



# KDE Title I Report

Livingston County Middle School

Livingston County

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# **Title I Schoolwide Diagnostic**

## **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	Please see the Needs Analysis in the LCMS CSIP. Sources used include surveys (parent, student voice, TELL, Val-Ed, principal report card, Title I, PL, Health, FRYSC, 21CCLC, etc.), Gallup, KCMP, Walk Throughs, Evaluations, SGG, PGP, Persistence to Graduation Tool, KIP, ILP reports, Program Review Reports, gap report, KPREP data, AIMSWEB, easyCBM data, Reading Plus, Accelerated Math/Reader, REWARDS Reading and Corrective Reading screening data, Great Leaps, progress monitoring, RtI, STAR, CCR, CIITS, Classroom Grade vs Lng Check vs K-PREP vs STAR, KYCID, SWIS, & PBIS data on grades, behavior,	

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 lunch according to KPREP and STAR data. Areas of weakness have been identified as Mathematics, Reading, and On-Demand Writing. Our SE student score in the lowest 5% of the state in reading. Technology was also an identified need to better differentiate instruction.	

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, all grade levels 6-8, with SE students scoring lowest of all subgroups. Our #1 need is SE reading.	

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 is needed to help with special education student achievement; also we need improvements in rigor, assessment literacy, feedback, motivation, engagement, and IEP accommodations, etc.	

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<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
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	Please see LCMS 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 55% by 10/30/2017 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 - Hub Schools	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
To address SE reading scores, teams will site visit two hub schools and implement new strategies like SE support groups and improvements on resource time. WKEC consultants will work with ELA and SE co-teachers on co-teaching & reading strategies. Other reading consultants have been contacted and helped us implement Corrective Reading, Great Leaps, Reading Plus/Lexia, improved guided planning, and FRY lists/Dolch Words during SE resource time. ELA & SE teachers will be provided with training on Reading Horizons, measuring fluency and prosody, tracking data, LDC, etc.	Academic Support Program	11/28/2016	05/26/2017	\$0 - No Funding Required	SE Staff

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, APEX, Accelerated Reading, Front Row, MobyMax, or Accelerated Math, Math Fact in a Flash, etc.).	Technology	09/01/2014	06/15/2017	\$6000 - School Council Funds	LCMS Instructional Coach

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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	05/31/2017	\$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, etc.), 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	06/15/2017	\$1000 - Title I School Improvement (ISI)	LCMS Staff Lighthouse Team Facilitator

**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, Rutherford, Whitaker, etc.

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 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 (7:13-7:47 AM) and at lunch (11:30-12:40 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 - 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 - 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	12/31/2017	\$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	09/01/2017	\$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

**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 - 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	04/30/2017	\$0 - No Funding Required	LCMS Media Specialist

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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	03/31/2017	\$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	05/31/2017	\$0 - No Funding Required	LCMS Principal

**Goal 2:**

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

**Measurable Objective 1:**

collaborate to increase the overall combined reading and math scores for Livingston County Middle School to 60.2% by 10/30/2017 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
ELA and math curriculum design teams will make necessary VERTICAL AND HORIZONTAL adjustments to curriculum and devise a plan to address concerns; they will disseminate updated/revised curriculum & plan to all applicable teachers	Policy and Process	05/28/2013	10/06/2017	\$2000 - District Funding	Livingston County Superintendent

**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.

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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	11/30/2017	\$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	02/28/2017	\$0 - No Funding Required	LCMS PLC Secretary

### Strategy3:

Program Reviews - Stakeholders will collaborate through the Program Review Committee (PRC) to improve each program area [Writing, Visual and Performing Arts (dance, drama/theater, music, media arts & visual arts), Global Competency/World Languages, and Practical Living/Career Studies (careers, consumerism, health, physical education)]. Interdisciplinary Units that engage students and address their interests will be developed. All staff will follow the Program Review Committee's recommendations and file supporting evidence as requested. The PRC will regularly analyze the implementation of the Writing Policy and recommendations for each area, teacher training, and use of high quality instructional programs. The Coordinated District Health, Safety, and Wellness Advisory Council Committee (CDHSWAC) will continue to meet at least quarterly as an advisory group that analyzes data and collaborates to inform school practices, curriculum, assessment, and policies. They will use data to recommend instructional practices, programs, and policies in an effort to increase student achievement. These recommendations will be used by the LCMS Program Review/Coordinated School Health Committee in improving our program areas and by the LCMS SBDM Council during our annual review of the School Wellness Policy, Writing Policy, and Program Review Policy. The CDHSWAC will offer methods to integrate program areas, address local needs, increase vertical/horizontal communication, and incorporate 21st Century Skills in the regular school curriculum. The PRC will monitor the school's 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 - Program Review Teachers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Program Review area teachers ensure their students create, perform, respond, and connect to the arts & other disciplines. 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	04/01/2017	\$0 - No Funding Required	LCMS Program Review Chair

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 competency/WL, 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	04/28/2017	\$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	02/01/2017	\$0 - No Funding Required	LCMS ELA teachers

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, KIP, Gallup, 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	07/29/2017	\$0 - No Funding Required	Livingston County CSH Committee Chair

### Goal 3:

Increase the percentage of students who are CCR from 34% to 56% by October 2017 on KPREP math.

### Measurable Objective 1:

collaborate to increase the percentage of students that are CCR to 56% by 10/30/2017 as measured by percent proficient/distinguished on KPREP math..

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## 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, CCR, 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: Persistence to Graduation

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

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	01/12/2017	\$0 - No Funding Required	School Counselor

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	06/01/2017	\$0 - No Funding Required	LCMS 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	05/31/2017	\$0 - No Funding Required	Instructional Coach

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	05/31/2017	\$0 - No Funding Required	LCMS School Counselor

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	09/01/2017	\$0 - No Funding Required	LCMS Learning Environment Chair

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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	03/31/2017	\$100 - FRYSC	FRYSC Coordinator

**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 10/30/2017 as measured by 16% 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, Schomaker, Whitaker, Waggoner, Dweck, Rutherford, Learning 360, Schlecty, Stiggins, Hatti, Larry Lezotte, John Maxwell, Charlotte Danielson & PGES, CHETL, SISI, KDE Initiative, etc.

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 - 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	07/31/2018	\$0 - No Funding Required	Math and ELA Teachers

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

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	11/30/2017	\$0 - No Funding Required	LCMS Principal

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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

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. 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 - 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 - 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 PLC time 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	09/28/2017	\$0 - No Funding Required	SE Co-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	05/17/2017	\$30000 - District Funding	Livingston County Superintendent

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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 - 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 - 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	03/01/2018	\$0 - No Funding Required	LCMS Teachers

Activity - Teacher Leadership	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher Leadership: At least one teacher will be encouraged to pursue National Board Certification (NBC). Teacher leaders will attend PLC meetings and ensure the PL is shared with grade level or departmental 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	Teacher Leaders at each department or grade level



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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

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, Hub School Site Visits, Rtl District Plan, etc.	

Label	Assurance	Response	Comment	Attachment
2.2	Are all teachers and para-educators required to implement selected strategies?	Yes	Please see PL logs, PLC minutes, walk-throughs, observations, etc.	

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

Label	Assurance	Response	Comment	Attachment
2.4	Does the Title I Schoolwide programming allow for extended learning time?	Yes	Tutoring (before school, during lunch, after school), 21 CCLC grant for after & before school Ozone, 90-minute ELA and Math blocks daily, Alternative Classroom Instruction by HQ teacher, Rtl time, etc.	

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	Note SWP Title I Reports, survey data, The Leader In Me Data, PBIS fidelity recognition, Young Leaders in Action, and see CSIP, etc.	

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<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
2.6	Are the achievement issues of students with special needs being specifically addressed?	Yes	Please see CSIP and co-teaching initiatives; The Leader In Me; work with WKSEC, KYCID/PBIS; Learning 360; technology purchases (hardware, software, & infrastructure); PL and PLC minutes; etc.	

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
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.	

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
2.8	Were the strategies and activities effective in increasing student achievement?	Yes	In the 2016-2017 school year, we showed growth during the first six months of school on STAR universal screening (Sept - March). CIITS testing & SGG showed growth from pre- to post-testing.  STAR MATH GROWTH by grade level - 6th grade math had Median Student Growth Percentile (MSGP) of 73 and Grade Equivalent (GE) growth of 2.1 7th gr math had MSGP of 75 & GE growth of 2.1 8th gr math had MSGP of 69 & GE growth of 3.7  STAR READING GROWTH by grade level - 6th gr read had MSGP of 60 & GE growth of 0.8 7th gr read had MSGP of 59 & GE growth of 0.5 8th gr read had MSGP of 60 & GE growth of 0.7	

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
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	Please see the LCMS CSIP for gap goal and strategies, etc.	

### 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 10/30/2017 as measured by 16% 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 - 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 - 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	07/31/2018	\$0 - No Funding Required	Math and ELA Teachers

# KDE Title I Report

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 PLC time 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	09/28/2017	\$0 - No Funding Required	SE Co-Teachers

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	03/01/2018	\$0 - No Funding Required	LCMS Teachers

Activity - Teacher Leadership	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher Leadership: At least one teacher will be encouraged to pursue National Board Certification (NBC). Teacher leaders will attend PLC meetings and ensure the PL is shared with grade level or departmental 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	Teacher Leaders at each department or grade level

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. 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

# KDE Title I Report

Livingston County Middle School

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	11/30/2017	\$0 - No Funding Required	LCMS Principal

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 - 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

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	Please see the LCMS HQ report for teachers, LEAD report, EPSB certifications, etc. ; see district records for para-educators indicating they have passed necessary testing or have required college hours.	

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 teachers are HQ, and we have no para-educators; therefore, this is Not Applicable. We do ensure before we hire that all staff is HQ.	

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 teachers are HQ, and we have no para-educators; therefore, this is Not Applicable. We do ensure before we hire that all staff is HQ.	

**KDE Title I Report**

Livingston County Middle School

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
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	YES: All teachers are HQ, and we have no para-educators; therefore, this is Not Applicable. Please see the LCMS CSIP equity activities and SBDM policies to ensure equitable access to HQ staff.	

## 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 55% by 10/30/2017 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	03/31/2017	\$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	04/30/2017	\$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	05/31/2017	\$0 - No Funding Required	LCMS Principal

**Strategy2:**

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 - Hub Schools	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
To address SE reading scores, teams will site visit two hub schools and implement new strategies like SE support groups and improvements on resource time. WKEC consultants will work with ELA and SE co-teachers on co-teaching & reading strategies. Other reading consultants have been contacted and helped us implement Corrective Reading, Great Leaps, Reading Plus/Lexia, improved guided planning, and FRY lists/Dolch Words during SE resource time. ELA & SE teachers will be provided with training on Reading Horizons, measuring fluency and prosody, tracking data, LDC, etc.	Academic Support Program	11/28/2016	05/26/2017	\$0 - No Funding Required	SE Staff

**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 60.2% by 10/30/2017 as measured by K-PREP.

**Strategy1:**

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

Category: Teacher PGES

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

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	02/28/2017	\$0 - No Funding Required	LCMS PLC Secretary

**Strategy2:**



# KDE Title I Report

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Program Reviews - Stakeholders will collaborate through the Program Review Committee (PRC) to improve each program area [Writing, Visual and Performing Arts (dance, drama/theater, music, media arts & visual arts), Global Competency/World Languages, and Practical Living/Career Studies (careers, consumerism, health, physical education)]. Interdisciplinary Units that engage students and address their interests will be developed. All staff will follow the Program Review Committee's recommendations and file supporting evidence as requested. The PRC will regularly analyze the implementation of the Writing Policy and recommendations for each area, teacher training, and use of high quality instructional programs. The Coordinated District Health, Safety, and Wellness Advisory Council Committee (CDHSWAC) will continue to meet at least quarterly as an advisory group that analyzes data and collaborates to inform school practices, curriculum, assessment, and policies. They will use data to recommend instructional practices, programs, and policies in an effort to increase student achievement. These recommendations will be used by the LCMS Program Review/Coordinated School Health Committee in improving our program areas and by the LCMS SBDM Council during our annual review of the School Wellness Policy, Writing Policy, and Program Review Policy. The CDHSWAC will offer methods to integrate program areas, address local needs, increase vertical/horizontal communication, and incorporate 21st Century Skills in the regular school curriculum. The PRC will monitor the school's 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

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	02/01/2017	\$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, respond, and connect to the arts & other disciplines. 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	04/01/2017	\$0 - No Funding Required	LCMS Program Review Chair

**KDE Title I Report**

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 competency/WL, 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	04/28/2017	\$0 - No Funding Required	LCMS Program Review Committee Chairperson

**Goal 3:**

Increase the percentage of students who are CCR from 34% to 56% by October 2017 on KPREP math.

**Measurable Objective 1:**

collaborate to increase the percentage of students that are CCR to 56% by 10/30/2017 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, CCR, 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: Persistence to Graduation

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	09/01/2017	\$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 10/30/2017 as measured by 16% 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.

# KDE Title I Report

Livingston County Middle School

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 - 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	07/31/2018	\$0 - No Funding Required	Math and ELA Teachers

Activity - Teacher Leadership	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher Leadership: At least one teacher will be encouraged to pursue National Board Certification (NBC). Teacher leaders will attend PLC meetings and ensure the PL is shared with grade level or departmental 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	Teacher Leaders at each department or grade level

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 PLC time 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	09/28/2017	\$0 - No Funding Required	SE Co-Teachers

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	03/01/2018	\$0 - No Funding Required	LCMS Teachers

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

# KDE Title I Report

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

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 - 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	11/30/2017	\$0 - No Funding Required	LCMS Principal

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. 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

Label	Assurance	Response	Comment	Attachment
4.1	Does the school plan and implement school-specific professional development activities?	Yes	Please see the LCMS PL Plan and PL Logs/Sign-Ins/Certificates/etc.	

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 in CSIP Needs Analysis, shared via email and staff meetings (survey, achievement, PL, grades, behavior, attendance, etc.), & LE Committee Minutes as they plan PL. All PL is also evaluated based on Learning Forwards' 7 Standards of PL. Data is reviewed by LE committee and full staff to improve future PL offerings. Principal also discusses PL needs at each summative or End-of-Year Conference & shares those suggestions with LE Committee.	

Label	Assurance	Response	Comment	Attachment
4.3	Are all professional learning opportunities of high quality?	Yes	PL is based on Learning Forward Standards & evaluated to improve in future.	

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 the Open Meetings of the SBDM Standing Committee that develops the PL Action Plan. If they cannot attend, they are asked to provide input via email or verbally to a committee member. All are also consulted during their summative/End of Year conferences.	

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 by a survey at it's end and fidelity of implementation is checked through walk-throughs and compared to data on achievement.	

**KDE Title I Report**

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<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
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	Please see the LCMS 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 10/30/2017 as measured by 16% 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 - Teacher Leadership	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher Leadership: At least one teacher will be encouraged to pursue National Board Certification (NBC). Teacher leaders will attend PLC meetings and ensure the PL is shared with grade level or departmental 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	Teacher Leaders at each department or grade level

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. 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

# KDE Title I Report

Livingston County Middle School

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 - 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	03/01/2018	\$0 - No Funding Required	LCMS 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	11/30/2017	\$0 - No Funding Required	LCMS Principal

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

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. We also contact teachers through networking opportunities at PL, etc.	



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Livingston County Middle School

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
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, content DLT, Networks, TQI, WKEC, increased participation of student teachers into the district, mentor teachers, PL opportunities, New Staff Academy, and use of scheduling special classes to implement team meetings for common planning, PLCs, embedded PL, outside PL as requested, peer observations, etc.	

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
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	Please see the LCMS 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 55% by 10/30/2017 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, Rutherford, Whitaker, etc.

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	09/01/2017	\$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

**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 60.2% by 10/30/2017 as measured by K-PREP.

**Strategy1:**

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

Category: Teacher PGES

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

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	11/30/2017	\$0 - No Funding Required	LCMS Staff Lighthouse Team Facilitator

**Goal 3:**

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 10/30/2017 as measured by 16% 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/Agenda and set SMART goals.	Other	08/29/2016	06/30/2017	\$0 - No Funding Required	LCMS Assistant Principal

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<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
6.1	Does the school plan and implement specific activities to increase parental participation?	Yes	Mult PI activities are provided (Jump Start, Open House, Home Visits, Culture & Science Fair, Arts Showcase, Follies, Veteran's Program, school perms, Rewards assemblies, SLPT conferences, Wellness day, Committees, SBDM, PTSO, OZONE family nights, FRYSC literacy nights, survey input, HW help, etc), & an active Parent Volunteer Program. Suggestions for opportunities are listed in the student agenda, website, & are mailed home. Parents have a tracking form to turn in if they wish to help our annual 1200 volunteer hour goal. Please see the Missing Piece Diag & Friendly is Your School" Checklist.	

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
6.2	Have parents been provided opportunities to be included in their child's educational programming?	Yes	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 Catalogs 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, etc. Please see our website and agenda.	

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
6.3	Have parents been included in the development of the school's parent involvement policy and compact?	Yes	Parents wrote the original PIP & LC. These are reviewed at least annually at Title I Informational Meetings [held at least twice each year (Open House, August PTSO, SLPT conferences, & awards days)] to allow parents to evaluate and suggest changes to the policies and compacts in place. These are in the agenda and it clearly asks for input on them. Parents are also included through SBDM council & committees, PTSO, a volunteer program, Individual Education Plans, Individual Learning Plans, Gifted Student Services Plans, Limited English Proficiency plans, parent surveys, LC requests input, etc.	

**KDE Title I Report**

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<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
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 August PTSO 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 spring survey. Parents are also involved through SBDM and its subcommittees as they develop surveys and disaggregate the results from those surveys while answering the five data questions to develop improvement steps, etc.	

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
6.5	Does the improvement plan have specific Goals, Objectives, Strategies and/or Activities that support the school parental involvement plan?	Yes	Please see the LCMS CSIP.	

## Component 7: Transition to Kindergarten

### Transition to Kindergarten

**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 55% by 10/30/2017 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, Rutherford, Whitaker, etc.

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	09/01/2017	\$0 - No Funding Required	LCMS Counselor

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 6-8. 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 6-8. We do help with transition from ES to MS and from MS to HS. Please see the LCMS CSIP for our transitional strategies.	

## 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 55% by 10/30/2017 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, Rutherford, Whitaker, etc.

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

**Strategy2:**  
 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

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Activity - Hub Schools	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
To address SE reading scores, teams will site visit two hub schools and implement new strategies like SE support groups and improvements on resource time. WKEC consultants will work with ELA and SE co-teachers on co-teaching & reading strategies. Other reading consultants have been contacted and helped us implement Corrective Reading, Great Leaps, Reading Plus/Lexia, improved guided planning, and FRY lists/Dolch Words during SE resource time. ELA & SE teachers will be provided with training on Reading Horizons, measuring fluency and prosody, tracking data, LDC, etc.	Academic Support Program	11/28/2016	05/26/2017	\$0 - No Funding Required	SE Staff

## 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 60.2% by 10/30/2017 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
ELA and math curriculum design teams will make necessary VERTICAL AND HORIZONTAL adjustments to curriculum and devise a plan to address concerns; they will disseminate updated/revised curriculum & plan to all applicable teachers	Policy and Process	05/28/2013	10/06/2017	\$2000 - District Funding	Livingston County Superintendent

## Goal 3:

Increase the percentage of students who are CCR from 34% to 56% by October 2017 on KPREP math.

### Measurable Objective 1:

collaborate to increase the percentage of students that are CCR to 56% by 10/30/2017 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



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Century. PLCs will discuss interdisciplinary units and use the congruency protocol to evaluate if the assessments are congruent to these skills. ILP, CCR, 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: Persistence to Graduation

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

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	01/12/2017	\$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 10/30/2017 as measured by 16% 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, Schomaker, Whitaker, Waggoner, Dweck, Rutherford, Learning 360, Schlecty, Stiggins, Hatti, Larry Lezotte, John Maxwell, Charlotte Danielson & PGES, CHETL, SISI, KDE Initiative, etc.

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

Label	Assurance	Response	Comment	Attachment
8.1	Are all teachers included in the selection of academic assessments?	Yes	Every teacher serves on PLCs, SBDM, and CSIP committees at the school level and selected teachers serve on CDIP and departmental DLTs 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 have input into and buy in to all decisions about academic assessments. All meetings are open and all stakeholders are invited to attend and provide input as they wish.	

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 PLCs, SBDM & CSIP committees (district &/or school level). The committees analyze the data to determine needs (both in PLCs, individually, as a full school staff, & as a district staff). A districtwide planning day is utilized to further disaggregate data, analyze scores, & plan changes in instruction. Participation in subject specific & grade level team PLC's & embedded PL are also ongoing. Policies & open meetings ensure teacher involvement in instructional programming & buy-in at the level that they desire. Staff meetings also are utilized for analysis of data/survey	

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	Please see the LCMS 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 percentage of students who are CCR from 34% to 56% by October 2017 on KPREP math.

#### Measurable Objective 1:

collaborate to increase the percentage of students that are CCR to 56% by 10/30/2017 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, CCR, 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: Persistence to Graduation

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

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	05/31/2017	\$0 - No Funding Required	LCMS 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	05/31/2017	\$0 - No Funding Required	Instructional Coach

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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	01/12/2017	\$0 - No Funding Required	School Counselor

**Goal 2:**  
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 55% by 10/30/2017 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	05/31/2017	\$0 - No Funding Required	WKEC Staff

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, APEX, Accelerated Reading, Front Row, MobyMax, or Accelerated Math, Math Fact in a Flash, etc.).	Technology	09/01/2014	06/15/2017	\$6000 - School Council Funds	LCMS Instructional Coach

# KDE Title I Report

Livingston County Middle School

Activity - Hub Schools	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
To address SE reading scores, teams will site visit two hub schools and implement new strategies like SE support groups and improvements on resource time. WKEC consultants will work with ELA and SE co-teachers on co-teaching & reading strategies. Other reading consultants have been contacted and helped us implement Corrective Reading, Great Leaps, Reading Plus/Lexia, improved guided planning, and FRY lists/Dolch Words during SE resource time. ELA & SE teachers will be provided with training on Reading Horizons, measuring fluency and prosody, tracking data, LDC, etc.	Academic Support Program	11/28/2016	05/26/2017	\$0 - No Funding Required	SE 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, etc.), 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	06/15/2017	\$1000 - Title I School Improvement (ISI)	LCMS Staff Lighthouse Team Facilitator

## 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, Rutherford, Whitaker, etc.

Activity - FREE Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Offer voluntary, free tutoring programs in morning (7:13-7:47 AM) and at lunch (11:30-12:40 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 - 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:**

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

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	04/30/2017	\$0 - No Funding Required	LCMS Media Specialist

**Goal 3:**

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 60.2% by 10/30/2017 as measured by K-PREP.

**Strategy1:**

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

Category: Teacher PGES

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

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	02/28/2017	\$0 - No Funding Required	LCMS PLC Secretary

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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	11/30/2017	\$0 - No Funding Required	LCMS Staff Lighthouse Team Facilitator

**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 10/30/2017 as measured by 16% 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 - 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, Edivate, 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	03/01/2018	\$0 - No Funding Required	LCMS Teachers

# KDE Title I Report

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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/Agenda and set SMART goals.	Other	08/29/2016	06/30/2017	\$0 - No Funding Required	LCMS Assistant Principal

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 PLC time 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	09/28/2017	\$0 - No Funding Required	SE Co-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	05/17/2017	\$30000 - District Funding	Livingston County Superintendent



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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 - 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
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 Rtl plan. Identified students are progress monitored through STAR. 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 using Reading Plus, APEX, Accelerated Reader, Acc Math, Math Facts in a Flash, PBIS World, Front Row/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, PtG Report, Rtl progress monitoring, classroom, and STAR data. PLC discussions and SIG meetings also occur to further meet student individual needs. Mentoring and small group activities also help to assist students in need.	

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<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
9.3	Do teachers and para-educators collaborate as part of instructional planning?	Yes	Collaborative planning occurs in SBDM committees, SIG, G-days, Staff Meetings, PL Days, & Professional Learning Committees. Time is built in the school meeting schedule for both departmental and grade level planning. LCMS staff collaborates regularly during lunch & before/after school. If more time is needed, staff may request covers to meet together during the school day to collaborate for instructional planning.	

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
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	Please see the LCMS 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 55% by 10/30/2017 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, Rutherford, Whitaker, etc.

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 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	12/31/2017	\$60000 - Other	LCMS O-Zone Coordinator

**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

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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

**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 10/30/2017 as measured by 16% 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, Schlechty, 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	03/01/2018	\$0 - No Funding Required	LCMS 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	05/17/2017	\$30000 - District Funding	Livingston County Superintendent

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<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
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 (SBDM,ESS,Title,PTSO,Grant,Don,SAF,etc). The SBDM council determines how monies will be spent within the school based on collaboration with the Efficiency Committee. They (& all others too) sends out agendas & invitations to meetings at least one week in advance & minutes at most one week after meetings to ensure those interested in topics may attend & discuss and that decisions are communicated. If members or interested parties cannot attend, they may contact other members & provide input via email, etc. All comm info is on web.	

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
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	Please see the LCMS CSIP.	