the KDE website	Professional Learning			01/01/2014	01/01/2016	\$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 & media resources that align with standards in their content areas	Technology			02/01/2014	01/31/2016	\$0 - No Funding Required	LCMS Media Specialist

Activity - Leader In Me Grant	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff and students will implement the Leader In Me Program	Career Preparation/Orientation			06/01/2015	06/30/2018	\$110000 - Grant Funds	LCMS Principal

**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 60.9% by 05/31/2015 as measured by K-PREP.

**Strategy1:**  
Program Reviews - Stakeholders will collaborate through the Program Review Committee (PRC) to improve each program area [Writing, Arts & Humanities (dance, drama, music, & visual arts), World Languages, 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.



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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/Coordinated School Health 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 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: Continuous Improvement

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

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, languages, PLCS, and writing. ELA teachers will lead writing and literacy PLs to train ALL teachers how to integrate literacy into other content areas.	Direct Instruction			01/07/2013	04/29/2016	\$0 - No Funding Required	LCMS Program Review Committee Chairperson

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. They work to maintain bronze status with the Alliance for a Healthier Generation and Let's Move Active Schools.	Policy and Process			01/01/2013	07/29/2016	\$0 - No Funding Required	Livingston County DPP

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

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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.	Community Engagement			07/22/2013	04/01/2016	\$0 - No Funding Required	LCMS Program Review Chair

## Strategy2:

College and Career Readiness (CCR) - Staff will collaborate to increase the CCR rates of our students.

Category: Continuous Improvement

Research Cited: KDE Initiative, Tony Waggoner, etc.

Activity - Item Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff will review item analysis data from CCR tests and change instruction based on reflections.	Professional Learning			09/01/2014	01/29/2016	\$0 - No Funding Required	LCMS Counselor

Activity - CCR Presentation	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Counselor discusses with small classes the CCR Powerpoint of multiple CCR resources	Career Preparation/Orientation			11/01/2014	03/31/2016	\$0 - No Funding Required	LCMS Counselor

Activity - CCR Transition Course	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students not meeting CCR benchmarks will take a transitional course and an additional option will also be offered in the 21CCCLC program	Academic Support Program			11/01/2014	06/30/2016	\$300 - Grant Funds	21CCCLC School Coordinator

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Activity - ILP	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue to follow ILP District Implementation and School Implementation Plan with 100% student completion and 100% annual parent review	Career Preparation/ Orientation			12/01/2014	04/30/2015	\$0 - No Funding Required	LCMS Counselor

Activity - Increased Rigor, Pace, and Expectations	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
To increase rigor, staff will begin to implement Standards Based Grading, 21st Century Skills, and Learning 360 strategies.	Other			07/01/2015	01/27/2017	\$0 - No Funding Required	LCMS Principal

### Strategy3:

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

Category: Management Systems

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 VERTICAL AND HORIZONTAL adjustments to curriculum and plan a district PL day to disseminate updated/revised curriculum to all teachers	Policy and Process			05/28/2013	10/01/2015	\$2000 - District Funding	Livingston County Instructional Supervisor

### Strategy4:

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.

Category: Teacher PGES

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 and be able to articulate their test scores and target attainment.	Academic Support Program			10/28/2013	08/26/2016	\$0 - No Funding Required	LCMS School Counselor

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	01/01/2016	\$0 - No Funding Required	LCMS DLT Members

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## 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 68% by 05/30/2015 as measured by Unbridled Learning CCR formula and 8th graders' CCR 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 - ILP	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
LCMS follows our District & School ILP Plan to ensure clear expectations are established for ILP usage beyond basic compliance and that 100% of students complete and 100% of parents review the ILP annually.	Career Preparation/ Orientation			01/01/2012	07/29/2016	\$0 - No Funding Required	LCMS School Counselor

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 - Increased rigor, pace, and expectations	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
To increase rigor & expectations, staff will begin to implement Standards Based Grading, 21st Century Skills, and Learning 360 Strategies.	Academic Support Program			08/11/2014	05/27/2016	\$0 - No Funding Required	Instructional Coach

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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 - Item Analysis and CCR Presentation	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff will review item analysis data from CCR tests and change instruction based on reflections. Counselor will discuss CCR PowerPoint with small classes. A CCR Transition Course will be offered through O-Zone.	Career Preparation/Orientation			11/03/2014	05/27/2016	\$0 - No Funding Required	School Counselor

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

**Narrative:**

How does the school provide effective, timely, and additional intervention to students in danger of not meeting state standards? Identified students are progress monitored through STAR and easyCBM . All Tier 2 students will be progress monitored in reading and/or math every four weeks; Tier 3 students will be progress monitored every two weeks. Universal screening (STAR) will take place three times during the school year; fall, winter, and spring. Intervention is provided in math and reading through the use of RTI using Number Worlds, PBIS World, AAA Math, graphic organizers, REWARDS reading, Corrective Reading, Reading Labs, Reading Plus, Front Row, and APEX. A minimum of an additional 225 minutes per week in reading, math, or both is provided to all students in danger of not meeting state standards. An EXPLORE transition course is offered and also OZONE classes for those not benchmarking CCR.

How are students and their needs identified for assistance? Student needs are identified through KPREP, EXPLORE, easyCBM, classroom, and STAR data.

How do teachers and paraeducators collaborate for planning and instruction? Collaborative planning occurs in SBDM committees and Professional Learning Committees.

## Component 10: Coordination and Integration of Programs

### Coordination and Integration of Programs

**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 to 54.9% by 05/31/2015 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 Edviation, CIITS, 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 may use engagement cards or TILT notebooks in class. Teachers 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: Professional Learning & Support

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

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 & media resources that align with standards in their content areas	Technology			02/01/2014	01/31/2016	\$0 - No Funding Required	LCMS Media Specialist

Activity - Edviation Use	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will continue to use Edviation to watch videos, post in forums, get community/group resources, etc.	Professional Learning			11/01/2011	05/31/2016	\$3000 - District Funding	LCMS Principal

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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 on the KDE website	Professional Learning			01/01/2014	01/01/2016	\$0 - No Funding Required	District Rtl Coordinator

Activity - Leader In Me Grant	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff and students will implement the Leader In Me Program	Career Preparation/Orientation			06/01/2015	06/30/2018	\$110000 - Grant Funds	LCMS Principal

## Strategy2:

Rtl program, SE, & Differentiation - In an effort to improve Rtl, an LCMS team will collaborate with the University of Louisville ABRI team to disaggregate behavior and achievement data to improve our Rtl programs in reading, math, and behavior. We will follow the district Rtl 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 & ILP. Grade level PLCs will continue to discuss individual student needs and conduct stakeholder conferences.

Category: Continuous Improvement

Research Cited: Kentucky Initiative, DuFour

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	02/29/2016	\$0 - No Funding Required	WKSEC Staff

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, STAR, 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

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Activity - Individualized Programming	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide individualized academic programming to help improve achievement in reading and math in a blended learning classroom (Reading Plus, Accelerated Reading, Front Row, MobyMax, or Accelerated Math, etc.).	Technology			09/01/2014	05/27/2016	\$6000 - School Council Funds	LCMS Instructional Coach

### Strategy3:

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: Persistence to Graduation

Research Cited: Kentucky Initiative, Maslow, Lezotte, DuFour

Activity - Increase Parent Involvement	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Analyze results of surveys, checklists, and Missing Piece to inform implementation & improvement of parent involvement practices.	Parent Involvement			02/01/2014	05/31/2018	\$0 - No Funding Required	LCMS SBDM Vice Chair

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 or before school O-Zone program for tutoring, enrichment, social interaction, etc. Pursue grant funding as necessary to continue program. If grant is not awarded, offer FREE tutoring after school, before school, and at lunch.	Academic Support Program			08/01/2014	02/28/2017	\$60000 - Other	LCMS O-Zone Coordinator

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			08/01/2014	08/31/2018	\$0 - No Funding Required	LCMS Principal



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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	05/31/2018	\$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 annual ILP data and Student Gallup Poll Data on Hope, Engagement, and Well Being will be used to bring in advisors during Career Cruising and Operation Preparation in March. KIP & Health data and other data will be used to bring in community resources as required.	Community Engagement			08/01/2014	01/31/2018	\$12000 - Other	FRYSC Coordinator

Activity - Transitional Programs	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue to collaborate with elementary schools and high school to improve transitional programs from ES to MS and from MS to HS	Policy and Process			12/01/2014	06/30/2016	\$0 - No Funding Required	LCMS Counselor

**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 60.9% by 05/31/2015 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.

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

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Activity - Student Reported Grades	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will lead parent conferences and be able to articulate their test scores and target attainment.	Academic Support Program			10/28/2013	08/26/2016	\$0 - No Funding Required	LCMS School Counselor

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	01/01/2016	\$0 - No Funding Required	LCMS DLT Members

## Strategy2:

Program Reviews - Stakeholders will collaborate through the Program Review Committee (PRC) to improve each program area [Writing, Arts & Humanities (dance, drama, music, & visual arts), World Languages, 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/Coordinated School Health 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 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: Continuous Improvement

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

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. They work to maintain bronze status with the Alliance for a Healthier Generation and Let's Move Active Schools.	Policy and Process			01/01/2013	07/29/2016	\$0 - No Funding Required	Livingston County DPP

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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 - 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.	Community Engagement			07/22/2013	04/01/2016	\$0 - No Funding Required	LCMS Program Review Chair

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, languages, PLCS, and writing. ELA teachers will lead writing and literacy PLs to train ALL teachers how to integrate literacy into other content areas.	Direct Instruction			01/07/2013	04/29/2016	\$0 - No Funding Required	LCMS Program Review Committee Chairperson

### Strategy3:

College and Career Readiness (CCR) - Staff will collaborate to increase the CCR rates of our students.

Category: Continuous Improvement

Research Cited: KDE Initiative, Tony Waggoner, etc.

Activity - Increased Rigor, Pace, and Expectations	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
To increase rigor, staff will begin to implement Standards Based Grading, 21st Century Skills, and Learning 360 strategies.	Other			07/01/2015	01/27/2017	\$0 - No Funding Required	LCMS Principal

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Activity - Item Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff will review item analysis data from CCR tests and change instruction based on reflections.	Professional Learning			09/01/2014	01/29/2016	\$0 - No Funding Required	LCMS Counselor

Activity - CCR Presentation	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Counselor discusses with small classes the CCR Powerpoint of multiple CCR resources	Career Preparation/Orientation			11/01/2014	03/31/2016	\$0 - No Funding Required	LCMS Counselor

Activity - CCR Transition Course	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students not meeting CCR benchmarks will take a transitional course and an additional option will also be offered in the 21CCLC program	Academic Support Program			11/01/2014	06/30/2016	\$300 - Grant Funds	21CCLC School Coordinator

Activity - ILP	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue to follow ILP District Implementation and School Implementation Plan with 100% student completion and 100% annual parent review	Career Preparation/Orientation			12/01/2014	04/30/2015	\$0 - No Funding Required	LCMS Counselor

#### Strategy4:

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

Category: Management Systems

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 VERTICAL AND HORIZONTAL adjustments to curriculum and plan a district PL day to disseminate updated/revised curriculum to all teachers	Policy and Process			05/28/2013	10/01/2015	\$2000 - District Funding	Livingston County Instructional Supervisor

#### Narrative:

What Federal, State and local funds are made available to the school?

Local Money: SBDM, donations, grants, School Activity Funds, General Fund, etc.

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State Money: Safe Schools, ESS funds, PD funds, RTTT, Textbook, FRYSC, etc.

Federal Money: Title I, Title 2 (class size reduction), Title 3 (LEP), Title 4 (Safe schools), Title 5 (innovation), 21CCLC, etc.

Other Money: Grants

How does the school coordinate and integrate Federal, State, and local programs and services to improve instruction and increase student achievement? Coordination occurs between the utilization of funds. The SBDM council determines how monies will be spent within the school based on collaboration with the Efficiency Committee. Efficiency Committee (and all others too) sends out agendas and invitations to meetings at least one week in advance and minutes at most one week after meetings to ensure those interested in topics may attend and discuss and that decisions are communicated. If members or interested parties cannot attend, they may contact other members and provide input via email, etc. All committee information is also on OneDrive for all stakeholders to access as needed.

We coordinate by asking all areas to help fund programs (Ozone, Family First, AmeriCorps, Title I, etc.).