



Title I Schoolwide Diagnostic

Livingston County Middle School

Livingston County

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Introduction

This diagnostic tool is aligned for Title I schoolwide programs as outlined in Section 1114 of the Elementary and Secondary Education Act (ESEA). 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, b) inserting an optional narrative, and c) providing attachments. Guiding questions for each component are provided to help focus on areas that may be addressed under the component headings.

Component 1: Comprehensive Needs Assessment

Label	Assurance	Response	Comment	Attachment
1.1	Did the school use various and multiple academic and non-academic data sources to develop the comprehensive needs assessment?	Yes	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, CCR, CIIT, Classroom Grade vs Lng Chec vs K-PREP vs STAR, KCID data on grades, behavior, and attendance, Retention Data, School Report Card	

Label	Assurance	Response	Comment	Attachment
1.2	Did the analyzed data identify the school's priority needs?	Yes	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.	

Label	Assurance	Response	Comment	Attachment
1.3	Are needs prioritized based on grade level, content level or the achievement level of subgroups?	Yes	Reading and Math, both 7th and 8th grade, with SE students scoring lowest of all subgroups	

Label	Assurance	Response	Comment	Attachment
1.4	Were specific achievement gap issues identified and prioritized as part of the comprehensive needs assessment process?	Yes	Co-teaching improvement, rigor, assessment literacy, feedback, etc.	

Label	Assurance	Response	Comment	Attachment
1.5	Does the improvement plan have specific Goals, Objectives, Strategies and/or Activities that directly address the prioritized needs identified as part of the comprehensive needs assessment process?	Yes	See CSIP	

Component 2: Schoolwide Reform Strategies

Schoolwide Reform Strategies

Goal 1:
Increase the average combined reading and math proficiency ratings for all students in the non-duplicated GAP group to 68.1% in 2019.

Measurable Objective 1:
collaborate to increase the average combined reading and math proficiency ratings for all students in the non-duplicated GAP group to 49% by 09/30/2016 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 KyCIB/PBIS, The Leader In Me, Young Leaders in Action, and the Truancy Diversion Program .
Category: Persistence to Graduation
Research Cited: Kentucky Initiative, Maslow, Lezotte, DuFour

Activity - FRYSC	Activity Type	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, 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 - FREE Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Offer voluntary, free tutoring programs in morning (7:15-7:52 AM) and at lunch (12-12:40 in 23 minute intervals). Morning tutoring is recommended for all students with a D or F; Lunch tutoring is recommended 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 - Increase Parent Involvement	Activity Type	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 Vlce Chair

Activity - 21st Century Community Learning Center	Activity Type	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	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	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

Strategy2:

Feedback, Instructional Strategies, Rigor, Engagement - LCMS teacher leaders & Instructional Coach 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 Webinars, 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 - Leader In Me Grant	Activity Type	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

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Activity - Instructional Resources for gap, Rtl, etc.	Activity Type	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 and PBIS World	Professional Learning	01/01/2014	01/02/2017	\$0 - No Funding Required	District Rtl Coordinator

Activity - Digital Resources	Activity Type	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	01/31/2017	\$0 - No Funding Required	LCMS Media Specialist

Activity - Professional Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will continue to use webinars & The Teaching Channel, etc. to watch videos, Edviate to post in forums & get community/group resources, etc.	Professional Learning	11/01/2011	05/31/2016	\$0 - No Funding Required	LCMS Principal

Strategy3:

Rtl program, SE, & Differentiation - In an effort to improve Rtl, the LCMS Staff Lighthouse Team will collaborate with KyCID on PBIS and 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 Leadership Notebooks, 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	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 - Student Engagement	Activity Type	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	03/01/2017	\$0 - No Funding Required	WKEC Staff

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Activity - Staff Lighthouse Team	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
AC teacher will enter behavior data in SWIS. Instructional Coach will disaggregate achievement (K-PREP, SAT10, CIITS, STAR, AIMSweb, ACCESS), classroom, attendance, discipline, retention, ILP, etc. data. The LCMS Staff Lighthouse team will meet monthly. Trends in data will be discussed. Issues will be addressed or referred to standing committees to address.	Behavioral Support Program	01/29/2013	05/31/2016	\$1000 - Title I School Improvement (ISI)	LCMS Staff Lighthouse Team Facilitator

Goal 2:

Collaborate to decrease the average percent of novice students in reading and math to 10% by 09/30/2020 as measured by K-PREP

Measurable Objective 1:

100% of All Students will collaborate to decrease the average percent of novice students in reading and math in Mathematics by 09/30/2016 as measured by 18% or fewer novice on K-PREP combined reading and math.

Strategy1:

Novice Reduction - Staff will focus on best practices, rigor, assessment, and feedback to reduce the percentage of students scoring novice.

Category: Continuous Improvement

Research Cited: Marzano, Friend, Silver/Strong, Schomoker, Whitaker, Waggoner, Dweck, Rutherford, Learning 360, Schlecty, Stiggins, Hatti, Larry Lezotte, John Maxwell, Charlotte Danielson & PGES, CHETL, SISI, KDE Initiative, etc.

Activity - Differentiated Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implementation and monitoring of differentiated instruction will be provided based on needs assessments and analysis of data. Implementation of strategies learned through PL will be monitored regularly by administrators through walkthroughs. Individual feedback will be given (guided planning, e-mail, conversation, PLCs) and additional training will be provided to increase use of differentiation in the core classes.	Academic Support Program	10/01/2015	02/28/2017	\$0 - No Funding Required	LCMS Assistant Principal

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Activity - Equitable Access to HQ Staff	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Student class assignments will be made based on SBDM policy 10.01. All students will have the same HQ teacher for core-content subjects ensuring equity of assignment. Additional support will be provided on an individual-as needed basis, including ELL, GT, and SE. Student data, including KPREP, STAR progress monitoring, and universal screening data will be reviewed on a regular basis to ensure that all students are making adequate academic progress. The same data will be utilized to ensure teacher effectiveness and professional growth. Based on this data, teacher candidates will be interviewed in a manner that allows for demonstration of their knowledge of and ability to differentiate instruction based on student need. Only candidates that demonstrate strong skills working with diverse populations will be considered for employment.	Policy and Process	06/01/2015	07/31/2018	\$0 - No Funding Required	LCMS SBDM Chair

Activity - Leadership Notebooks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will keep data in Leadership Notebooks and set SMART goals.	Other	08/29/2016	06/30/2017	\$0 - No Funding Required	LCMS Assistant Principal

Activity - MDC and LDC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use MDC and LDC units	Academic Support Program	02/01/2016	07/31/2017	\$0 - No Funding Required	Math and ELA Teachers

Activity - 90-minutes of daily ELA and Math Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be provided with a double-block of math and ELA daily.	Direct Instruction	11/30/2015	05/18/2016	\$30000 - District Funding	Livingston County Superintendent

Activity - Name & Claim	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will Name & Claim their top 5 scoring Novice Students and concentrate efforts on moving them to next performance level.	Academic Support Program	01/01/2016	07/31/2017	\$0 - No Funding Required	LCMS Instructional Coach

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Activity - Teacher Recruitment & Retention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A new teacher orientation will be provided to all new to district employees that includes a book study of Harry Wong's "First Days of School". All new to the building employees will be assigned a mentor to assist them their first year. All first year teachers will be provided a KTIP resource teacher. Alt. Cert. teacher mentors will be paid by the district for mentoring. All new teachers will be participants in PLCs that provide support and guidance and are offered PL as needed based on individual data. The school also partners with WKEC to provide PL on topics such as classroom management and others as needed.	Recruitment and Retention	07/01/2015	02/01/2018	\$100 - District Funding	LCMS Principal

Activity - Co-Teaching Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
SE teachers conduct PL for all staff on Marilyn Friend's co-teaching research based best instructional strategies that have proven effective in co-teaching classrooms. Instructional Coach models strategies in classrooms with co-teachers. Co-teachers & Instructional Coach use one planning period each week to meet together to develop lessons for upcoming week based on individual student data. Instructional Coach uses individual student data, models planning/data review/etc. in PLCs. Principal, IC, & AP attend PLCs as available and conduct walk-throughs to ensure fidelity of implementation, pacing, assessment literacy, rigor, feedback, gaps addressed at grade level, equity, access to the general curriculum, etc.	Professional Learning	11/02/2015	10/28/2016	\$0 - No Funding Required	SE Co-Teachers

Activity - FRYSC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Family First (FRYSC & Community Education) will develop initiatives to help remove non-cognitive barriers to learning by addressing the FRYSC components and by engaging the community in the concept of Community Education.	Academic Support Program	08/12/2015	02/02/2018	\$100 - FRYSC	FRYSC & CE Coordinator

Narrative:

What strategies, based on scientific research, will all teachers and paraeducators use? Strategies to be used include research-based interventions, PBIS World strategies, blended learning with APEX/Moby Max/Reading Plus, 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. Use of centers/differentiating instruction, and Learning 360 strategies will be utilized in Writing/Reading and Math. All students in math & reading will have at least 90 minutes of instruction in that area daily. Common assessments will be administered through CIITS/STAR 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 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

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three times during the school year; fall, winter, and spring. Instructional decisions for both grade levels will be based on KPREP and STAR data; along with CIITS, etc. 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 strategies to offer input and monthly for data PLC meetings.

Label	Assurance	Response	Comment	Attachment
2.1	Were the strategies selected based on best practices and scientific research?	Yes	Marilyn Friend's Co-Teaching Strategies, Learning 360, etc.	

Label	Assurance	Response	Comment	Attachment
2.2	Are all teachers and para-educators required to implement selected strategies?	Yes	See walk-throughs, observations, etc.	

Label	Assurance	Response	Comment	Attachment
2.3	Does the Title I Schoolwide programming align with state standards?	Yes	See SBDM policies, curriculum documents, etc.	

Label	Assurance	Response	Comment	Attachment
2.4	Does the Title I Schoolwide programming allow for extended learning time?	Yes	Tutoring, 21 CCLC, 90-minute ELA and Math blocks daily	

Label	Assurance	Response	Comment	Attachment
2.5	Does the Title I Schoolwide programming provide high quality activities that will close achievement gaps between identified subgroups (i.e., male and female; students with and without disabilities; students with and without English proficiency; minority and non-minority students; and students eligible and not eligible for free or reduced lunch meals)?	Yes	See CSIP	

Label	Assurance	Response	Comment	Attachment
2.6	Are the achievement issues of students with special needs being specifically addressed?	Yes	See CSIP and co-teaching initiatives, The Leader In Me, etc.	

Label	Assurance	Response	Comment	Attachment
2.7	Is the Title I Schoolwide plan being implemented as designed?	Yes	All activities in CSIP are regularly monitored and all Title I requirements are met	

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Label	Assurance	Response	Comment	Attachment
2.8	Were the strategies and activities effective in increasing student achievement?	Yes	We showed 4 months growth in the first month of school on STAR progress monitoring.	

Label	Assurance	Response	Comment	Attachment
2.9	Does the improvement plan have specific Goals, Objectives, Strategies and/or Activities that directly address schoolwide reform and closing the achievement gap?	Yes	See CSIP	

Component 3: Instruction By Highly Qualified Teachers and Paraeducators

Instruction By Highly Qualified Teachers and Paraeducators

Goal 1:

Collaborate to decrease the average percent of novice students in reading and math to 10% by 09/30/2020 as measured by K-PREP

Measurable Objective 1:

100% of All Students will collaborate to decrease the average percent of novice students in reading and math in Mathematics by 09/30/2016 as measured by 18% or fewer novice on K-PREP combined reading and math.

Strategy1:

Novice Reduction - Staff will focus on best practices, rigor, assessment, and feedback to reduce the percentage of students scoring novice.

Category: Continuous Improvement

Research Cited: Marzano, Friend, Silver/Strong, Schomoker, Whitaker, Waggoner, Dweck, Rutherford, Learning 360, Schlecty, Stiggins, Hatti, Larry Lezotte, John Maxwell, Charlotte Danielson & PGES, CHETL, SISI, KDE Initiative, etc.

Activity - 90-minutes of daily ELA and Math Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be provided with a double-block of math and ELA daily.	Direct Instruction	11/30/2015	05/18/2016	\$30000 - District Funding	Livingston County Superintendent

Activity - Equitable Access to HQ Staff	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Student class assignments will be made based on SBDM policy 10.01. All students will have the same HQ teacher for core-content subjects ensuring equity of assignment. Additional support will be provided on an individual-as needed basis, including ELL, GT, and SE. Student data, including KPREP, STAR progress monitoring, and universal screening data will be reviewed on a regular basis to ensure that all students are making adequate academic progress. The same data will be utilized to ensure teacher effectiveness and professional growth. Based on this data, teacher candidates will be interviewed in a manner that allows for demonstration of their knowledge of and ability to differentiate instruction based on student need. Only candidates that demonstrate strong skills working with diverse populations will be considered for employment.	Policy and Process	06/01/2015	07/31/2018	\$0 - No Funding Required	LCMS SBDM Chair

Narrative:

Are all teachers highly qualified before being hired? YES

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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.

Label	Assurance	Response	Comment	Attachment
3.1	Do all of the teachers and para-educators assigned to the school meet the definition for highly qualified?	Yes	See HQ report	

Label	Assurance	Response	Comment	Attachment
3.2	If all teachers and para-educators are not considered highly qualified, is the school taking specific steps to ensure that - prior to hiring - all teachers and para-educators are highly qualified?	N/A	All are HQ so this is Not Applicable	

Label	Assurance	Response	Comment	Attachment
3.3	If all teachers and para-educators are not considered highly qualified, is the school taking specific steps to assist non-highly qualified teachers and/or para-educators to obtain highly qualified status?	N/A	All are HQ so this is Not Applicable	

Label	Assurance	Response	Comment	Attachment
3.4	Does the improvement plan have specific Goals, Objectives, Strategies and/or Activities that support instruction is being provided by highly qualified teachers and para-educators?	Yes	All are HQ so this is Not Applicable. However, if there were issues, we would provide support as needed.	

Component 4: Highly Qualified Professional Development for Principals, Teachers, and Paraeducators

Highly Qualified Professional Development for Principals, Teachers, and Paraeducators

Goal 1:
Increase the average combined reading and math proficiency ratings for all students in the non-duplicated GAP group to 68.1% in 2019.

Measurable Objective 1:
collaborate to increase the average combined reading and math proficiency ratings for all students in the non-duplicated GAP group to 49% by 09/30/2016 as measured by K-PREP.

Strategy1:
Feedback, Instructional Strategies, Rigor, Engagement - LCMS teacher leaders & Instructional Coach 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 Webinars, 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 - Instructional Resources for gap, Rtl, etc.	Activity Type	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 and PBIS World	Professional Learning	01/01/2014	01/02/2017	\$0 - No Funding Required	District Rtl Coordinator

Activity - Leader In Me Grant	Activity Type	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 - Professional Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will continue to use webinars & The Teaching Channel, etc. to watch videos, Edviate to post in forums & get community/group resources, etc.	Professional Learning	11/01/2011	05/31/2016	\$0 - No Funding Required	LCMS Principal

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Activity - Digital Resources	Activity Type	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	01/31/2017	\$0 - No Funding Required	LCMS Media Specialist

Goal 2:

Increase the averaged combined reading and math K-PREP scores for elementary and middle school students from 44% to 72% in 2019.

Measurable Objective 1:

collaborate to increase the overall combined reading and math scores for Livingston County Middle School to 55.2% by 09/30/2016 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), Global Competencies, 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 PL 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 PL; 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 - Interdisciplinary Unit Design	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will work in PLCs to design interdisciplinary units that incorporate the arts, global competencies, 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 - Program Review Teachers	Activity Type	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 - School Wellness	Activity Type	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 CSH Committee Chair

Activity - Writing Policy/Plan	Activity Type	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	02/01/2016	\$0 - No Funding Required	LCMS ELA teachers

Strategy2:

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	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	10/06/2016	\$2000 - District Funding	Livingston County Instructional Supervisor

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 - Feedback Training & Implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PLCs will discuss CASL and Learning 360 Feedback strategies.	Professional Learning	02/18/2013	02/29/2016	\$0 - No Funding Required	LCMS DLT Members

Activity - Student Reported Grades	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will lead parent conferences and be able to articulate their test scores, goals, and target attainment.	Academic Support Program	10/28/2013	11/30/2016	\$0 - No Funding Required	LCMS Staff Lighthouse Team Facilitator

Strategy4:

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 - CCR Presentation	Activity Type	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 Supports	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students not meeting CCR benchmarks will be offered additional supports through RtI, Ozone, tutoring, etc.	Academic Support Program	11/01/2014	10/03/2016	\$300 - Grant Funds	21CCLC School Coordinator

Activity - Increased Rigor, Pace, and Expectations	Activity Type	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 - ILP	Activity Type	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	04/29/2016	\$0 - No Funding Required	LCMS Counselor

Activity - Item Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff will review item analysis data from CCR tests (STAR, CIITS, etc.) and change instruction based on reflections.	Professional Learning	09/01/2014	01/31/2017	\$0 - No Funding Required	LCMS Instructional Coach

Goal 3:

Increase the percentage of students who are CCR from 34% to 56% by May 2017.

Measurable Objective 1:

collaborate to increase the percentage of students that are CCR to 50% by 09/30/2016 as measured by percent proficient/distinguished on KPREP math..

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	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

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Activity - Operation Preparation	Activity Type	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	03/31/2016	\$100 - FRYSC	FRYSC Coordinator

Activity - DuFour Hierarchy	Activity Type	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	05/30/2016	\$0 - No Funding Required	LCMS School Counselor

Activity - Item Analysis and CCR Presentation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff will review item analysis data from CCR tests (STAR, CIITS, etc.) and change instruction based on reflections. Counselor will discuss CCR PowerPoint with small classes.	Career Preparation/Orientation	11/03/2014	05/27/2016	\$0 - No Funding Required	School Counselor

Activity - Increased rigor, pace, and expectations	Activity Type	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 - 21st Century Skill Training	Activity Type	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	09/01/2016	\$0 - No Funding Required	LCMS Learning Environment Chair

Goal 4:

Collaborate to decrease the average percent of novice students in reading and math to 10% by 09/30/2020 as measured by K-PREP

Measurable Objective 1:

100% of All Students will collaborate to decrease the average percent of novice students in reading and math in Mathematics by 09/30/2016 as measured by 18% or fewer novice on K-PREP combined reading and math.

Strategy1:

Novice Reduction - Staff will focus on best practices, rigor, assessment, and feedback to reduce the percentage of students scoring novice.

Category: Continuous Improvement

Research Cited: Marzano, Friend, Silver/Strong, Whitaker, Waggoner, Dweck, Rutherford, Learning 360, Schlecty, Stiggins, Hatti, etc.

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Activity - MDC and LDC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use MDC and LDC units	Academic Support Program	02/01/2016	07/31/2017	\$0 - No Funding Required	Math and ELA Teachers

Activity - Co-Teaching Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
SE teachers conduct PL for all staff on Marilyn Friend's co-teaching research based best instructional strategies that have proven effective in co-teaching classrooms. Instructional Coach models strategies in classrooms with co-teachers. Co-teachers & Instructional Coach use one planning period each week to meet together to develop lessons for upcoming week based on individual student data. Instructional Coach uses individual student data, models planning/data review/etc. in PLCs. Principal, IC, & AP attend PLCs as available and conduct walk-throughs to ensure fidelity of implementation, pacing, assessment literacy, rigor, feedback, gaps addressed at grade level, equity, access to the general curriculum, etc.	Professional Learning	11/02/2015	10/28/2016	\$0 - No Funding Required	SE Co-Teachers

Activity - Differentiated Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implementation and monitoring of differentiated instruction will be provided based on needs assessments and analysis of data. Implementation of strategies learned through PL will be monitored regularly by administrators through walkthroughs. Individual feedback will be given (guided planning, e-mail, conversation, PLCs) and additional training will be provided to increase use of differentiation in the core classes.	Academic Support Program	10/01/2015	02/28/2017	\$0 - No Funding Required	LCMS Assistant Principal

Label	Assurance	Response	Comment	Attachment
4.1	Does the school plan and implement school-specific professional development activities?	Yes	See LCMS PL Plan	

Label	Assurance	Response	Comment	Attachment
4.2	Does the school use data from the comprehensive needs assessment as part of the professional development planning process?	Yes	See data (survey, achievement, etc.)	

Label	Assurance	Response	Comment	Attachment
4.3	Are all professional learning opportunities of high quality?	Yes	PL is based on Learning Forward Standards	

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Label	Assurance	Response	Comment	Attachment
4.4	Are all staff members, both certified and classified, included as part of the planning process for professional learning?	Yes	All are invited to Open Meetings of SBDM Standing Committee that develops PL Action Plan	

Label	Assurance	Response	Comment	Attachment
4.5	Does the school analyze data from professional learning opportunities for the impact on student achievement?	Yes	All PL is evaluated and fidelity of implementation is checked with data on achievement	

Label	Assurance	Response	Comment	Attachment
4.6	Does the improvement plan have specific Goals, Objectives, Strategies and/or Activities that support professional learning for principals, teachers, para-educators and other school staff members?	Yes	See CSIP	

Component 5: Strategies to Attract Highly Qualified Teachers

Strategies to Attract Highly Qualified Teachers

Goal 1:

Collaborate to decrease the average percent of novice students in reading and math to 10% by 09/30/2020 as measured by K-PREP

Measurable Objective 1:

100% of All Students will collaborate to decrease the average percent of novice students in reading and math in Mathematics by 09/30/2016 as measured by 18% or fewer novice on K-PREP combined reading and math.

Strategy1:

Novice Reduction - Staff will focus on best practices, rigor, assessment, and feedback to reduce the percentage of students scoring novice.

Category: Continuous Improvement

Research Cited: Marzano, Friend, Silver/Strong, Schomoker, Whitaker, Waggoner, Dweck, Rutherford, Learning 360, Schlecty, Stiggins, Hatti, Larry Lezotte, John Maxwell, Charlotte Danielson & PGES, CHETL, SISI, KDE Initiative, etc.

Activity - Resource Use	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use CIITS, Edviate, Best Practices Website, WKEC consultants, Instructional Coach, Administrators, Writing Specialist, PBIS World, List Servs, Network trainings, colleagues, PLC's, TLIM, Learning 360, Program Reviews, Technology, SWAT, grants, etc. for professional learning	Professional Learning	12/09/2015	03/01/2017	\$0 - No Funding Required	LCMS Teachers

Activity - Teacher Recruitment & Retention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A new teacher orientation will be provided to all new to district employees that includes a book study of Harry Wong's "First Days of School". All new to the building employees will be assigned a mentor to assist them their first year. All first year teachers will be provided a KTIP resource teacher. Alt. Cert. teacher mentors will be paid by the district for mentoring. All new teachers will be participants in PLCs that provide support and guidance and are offered PL as needed based on individual data. The school also partners with WKEC to provide PL on topics such as classroom management and others as needed.	Recruitment and Retention	07/01/2015	02/01/2018	\$100 - District Funding	LCMS Principal

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Activity - Co-Teaching Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
SE teachers conduct PL for all staff on Marilyn Friend's co-teaching research based best instructional strategies that have proven effective in co-teaching classrooms. Instructional Coach models strategies in classrooms with co-teachers. Co-teachers & Instructional Coach use one planning period each week to meet together to develop lessons for upcoming week based on individual student data. Instructional Coach uses individual student data, models planning/data review/etc. in PLCs. Principal, IC, & AP attend PLCs as available and conduct walk-throughs to ensure fidelity of implementation, pacing, assessment literacy, rigor, feedback, gaps addressed at grade level, equity, access to the general curriculum, etc.	Professional Learning	11/02/2015	10/28/2016	\$0 - No Funding Required	SE Co-Teachers

Activity - TELL Survey	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
TELL Survey: Results of the TELL survey will be analyzed in staff meetings and PLCs. Faculty and staff will discuss ways to improve the working conditions. The Principal will have a working conditions goal on PPGES and takes input from the staff as she develops it.	Recruitment and Retention	05/01/2015	08/14/2017	\$0 - No Funding Required	LCMS Principal

Activity - Teacher Leadership	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher Leadership: 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	07/01/2015	03/02/2018	\$0 - No Funding Required	Supervisor of Instruction

Activity - Guided Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Guided Planning: Teachers will meet with LCMS Instructional Coach for Guided Planning to ensure pacing and congruency, etc.	Professional Learning	07/01/2014	07/01/2018	\$0 - No Funding Required	LCMS Instructional Coach

Narrative:

To recruit HQ teachers, we maintain close contact with the local teacher education program at Murray State University. To retain HQ teachers we offer many supports such as, TQI, WKEC, increased participation of student teachers into the district, mentor teachers, PL opportunities, and use of scheduling special classes to implement team meetings for common planning, embedded PL, etc.

Label	Assurance	Response	Comment	Attachment
5.1	Does the school actively recruit highly qualified teacher candidates for teacher vacancies?	Yes	LCMS contacts MSU regularly and posts vacancies per requirements	

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Label	Assurance	Response	Comment	Attachment
5.2	Does the school utilize specific strategies and methods to retain highly qualified teachers?	Yes	We offer supports such as Guided Planning, Inst Coach, DLT, Networks, TQI, WKEC, increased participation of student teachers into the district, mentor teachers, PL opportunities, and use of scheduling special classes to implement team meetings for common planning, embedded PL, outside PL as requested, etc.	

Label	Assurance	Response	Comment	Attachment
5.3	Does the improvement plan have specific Goals, Objectives, Strategies and/or Activities that support the recruitment and retention of highly qualified teachers?	Yes	See CSIP	

Component 6: Parent Involvement

Parent Involvement

Goal 1:

Increase the average combined reading and math proficiency ratings for all students in the non-duplicated GAP group to 68.1% in 2019.

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings for all students in the non-duplicated GAP group to 49% by 09/30/2016 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 KyCIB/PBIS, The Leader In Me, Young Leaders in Action, and the Truancy Diversion Program .

Category: Persistence to Graduation

Research Cited: Kentucky Initiative, Maslow, Lezotte, DuFour

Activity - Increase Parent Involvement	Activity Type	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

Goal 2:

Increase the averaged combined reading and math K-PREP scores for elementary and middle school students from 44% to 72% in 2019.

Measurable Objective 1:

collaborate to increase the overall combined reading and math scores for Livingston County Middle School to 55.2% by 09/30/2016 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.

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Activity - ILP	Activity Type	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	04/29/2016	\$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	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will lead parent conferences and be able to articulate their test scores, goals, and target attainment.	Academic Support Program	10/28/2013	11/30/2016	\$0 - No Funding Required	LCMS Staff Lighthouse Team Facilitator

Goal 3:

Increase the percentage of students who are CCR from 34% to 56% by May 2017.

Measurable Objective 1:

collaborate to increase the percentage of students that are CCR to 50% by 09/30/2016 as measured by percent proficient/distinguished on KPREP math..

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	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

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Goal 4:

Collaborate to decrease the average percent of novice students in reading and math to 10% by 09/30/2020 as measured by K-PREP

Measurable Objective 1:

100% of All Students will collaborate to decrease the average percent of novice students in reading and math in Mathematics by 09/30/2016 as measured by 18% or fewer novice on K-PREP combined reading and math.

Strategy1:

Novice Reduction - Staff will focus on best practices, rigor, assessment, and feedback to reduce the percentage of students scoring novice.

Category: Continuous Improvement

Research Cited: Marzano, Friend, Silver/Strong, Schomoker, Whitaker, Waggoner, Dweck, Rutherford, Learning 360, Schlecty, Stiggins, Hatti, Larry Lezotte, John Maxwell, Charlotte Danielson & PGES, CHETL, SISI, KDE Initiative, etc.

Activity - Leadership Notebooks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will keep data in Leadership Notebooks and set SMART goals.	Other	08/29/2016	06/30/2017	\$0 - No Funding Required	LCMS Assistant Principal

Narrative:

See student agenda and LCMS website for multiple PI opportunities.

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, FRYSC literacy nights, survey input, HW help, 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? 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 and FALL 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, IC Parent Portal, etc. They are asked to volunteer, attend committee meetings, and take surveys.

How are parents involved in the development of the school's parent involvement policy (PIP), evaluation of the parent involvement program and the learning compacts (LC)?

Parents wrote the original PIP and LC. These are reviewed at least annually at Title I Informational Meetings [held at least twice each year (Open House. morning & afternoon on day of parent/teacher conference, & awards days)] 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, summer catalog, 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. Also, parents evaluation these through an annual survey.

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Label	Assurance	Response	Comment	Attachment
6.1	Does the school plan and implement specific activities to increase parental participation?	Yes	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, FRYSC literacy nights, survey input, HW help, 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.	

Label	Assurance	Response	Comment	Attachment
6.2	Have parents been provided opportunities to be included in their child's educational programming?	Yes	How are parents included in their child's education? 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, IC Parent Portal, etc. They are asked to volunteer, attend committee meeting	

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Label	Assurance	Response	Comment	Attachment
6.3	Have parents been included in the development of the school's parent involvement policy and compact?	Yes	Parents wrote the original PIP and LC. These are reviewed at least annually at Title I Informational Meetings [held at least twice each year (Open House, morning & afternoon on day of parent/teacher conference, & awards days)] 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	

Label	Assurance	Response	Comment	Attachment
6.4	Have parents been included in the development and the evaluation of the parent involvement programming at the school?	Yes	The 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. Also, parents evaluate these through an annual survey.	

Label	Assurance	Response	Comment	Attachment
6.5	Does the improvement plan have specific Goals, Objectives, Strategies and/or Activities that support the school parental involvement plan?	Yes	See CSIP	

Component 7: Transition to Kindergarten

Transition to Kindergarten

Narrative:

This does not apply as LCMS is a middle school for grades 7-8. We do help with transition from ES to MS and from MS to HS.

Label	Assurance	Response	Comment	Attachment
7.1	Does the school plan and implement specific activities to emotionally and academically ease students' transition from early childhood programs to elementary school programs?	N/A	This does not apply as LCMS is a middle school for grades 7-8. We do help with transition from ES to MS and from MS to HS.	

Label	Assurance	Response	Comment	Attachment
7.2	Does the improvement plan have specific Goals, Objectives, Strategies and/or Activities that support the transitions from early childhood programs to elementary school programs?	N/A	This does not apply as LCMS is a middle school for grades 7-8. We do help with transition from ES to MS and from MS to HS.	

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 non-duplicated GAP group to 68.1% in 2019.

Measurable Objective 1:
collaborate to increase the average combined reading and math proficiency ratings for all students in the non-duplicated GAP group to 49% by 09/30/2016 as measured by K-PREP.

Strategy1:
Feedback, Instructional Strategies, Rigor, Engagement - LCMS teacher leaders & Instructional Coach 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 Webinars, 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 - Professional Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will continue to use webinars & The Teaching Channel, etc. to watch videos, Edviate to post in forums & get community/group resources, etc.	Professional Learning	11/01/2011	05/31/2016	\$0 - No Funding Required	LCMS Principal

Activity - Digital Resources	Activity Type	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	01/31/2017	\$0 - No Funding Required	LCMS Media Specialist

Activity - Instructional Resources for gap, Rtl, etc.	Activity Type	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 and PBIS World	Professional Learning	01/01/2014	01/02/2017	\$0 - No Funding Required	District Rtl Coordinator

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Activity - Leader In Me Grant	Activity Type	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:

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 KyCIB/PBIS, The Leader In Me, Young Leaders in Action, and the Truancy Diversion Program .

Category: Persistence to Graduation

Research Cited: Kentucky Initiative, Maslow, Lezotte, DuFour

Activity - FREE Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Offer voluntary, free tutoring programs in morning (7:15-7:52 AM) and at lunch (12-12:40 in 23 minute intervals). Morning tutoring is recommended for all students with a D or F; Lunch tutoring is recommended 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 - Transitional Programs	Activity Type	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	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, the LCMS Staff Lighthouse Team will collaborate with KyCID on PBIS and 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 Leadership Notebooks, agenda, & ILP. Grade level PLCs will continue to discuss individual student needs and conduct stakeholder conferences.

Category: Continuous Improvement

Research Cited: Kentucky Initiative, DuFour

Title I Schoolwide Diagnostic

Livingston County Middle School

Activity - Staff Lighthouse Team	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
AC teacher will enter behavior data in SWIS. Instructional Coach will disaggregate achievement (K-PREP, SAT10, CIITS, STAR, AIMSweb, ACCESS), classroom, attendance, discipline, retention, ILP, etc. data. The LCMS Staff Lighthouse team will meet monthly. Trends in data will be discussed. Issues will be addressed or referred to standing committees to address.	Behavioral Support Program	01/29/2013	05/31/2016	\$1000 - Title I School Improvement (ISI)	LCMS Staff Lighthouse Team Facilitator

Activity - Individualized Programming	Activity Type	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

Goal 2:

Increase the averaged combined reading and math K-PREP scores for elementary and middle school students from 44% to 72% in 2019.

Measurable Objective 1:

collaborate to increase the overall combined reading and math scores for Livingston County Middle School to 55.2% by 09/30/2016 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	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	10/06/2016	\$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.

Title I Schoolwide Diagnostic

Livingston County Middle School

Activity - CCR Supports	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students not meeting CCR benchmarks will be offered additional supports through Rtl, Ozone, tutoring, etc.	Academic Support Program	11/01/2014	10/03/2016	\$300 - Grant Funds	21CCLC School Coordinator

Activity - Item Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff will review item analysis data from CCR tests (STAR, CIITS, etc.) and change instruction based on reflections.	Professional Learning	09/01/2014	01/31/2017	\$0 - No Funding Required	LCMS Instructional Coach

Activity - ILP	Activity Type	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	04/29/2016	\$0 - No Funding Required	LCMS Counselor

Strategy3:

Program Reviews - Stakeholders will collaborate through the Program Review Committee (PRC) to improve each program area [Writing, Arts & Humanities (dance, drama, music, & visual arts), Global Competencies, 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 PL 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 PL; global collaborations; published work; and expanded learning, etc.

Category: Continuous Improvement

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

Title I Schoolwide Diagnostic

Livingston County Middle School

Activity - Interdisciplinary Unit Design	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will work in PLCs to design interdisciplinary units that incorporate the arts, global competencies, 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 - Writing Policy/Plan	Activity Type	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	02/01/2016	\$0 - No Funding Required	LCMS ELA teachers

Activity - Program Review Teachers	Activity Type	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

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 - Feedback Training & Implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PLCs will discuss CASL and Learning 360 Feedback strategies.	Professional Learning	02/18/2013	02/29/2016	\$0 - No Funding Required	LCMS DLT Members

Goal 3:

Increase the percentage of students who are CCR from 34% to 56% by May 2017.

Measurable Objective 1:

collaborate to increase the percentage of students that are CCR to 50% by 09/30/2016 as measured by percent proficient/distinguished on KPREP math..

Title I Schoolwide Diagnostic

Livingston County Middle School

Strategy1:

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

Category:

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

Activity - 21st Century Skill Training	Activity Type	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	09/01/2016	\$0 - No Funding Required	LCMS Learning Environment Chair

Goal 4:

Collaborate to decrease the average percent of novice students in reading and math to 10% by 09/30/2020 as measured by K-PREP

Measurable Objective 1:

100% of All Students will collaborate to decrease the average percent of novice students in reading and math in Mathematics by 09/30/2016 as measured by 18% or fewer novice on K-PREP combined reading and math.

Strategy1:

Novice Reduction - Staff will focus on best practices, rigor, assessment, and feedback to reduce the percentage of students scoring novice.

Category: Continuous Improvement

Research Cited: Marzano, Friend, Silver/Strong, Schomoker, Whitaker, Waggoner, Dweck, Rutherford, Learning 360, Schlecty, Stiggins, Hatti, Larry Lezotte, John Maxwell, Charlotte Danielson & PGES, CHETL, SISI, KDE Initiative, etc.

Title I Schoolwide Diagnostic

Livingston County Middle School

Activity - Co-Teaching Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
SE teachers conduct PL for all staff on Marilyn Friend's co-teaching research based best instructional strategies that have proven effective in co-teaching classrooms. Instructional Coach models strategies in classrooms with co-teachers. Co-teachers & Instructional Coach use one planning period each week to meet together to develop lessons for upcoming week based on individual student data. Instructional Coach uses individual student data, models planning/data review/etc. in PLCs. Principal, IC, & AP attend PLCs as available and conduct walk-throughs to ensure fidelity of implementation, pacing, assessment literacy, rigor, feedback, gaps addressed at grade level, equity, access to the general curriculum, etc.	Professional Learning	11/02/2015	10/28/2016	\$0 - No Funding Required	SE Co-Teachers

Activity - MDC and LDC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use MDC and LDC units	Academic Support Program	02/01/2016	07/31/2017	\$0 - No Funding Required	Math and ELA Teachers

Activity - Data Disaggregation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Data Disaggregation: Learning Environment Committee will disaggregate all data as it comes available (TELL, Val-ED, Gallup, PL, Gallup, KIP, Survey, etc.), present at full staff meetings, and discuss strategies for improvement. Staff Lighthouse Team will disaggregate classroom, behavior, and attendance data, present to staff, & discuss strategies to address needs.	Other - Data	12/08/2014	04/03/2018	\$0 - No Funding Required	LCMS LE Committee

Activity - Name & Claim	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will Name & Claim their top 5 scoring Novice Students and concentrate efforts on moving them to next performance level.	Academic Support Program	01/01/2016	07/31/2017	\$0 - No Funding Required	LCMS Instructional Coach

Activity - Leadership Notebooks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will keep data in Leadership Notebooks and set SMART goals.	Other	08/29/2016	06/30/2017	\$0 - No Funding Required	LCMS Assistant Principal

Activity - Guided Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Guided Planning: Teachers will meet with LCMS Instructional Coach for Guided Planning to ensure pacing and congruency, etc.	Professional Learning	07/01/2014	07/01/2018	\$0 - No Funding Required	LCMS Instructional Coach

Title I Schoolwide Diagnostic

Livingston County Middle School

Activity - Differentiated Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implementation and monitoring of differentiated instruction will be provided based on needs assessments and analysis of data. Implementation of strategies learned through PL will be monitored regularly by administrators through walkthroughs. Individual feedback will be given (guided planning, e-mail, conversation, PLCs) and additional training will be provided to increase use of differentiation in the core classes.	Academic Support Program	10/01/2015	02/28/2017	\$0 - No Funding Required	LCMS Assistant Principal

Narrative:

How are all teachers included in the selection of academic assessments? Every teacher serves on SBDM and CSIP committees at the school level and selected teachers serve on CDIP and DLT at district level. Some decisions run through district and then are discussed at school level to gain buy in. Some decisions are just run through school level. SBDM policies, surveys, and PLC discussions ensure teachers buy in to all decisions including 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 (both in PLCs, individually, as a full school staff, and as a district staff). 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 in instructional programming and buy-in at the level that they desire. Teacher input is sought through PLCs and surveys. Teachers also serve on committee that writes the CSIP based on needs assessment data.

Label	Assurance	Response	Comment	Attachment
8.1	Are all teachers included in the selection of academic assessments?	Yes	How are all teachers included in the selection of academic assessments? Every teacher serves on SBDM and CSIP committees at the school level and selected teachers serve on CDIP and DLT at district level. Some decisions run through district and then are discussed at school level to gain buy in. Some decisions are just run through school level. SBDM policies, surveys, and PLC discussions ensure teachers buy in to all decisions including academic assessments.	

Title I Schoolwide Diagnostic

Livingston County Middle School

Label	Assurance	Response	Comment	Attachment
8.2	Do all teachers participate in the analysis of data and the development of the overall instructional program at the school?	Yes	Every teacher serves on SBDM and CSIP committees (district and/or school level). The committees analyze the data to determine needs (both in PLCs, individually, as a full school staff, and as a district staff). 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 in instructional programming and buy-in at the level that they desire. Teacher input	

Label	Assurance	Response	Comment	Attachment
8.3	Does the improvement plan have specific Goals, Objectives, Strategies and/or Activities that support the inclusion of all teachers in the development and evaluation of the school's instructional programming?	Yes	See CSIP	

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 non-duplicated GAP group to 68.1% in 2019.

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings for all students in the non-duplicated GAP group to 49% by 09/30/2016 as measured by K-PREP.

Strategy1:

Rtl program, SE, & Differentiation - In an effort to improve Rtl, the LCMS Staff Lighthouse Team will collaborate with KyCID on PBIS and 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 Leadership Notebooks, 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	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	03/01/2017	\$0 - No Funding Required	WKEC Staff

Activity - Staff Lighthouse Team	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
AC teacher will enter behavior data in SWIS. Instructional Coach will disaggregate achievement (K-PREP, SAT10, CIITS, STAR, AIMSweb, ACCESS), classroom, attendance, discipline, retention, ILP, etc. data. The LCMS Staff Lighthouse team will meet monthly. Trends in data will be discussed. Issues will be addressed or referred to standing committees to address.	Behavioral Support Program	01/29/2013	05/31/2016	\$1000 - Title I School Improvement (ISI)	LCMS Staff Lighthouse Team Facilitator

Title I Schoolwide Diagnostic

Livingston County Middle School

Activity - Individualized Programming	Activity Type	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

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 KyCIB/PBIS, The Leader In Me, Young Leaders in Action, and the Truancy Diversion Program .

Category: Persistence to Graduation

Research Cited: Kentucky Initiative, Maslow, Lezotte, DuFour

Activity - FRYSC	Activity Type	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, 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	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	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 - Increase Parent Involvement	Activity Type	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

Title I Schoolwide Diagnostic

Livingston County Middle School

Activity - PTGT & Mentoring	Activity Type	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 - FREE Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Offer voluntary, free tutoring programs in morning (7:15-7:52 AM) and at lunch (12-12:40 in 23 minute intervals). Morning tutoring is recommended for all students with a D or F; Lunch tutoring is recommended 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

Strategy3:

Feedback, Instructional Strategies, Rigor, Engagement - LCMS teacher leaders & Instructional Coach 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 Webinars, 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 - Professional Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will continue to use webinars & The Teaching Channel, etc. to watch videos, Edviate to post in forums & get community/group resources, etc.	Professional Learning	11/01/2011	05/31/2016	\$0 - No Funding Required	LCMS Principal

Activity - Digital Resources	Activity Type	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	01/31/2017	\$0 - No Funding Required	LCMS Media Specialist

Activity - Instructional Resources for gap, Rtl, etc.	Activity Type	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 and PBIS World	Professional Learning	01/01/2014	01/02/2017	\$0 - No Funding Required	District Rtl Coordinator

Title I Schoolwide Diagnostic

Livingston County Middle School

Activity - Leader In Me Grant	Activity Type	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 2019.

Measurable Objective 1:

collaborate to increase the overall combined reading and math scores for Livingston County Middle School to 55.2% by 09/30/2016 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), Global Competencies, 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 PL 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 PL; global collaborations; published work; and expanded learning, etc.

Category: Continuous Improvement

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

Title I Schoolwide Diagnostic

Livingston County Middle School

Activity - School Wellness	Activity Type	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 CSH Committee Chair

Activity - Writing Policy/Plan	Activity Type	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	02/01/2016	\$0 - No Funding Required	LCMS ELA teachers

Activity - Interdisciplinary Unit Design	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will work in PLCs to design interdisciplinary units that incorporate the arts, global competencies, 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 - Program Review Teachers	Activity Type	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.

Title I Schoolwide Diagnostic

Livingston County Middle School

Activity - ILP	Activity Type	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	04/29/2016	\$0 - No Funding Required	LCMS Counselor

Activity - CCR Presentation	Activity Type	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 - Item Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff will review item analysis data from CCR tests (STAR, CIITS, etc.) and change instruction based on reflections.	Professional Learning	09/01/2014	01/31/2017	\$0 - No Funding Required	LCMS Instructional Coach

Activity - CCR Supports	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students not meeting CCR benchmarks will be offered additional supports through Rtl, Ozone, tutoring, etc.	Academic Support Program	11/01/2014	10/03/2016	\$300 - Grant Funds	21CCLC School Coordinator

Activity - Increased Rigor, Pace, and Expectations	Activity Type	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:

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	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will lead parent conferences and be able to articulate their test scores, goals, and target attainment.	Academic Support Program	10/28/2013	11/30/2016	\$0 - No Funding Required	LCMS Staff Lighthouse Team Facilitator

Activity - Feedback Training & Implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PLCs will discuss CASL and Learning 360 Feedback strategies.	Professional Learning	02/18/2013	02/29/2016	\$0 - No Funding Required	LCMS DLT Members

Title I Schoolwide Diagnostic

Livingston County Middle School

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	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	10/06/2016	\$2000 - District Funding	Livingston County Instructional Supervisor

Goal 3:

Increase the percentage of students who are CCR from 34% to 56% by May 2017.

Measurable Objective 1:

collaborate to increase the percentage of students that are CCR to 50% by 09/30/2016 as measured by percent proficient/distinguished on KPREP math..

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	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

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Activity - 21st Century Skill Training	Activity Type	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	09/01/2016	\$0 - No Funding Required	LCMS Learning Environment Chair

Activity - Increased rigor, pace, and expectations	Activity Type	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	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	03/31/2016	\$100 - FRYSC	FRYSC Coordinator

Activity - DuFour Hierarchy	Activity Type	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	05/30/2016	\$0 - No Funding Required	LCMS School Counselor

Activity - Item Analysis and CCR Presentation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff will review item analysis data from CCR tests (STAR, CIITS, etc.) and change instruction based on reflections. Counselor will discuss CCR PowerPoint with small classes.	Career Preparation/Orientation	11/03/2014	05/27/2016	\$0 - No Funding Required	School Counselor

Goal 4:

Collaborate to decrease the average percent of novice students in reading and math to 10% by 09/30/2020 as measured by K-PREP

Measurable Objective 1:

100% of All Students will collaborate to decrease the average percent of novice students in reading and math in Mathematics by 09/30/2016 as measured by 18% or fewer novice on K-PREP combined reading and math.

Strategy1:

Novice Reduction - Staff will focus on best practices, rigor, assessment, and feedback to reduce the percentage of students scoring novice.

Category: Continuous Improvement

Research Cited: Marzano, Friend, Silver/Strong, Schomoker, Whitaker, Waggoner, Dweck, Rutherford, Learning 360, Schlecty, Stiggins, Hatti, Larry Lezotte, John Maxwell, Charlotte Danielson & PGES, CHETL, SISI, KDE Initiative, etc.

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Activity - Teacher Leadership	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher Leadership: 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	07/01/2015	03/02/2018	\$0 - No Funding Required	Supervisor of Instruction

Activity - Leadership Notebooks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will keep data in Leadership Notebooks and set SMART goals.	Other	08/29/2016	06/30/2017	\$0 - No Funding Required	LCMS Assistant Principal

Activity - Guided Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Guided Planning: Teachers will meet with LCMS Instructional Coach for Guided Planning to ensure pacing and congruency, etc.	Professional Learning	07/01/2014	07/01/2018	\$0 - No Funding Required	LCMS Instructional Coach

Activity - Name & Claim	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will Name & Claim their top 5 scoring Novice Students and concentrate efforts on moving them to next performance level.	Academic Support Program	01/01/2016	07/31/2017	\$0 - No Funding Required	LCMS Instructional Coach

Activity - Resource Use	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use CIITS, Edvivate, Best Practices Website, WKEC consultants, Instructional Coach, Administrators, Writing Specialist, PBIS World, List Servs, Network trainings, colleagues, PLC's, TLIM, Learning 360, Program Reviews, Technology, SWAT, grants, etc. for professional learning	Professional Learning	12/09/2015	03/01/2017	\$0 - No Funding Required	LCMS Teachers

Activity - Teacher Recruitment & Retention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A new teacher orientation will be provided to all new to district employees that includes a book study of Harry Wong's "First Days of School". All new to the building employees will be assigned a mentor to assist them their first year. All first year teachers will be provided a KTIP resource teacher. Alt. Cert. teacher mentors will be paid by the district for mentoring. All new teachers will be participants in PLCs that provide support and guidance and are offered PL as needed based on individual data. The school also partners with WKEC to provide PL on topics such as classroom management and others as needed.	Recruitment and Retention	07/01/2015	02/01/2018	\$100 - District Funding	LCMS Principal

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Activity - Data Disaggregation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Data Disaggregation: Learning Environment Committee will disaggregate all data as it comes available (TELL, Val-ED, Gallup, PL, Gallup, KIP, Survey, etc.), present at full staff meetings, and discuss strategies for improvement. Staff Lighthouse Team will disaggregate classroom, behavior, and attendance data, present to staff, & discuss strategies to address needs.	Other - Data	12/08/2014	04/03/2018	\$0 - No Funding Required	LCMS LE Committee

Activity - Co-Teaching Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
SE teachers conduct PL for all staff on Marilyn Friend's co-teaching research based best instructional strategies that have proven effective in co-teaching classrooms. Instructional Coach models strategies in classrooms with co-teachers. Co-teachers & Instructional Coach use one planning period each week to meet together to develop lessons for upcoming week based on individual student data. Instructional Coach uses individual student data, models planning/data review/etc. in PLCs. Principal, IC, & AP attend PLCs as available and conduct walk-throughs to ensure fidelity of implementation, pacing, assessment literacy, rigor, feedback, gaps addressed at grade level, equity, access to the general curriculum, etc.	Professional Learning	11/02/2015	10/28/2016	\$0 - No Funding Required	SE Co-Teachers

Activity - Equitable Access to HQ Staff	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Student class assignments will be made based on SBDM policy 10.01. All students will have the same HQ teacher for core-content subjects ensuring equity of assignment. Additional support will be provided on an individual-as needed basis, including ELL, GT, and SE. Student data, including KPREP, STAR progress monitoring, and universal screening data will be reviewed on a regular basis to ensure that all students are making adequate academic progress. The same data will be utilized to ensure teacher effectiveness and professional growth. Based on this data, teacher candidates will be interviewed in a manner that allows for demonstration of their knowledge of and ability to differentiate instruction based on student need. Only candidates that demonstrate strong skills working with diverse populations will be considered for employment.	Policy and Process	06/01/2015	07/31/2018	\$0 - No Funding Required	LCMS SBDM Chair

Activity - Differentiated Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implementation and monitoring of differentiated instruction will be provided based on needs assessments and analysis of data. Implementation of strategies learned through PL will be monitored regularly by administrators through walkthroughs. Individual feedback will be given (guided planning, e-mail, conversation, PLCs) and additional training will be provided to increase use of differentiation in the core classes.	Academic Support Program	10/01/2015	02/28/2017	\$0 - No Funding Required	LCMS Assistant Principal

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Activity - FRYSC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Family First (FRYSC & Community Education) will develop initiatives to help remove non-cognitive barriers to learning by addressing the FRYSC components and by engaging the community in the concept of Community Education.	Academic Support Program	08/12/2015	02/02/2018	\$100 - FRYSC	FRYSC & CE Coordinator

Activity - 90-minutes of daily ELA and Math Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be provided with a double-block of math and ELA daily.	Direct Instruction	11/30/2015	05/18/2016	\$30000 - District Funding	Livingston County Superintendent

Activity - MDC and LDC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use MDC and LDC units	Academic Support Program	02/01/2016	07/31/2017	\$0 - No Funding Required	Math and ELA Teachers

Activity - TELL Survey	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
TELL Survey: Results of the TELL survey will be analyzed in staff meetings and PLCs. Faculty and staff will discuss ways to improve the working conditions. The Principal will have a working conditions goal on PPGES and takes input from the staff as she develops it.	Recruitment and Retention	05/01/2015	08/14/2017	\$0 - No Funding Required	LCMS Principal

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 two weeks; Tier 3 students will be progress monitored every week. 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/Moby Max, 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. OZONE classes for those not benchmarking CCR is offered.

How are students and their needs identified for assistance? Student needs are identified through KPREP, 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.

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Label	Assurance	Response	Comment	Attachment
9.1	Does the school provide effective, timely and additional intervention to students in danger of not meeting state standards?	Yes	We follow the district's RtI plan. Identified students are progress monitored through STAR and easyCBM . All Tier 2 students will be progress monitored in reading and/or math every two weeks; Tier 3 students will be progress monitored every week. 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/Moby Max, graphic organizers, etc.	

Label	Assurance	Response	Comment	Attachment
9.2	Does the school have a comprehensive process for identifying those students most at risk and in need of assistance?	Yes	Student needs are identified through KPREP, easyCBM, classroom, and STAR data. PLC discussions and SIG meetings also occur to further meet student individual needs.	

Label	Assurance	Response	Comment	Attachment
9.3	Do teachers and para-educators collaborate as part of instructional planning?	Yes	Collaborative planning occurs in SBDM committees and Professional Learning Committees. Time is built in the school day for both departmental and grade level planning.	

Label	Assurance	Response	Comment	Attachment
9.4	Does the improvement plan have specific Goals, Objectives, Strategies and/or Activities that support the school as a whole in meeting state academic standards?	Yes	See CSIP.	

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 non-duplicated GAP group to 68.1% in 2019.

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings for all students in the non-duplicated GAP group to 49% by 09/30/2016 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 KyCIB/PBIS, The Leader In Me, Young Leaders in Action, and the Truancy Diversion Program .

Category: Persistence to Graduation

Research Cited: Kentucky Initiative, Maslow, Lezotte, DuFour

Activity - PTGT & Mentoring	Activity Type	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	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	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, 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 - FREE Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Offer voluntary, free tutoring programs in morning (7:15-7:52 AM) and at lunch (12-12:40 in 23 minute intervals). Morning tutoring is recommended for all students with a D or F; Lunch tutoring is recommended 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 - 21st Century Community Learning Center	Activity Type	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	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 - LCMS teacher leaders & Instructional Coach 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 Webinars, 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	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:

Collaborate to decrease the average percent of novice students in reading and math to 10% by 09/30/2020 as measured by K-PREP

Measurable Objective 1:

100% of All Students will collaborate to decrease the average percent of novice students in reading and math in Mathematics by 09/30/2016 as measured by 18% or fewer novice on K-PREP combined reading and math.

Strategy1:

Novice Reduction - Staff will focus on best practices, rigor, assessment, and feedback to reduce the percentage of students scoring novice.

Category: Continuous Improvement

Research Cited: Marzano, Friend, Silver/Strong, Schomoker, Whitaker, Waggoner, Dweck, Rutherford, Learning 360, Schlecty, Stiggins, Hatti, Larry Lezotte, John Maxwell, Charlotte Danielson & PGES, CHETL, SISI, KDE Initiative, etc.

Activity - Co-Teaching Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
SE teachers conduct PL for all staff on Marilyn Friend's co-teaching research based best instructional strategies that have proven effective in co-teaching classrooms. Instructional Coach models strategies in classrooms with co-teachers. Co-teachers & Instructional Coach use one planning period each week to meet together to develop lessons for upcoming week based on individual student data. Instructional Coach uses individual student data, models planning/data review/etc. in PLCs. Principal, IC, & AP attend PLCs as available and conduct walk-throughs to ensure fidelity of implementation, pacing, assessment literacy, rigor, feedback, gaps addressed at grade level, equity, access to the general curriculum, etc.	Professional Learning	11/02/2015	10/28/2016	\$0 - No Funding Required	SE Co-Teachers

Activity - Leadership Notebooks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will keep data in Leadership Notebooks and set SMART goals.	Other	08/29/2016	06/30/2017	\$0 - No Funding Required	LCMS Assistant Principal

Activity - MDC and LDC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use MDC and LDC units	Academic Support Program	02/01/2016	07/31/2017	\$0 - No Funding Required	Math and ELA Teachers

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Activity - Resource Use	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use CIITS, Edviate, Best Practices Website, WKEC consultants, Instructional Coach, Administrators, Writing Specialist, PBIS World, List Servs, Network trainings, colleagues, PLC's, TLIM, Learning 360, Program Reviews, Technology, SWAT, grants, etc. for professional learning	Professional Learning	12/09/2015	03/01/2017	\$0 - No Funding Required	LCMS Teachers

Activity - FRYSC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Family First (FRYSC & Community Education) will develop initiatives to help remove non-cognitive barriers to learning by addressing the FRYSC components and by engaging the community in the concept of Community Education.	Academic Support Program	08/12/2015	02/02/2018	\$100 - FRYSC	FRYSC & CE Coordinator

Narrative:

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

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

State Money: Safe Schools, ESS funds, PD funds, RTTT, Instructional Resources (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: AmeriCorps, Grants, etc.

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.).

Label	Assurance	Response	Comment	Attachment
10.1	Does the school coordinate and integrate program funds available to the school to implement the Title I Schoolwide program?	Yes	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	

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Label	Assurance	Response	Comment	Attachment
10.2	Does the improvement plan have specific funding sources noted that support the school coordination and integration of Federal, state and local funds to address the needs of the Title I Schoolwide program and to improve student achievement?	Yes	See CSIP.	