



# KDE Closing the Achievement Gap

Livingston County Middle School

Livingston County

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

# TABLE OF CONTENTS

Introduction.....	1
Achievement Gap Groups Identification.....	2
Achievement Gap Summary.....	3
Achievement Gap Diagnostic.....	5
Stakeholder Engagement and Collaboration.....	22

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## **Introduction**

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

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

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

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## Achievement Gap Groups Identification

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

**Response:**

- With Disability
- Free/Reduced Price Meals

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## **Achievement Gap Summary**

### **Describe the school's climate and culture.**

Livingston County Middle School enrolls approximately 300 sixth through eighth grade students. It is our only middle school, and it is located in a rural, agricultural community. The school has implemented several strategies over the past few years to foster a sense of pride within the school. Expectations are taught at the beginning of school and throughout the year. Enrichment classes and clubs have been established to engage students. Intervention classes are provided for students scoring below benchmark. The school has worked closely with the School Improvement Network to improve instructional strategies and increase achievement. We have been a Leader in Me School since 2015 and work closely with KyCID to improve PBIS. We have been featured in the Ky Teacher twice; Sept. 8, 2015, for our National Alliance for a Healthier Generation Bronze Award (two years in a row) & Let's Move Active Schools Award and Feb. 12, 2013, for our use of the ILP and 100% parent review rate since 2011. We were featured in a Career Cruising "best practices" ebook in 2016;

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

Expectations are high throughout the school as we focus on assessment, rigor, relevance, relationships, and engagement. Universal Screeners (STAR) are used to identify and address student needs. We disaggregate data at all PLCs and staff meetings. We worked closely with KyCID/SWIS to look regularly at data. We changed our schedule on Nov. 30, 2015, to double block ELA and math. Intervention classes have been established for students scoring below benchmark. We tried to hire an additional interventionist through AmeriCorps A-Team to provide more small group instruction. Tutoring is offered before, during lunch, and after school through LCMS staff and the 21st Century Program. We worked on OTRs, Learning 360 Framework, Name and Claim data, etc. to improve achievement. We use consultants regularly (WKEC, SWAT, Learning 360, TLIM, etc.) to improve our PL.

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

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

We feel our primary barrier is funding. We lack funds to purchase adequate technology, infrastructure for that technology, instructional resources, and staff for our students. With improved technology, technology infrastructure (wireless capabilities, networking capabilities, printing capabilities, BYOD capabilities, etc.), and building infrastructure (electrical needs, etc.), we could implement station teaching, blended learning, flipped classrooms, and other such strategies school wide in our classrooms to help deal with individual student needs and thus better differentiate instruction.

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

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

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

The 21st Century program located at LCMS provides homework help and enrichment activities to students to keep them engaged in school. We have a Family Resource Assistant Coordinator located on the middle school campus that helps to ensure student needs are being met so that barriers to learning are greatly reduced. The district supports the collaboration of LCMS with the WKEC TLC grant to be a LEAD school. The district facilitates and supports collaboration with the West Ky Educational Cooperative (WKEC). WKEC brings in training such as co-teaching, writing, and engagement. The district also supported the partnership between the school and the School Improvement Network which provide strategies and coaching to better engage students and improve achievement. The district also hosts a monthly District Leadership Team meeting for teacher leaders from all schools in the district. This is used to support them in the latest research information, instructional strategies and vertical conversations. The district monitors the work of the PLCs in the school and participates or provides feedback as needed.

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

Stakeholders review the CSIP through committee meetings and make recommendations to the SBDM Council. Progress Notes are entered in ASSIST twice a year to determine if activities are being implemented and having the desired impact. ALL stakeholders are invited to these meetings via Home Visits and Open House, mailed invitations, OneCalls, emails, newspaper, marquee, school website, social networks, local media, etc.. Minutes are sent via email and posted on the school website. The vice chair of each committee tries to recruit memberships from a large cross-section of our stakeholders.

## Achievement Gap Diagnostic

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

**Goal 1:**

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

**Measurable Objective 1:**

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

**Strategy1:**

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

Category: Persistence to Graduation

Research Cited: Kentucky Initiative, Maslow, Lezotte, DuFour

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

Activity - FREE Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Offer voluntary, free tutoring programs in morning (7:15-7:52 AM) and at lunch (12-12:40 in 23 minute intervals). Morning tutoring is recommended for all students with a D or F; Lunch tutoring is recommended for all students with an F. After school tutoring is offered by appointment.	Tutoring	08/01/2012	05/31/2018	\$0 - No Funding Required	LCMS School Counselor

## KDE Closing the Achievement Gap

Livingston County Middle School

Activity - FRYSC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
FRYSC Coordinator will inform staff on community services for students with various emotional, physical, mental, etc. needs. The annual ILP data and Student Gallup Poll Data on Hope, Engagement, and Well Being will be used to bring in advisors during Career Cruising and Operation Preparation in March. KIP, Health, and other data will be used to bring in community resources as required.	Community Engagement	08/01/2014	01/31/2018	\$12000 - Other	FRYSC Coordinator

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

Activity - PTGT & Mentoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Print PTGT report each semester and mentor students with 4 or more points. Make home visits and invite families to join PTSO, SBDM standing committees, etc. We will invite them to volunteer in the school and inform them of ways to be involved at home.	Parent Involvement	08/01/2014	08/31/2018	\$0 - No Funding Required	LCMS Principal

Activity - 21st Century Community Learning Center	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Refer students with academic need to the after school or before school O-Zone program for tutoring, enrichment, social interaction, etc. Pursue grant funding as necessary to continue program. If grant is not awarded, offer FREE tutoring after school, before school, and at lunch.	Academic Support Program	08/01/2014	02/28/2017	\$60000 - Other	LCMS O-Zone Coordinator

### 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



## KDE Closing the Achievement Gap

Livingston County Middle School

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

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

Activity - Student Engagement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
LCMS teachers will be trained by WKSEC consultants on classroom management and student engagement in an effort to improve instructional strategies and student achievement. They will return to LCMS periodically to walk-through classrooms to determine the fidelity of program implementation and further needs for professional learning. They will meet with teachers in PLCs to discuss their findings, determine strengths, and recommend growth areas.	Academic Support Program	07/26/2012	03/01/2017	\$0 - No Funding Required	WKEC Staff

### 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	01/31/2017	\$0 - No Funding Required	LCMS Media Specialist

## KDE Closing the Achievement Gap

Livingston County Middle School

Activity - Instructional Resources for gap, Rtl, etc.	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Ensure teachers have been shown the many strategies for addressing gaps with special needs students that can be found on the KDE website and PBIS World	Professional Learning	01/01/2014	01/02/2017	\$0 - No Funding Required	District Rtl Coordinator

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

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

### Goal 2:

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

### Measurable Objective 1:

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

### Strategy1:

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

### Category:

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

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

# KDE Closing the Achievement Gap

Livingston County Middle School

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

Activity - 21st Century Skill Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive training and time to plan 21st Century Skill assessments that align with KCAS.	Career Preparation/Orientation	03/04/2013	09/01/2016	\$0 - No Funding Required	LCMS Learning Environment Chair

Activity - DuFour Hierarchy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will identify and refer students who have social, emotional, physical, or academic needs to the appropriate community stakeholder. They will use DuFour's strategies to ensure the wellbeing, hope, and engagement of all students at LCMS.	Community Engagement	08/26/2013	05/30/2016	\$0 - No Funding Required	LCMS School Counselor

Activity - Operation Preparation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Develop, promote, and implement Operation Preparation for 8th grade students	Career Preparation/Orientation	03/01/2013	03/31/2016	\$100 - FRYSC	FRYSC Coordinator

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

### Goal 3:

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

### Measurable Objective 1:

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

### Strategy1:

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

# KDE Closing the Achievement Gap

Livingston County Middle School

addressing data.

Category: Continuous Improvement

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

Activity - Data Disaggregation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Learning Environment Committee will disaggregate all data as it comes available (TELL, Val-ED, Gallup, PL, etc.), present at full staff meetings, and discuss strategies for improvement. ABRI Team will disaggregate classroom, behavior, and attendance data, present to staff, & discuss strategies to address needs.	Other	11/01/2013	02/26/2016	\$0 - No Funding Required	Learning Environment & ABRI Committee Chair

## Goal 4:

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

## Measurable Objective 1:

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

## Strategy1:

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

Category: Continuous Improvement

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

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

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

## KDE Closing the Achievement Gap

Livingston County Middle School

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

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

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

# KDE Closing the Achievement Gap

Livingston County Middle School

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

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

Activity - 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	03/01/2017	\$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

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 - Teacher Leadership	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher Leadership: Teacher leaders will attend District Leadership Team (DLT) meetings and ensure the PL is shared with grade level PLCs. Leaders will ensure that PLCs are data driven and focused on student achievement. Leaders will ensure that achievement data, walk-through data, surveys, PL, etc. are discussed.	Recruitment and Retention	07/01/2015	03/02/2018	\$0 - No Funding Required	Supervisor of Instruction

# KDE Closing the Achievement Gap

Livingston County Middle School

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

## Narrative:

LCMS ranked at the 8th percentile in the state during the 2011-2012 school year. We improved to the 51st percentile in Kentucky Testing with data released in the 2012-2013 school year. We ranked at the 61st percentile with data released in 2014-2015. We are working to be the best middle school in the state!!!

We collect, disaggregate, and analyze multiple sources of data [achievement and non-academic (discipline, attendance, climate, etc.)] and respond to the results. We evaluate and adjust based on all program data at least two times per year (PD, RtI, etc.). The professional learning (PL) plan is based on data from staff surveys, summative conferences, Individual Professional Growth Plans, Instructional Rounds/Walk-Throughs, etc. The impact & fidelity of PL is monitored through PLC reflections, walk-throughs, instructional rounds, administrator evaluations, surveys, and peer observations. Student achievement data is used to determine if PL is needed. Data is disaggregated to identify changes needed to reduce achievement gaps. Our areas of improvement for the next three years include student achievement, rigor, differentiation, feedback, and parent involvement. We are working on rigor by using the work of Schlechty and strategies of Learning 360. We hope to increase engagement, rigor, and relevance. We have collaborated with the WKSEC on a co-teaching & engagement initiative to ensure better differentiation in our classes. We have research that indicates when we employ these strategies that achievement will increase. We have provided parent involvement opportunities, but we need to find a way to ensure that parents participate in the events. To encourage all stakeholders and have items to celebrate, LCMS received letters from First Lady Michelle Obama and former President Bill Clinton congratulating us on receiving NATIONAL Bronze status recognition with the Alliance for a Healthier Generation and Let's Move Active Schools programs. We were one of only 250 schools in the nation and four in the state to receive this recognition in 2014. We received district recognition for having the most volunteer hours in our district (3,718 hours). During the 2015-2016 school year, we held face-to-face academic conferences with over 95% of our parents. We have been featured in the Kentucky Teacher twice (once for ILP parent review and once for the health awards mentioned above). LCMS is home to the 2014 KMSA Region I scholarship winner, Emily Owens; only two 8th graders in our entire region and 16 in the state receive this distinguished recognition. Our academic team, music program, band program, archery team, basketball teams, and cheerleaders had proficient seasons. We have had 100% participation in the Conservation Writing Contest, ILP completion, and ILP parent review for FIVE YEARS IN A ROW. PLCs meet weekly (grade level, department, staff). All students participate in at least two clubs. We host a Board luncheon and student forum in January. We have school spirit and weekly dress days. We wear college shirts on Thursdays and school colors on Fridays. Each locker has the student's college & career goals and involvement displayed on it. All school bulletin boards and hallway displays recognize student achievement. Our teachers make home visits and conduct an Open House that over 83% of our parents attend. We conduct instructional rounds, walk-throughs, peer

## KDE Closing the Achievement Gap

Livingston County Middle School

observations, and site visits. We worked with Learning 360 on instructional strategies and alignment. We have worked with Constance Alexander & Susan Barton on improving our writing program and with Leslie Flatt on classroom management and student engagement. We have worked with the University of Louisville on the ABRI initiative (2012-2015) and now with KYCID (2015-Present). We are now a Leader In Me School (2015-Present). Each standing committee is conducting a SISI self study, and the Program Review Committee is doing an extensive program improvement plan. We have secured a School Resource Officer. Each teacher uses CIITS. Teachers have volunteered their time to landscape the school, make home visits, and mentor students on the Persistence to Graduation Report. Many new safety initiatives have been implemented (new exterior and interior doors, buzzer system, emergency lights, increased drill practices, SRO, KCSS voluntary assessment, safety surveys, bully class, district AND school health/safety/wellness committee, etc.).

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

The school will continue to complete progress notes on the CSIP and analyze the data from assessments, IC, Universal Screeners, Progress Monitoring, Persistence to Graduation Report, Walkthroughs, etc. to determine the needs and changes to be made that will impact student achievement and success. The school will also continue to utilize resources such as the 21st Century program, FRYSC, KYCID/PBIS/SWIS, TLIM, WKEC, district staff, etc.

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

### Goal 1:

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

### Measurable Objective 1:

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

### Strategy1:

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

Category: Management Systems

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

Activity - Curriculum Team	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Supervisor of Instruction will identify and establish a curriculum design team to make necessary VERTICAL AND HORIZONTAL adjustments to curriculum and plan a district PL day to disseminate updated/revised curriculum to all teachers	Policy and Process	05/28/2013	10/06/2016	\$2000 - District Funding	Livingston County Instructional Supervisor

### Strategy2:

Specific, Timely Feedback - Teachers will work with students to co-develop scoring guides PRIOR to the assessment. The scoring guide will



## KDE Closing the Achievement Gap

Livingston County Middle School

allow for student self-assessment, peer assessment, teacher assessment, and another's assessment (parent, another teacher, expert, etc.). Teachers will return graded assessments in a timely manner with specific feedback.

Category: Teacher PGES

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

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

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

### Strategy3:

Program Reviews - Stakeholders will collaborate through the Program Review Committee (PRC) to improve each program area [Writing, Arts & Humanities (dance, drama, music, & visual arts), Global Competencies, and Practical Living/Career Studies (careers, consumerism, health, physical education)]. Interdisciplinary Units that engage students and address their interests will be developed. All staff will follow the Program Review Committee's recommendations and file supporting evidence as requested. The PRC will regularly analyze the implementation of the Writing Policy and recommendations for each area, teacher training, and use of high quality instructional programs. The Coordinated District Health, Safety, and Wellness Advisory Council Committee (CDHSWAC) will continue to meet at least quarterly as an advisory group that analyzes data and collaborates to inform school practices, curriculum, assessment, and policies. They will use data to recommend instructional practices, programs, and policies in an effort to increase student achievement. These recommendations will be used by the LCMS Program Review/Coordinated School Health Committee in improving our program areas and by the LCMS SBDM Council during our annual review of the School Wellness Policy, Writing Policy, and Program Review Policy. The CDHSWAC will offer methods to integrate program areas, address local needs, increase vertical/horizontal communication, and incorporate 21st Century Skills in the regular school curriculum. The PRC will monitor the school's PL plan; teacher leadership & collaboration; SBDM collaboration, decision making, and monitoring; time allocation; performance tasks; guest speaker/field trip use and community collaboration; technology use; career-related event participation and opportunities beyond the classroom; interdisciplinary unit use; media literacy; service learning; student recognition; parent communication; ILP use and advising; feedback by self/peer/teacher/other; SMART goal setting by staff and students; scoring guide development; use & creation of exemplary models; specialization course offerings; quality of creating/performing/responding to the arts; teacher PL; global collaborations; published work; and expanded learning, etc.

Category: Continuous Improvement

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

# KDE Closing the Achievement Gap

Livingston County Middle School

Activity - Program Review Teachers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Program Review area teachers ensure their students create, perform, and respond to the arts. They ensure their students have access to high quality instruction & exemplary models of work, participate in competitions, co-develop scoring guides, etc. They are members of professional organizations, leaders within the school & community, and collaborate with an advisory council of varied stakeholders (staff, parent, student, community, business, post-secondary, etc.) to improve their programs. They have quest speakers and ensure educational opportunities beyond the classroom. They lead PLCs in integration of their content within the core. They integrate the 5 strands of literacy (reading, writing, speaking, listening, and language usage), media literacy, and use of technology tools in their courses.	Community Engagement	07/22/2013	04/01/2016	\$0 - No Funding Required	LCMS Program Review Chair

Activity - School Wellness	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Coordinated School Health Committee meets monthly to set goals, analyze data (BMI, School Health Inventory, Safety, etc.), devise/revise strategies, and review the District and School Wellness Policies. They use the CSPAP and analyze the time that students are physically active per day. They work to maintain bronze status with the Alliance for a Healthier Generation and Let's Move Active Schools.	Policy and Process	01/01/2013	07/29/2016	\$0 - No Funding Required	Livingston County CSH Committee Chair

Activity - Interdisciplinary Unit Design	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will work in PLCs to design interdisciplinary units that incorporate the arts, global competencies, PLCS, and writing. ELA teachers will lead writing and literacy PLs to train ALL teachers how to integrate literacy into other content areas.	Direct Instruction	01/07/2013	04/29/2016	\$0 - No Funding Required	LCMS Program Review Committee Chairperson

Activity - Writing Policy/Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will follow the school's writing policy and writing plan.	Policy and Process	12/12/2011	02/01/2016	\$0 - No Funding Required	LCMS ELA teachers

## Strategy4:

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

Category: Continuous Improvement

Research Cited: KDE Initiative, Tony Waggoner, etc.

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

## KDE Closing the Achievement Gap

Livingston County Middle School

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

Activity - ILP	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue to follow ILP District Implementation and School Implementation Plan with 100% student completion and 100% annual parent review	Career Preparation/Orientation	12/01/2014	04/29/2016	\$0 - No Funding Required	LCMS Counselor

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

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

### Goal 2:

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

### Measurable Objective 1:

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

### Strategy1:

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

Category:

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

# KDE Closing the Achievement Gap

Livingston County Middle School

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

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

Activity - Operation Preparation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Develop, promote, and implement Operation Preparation for 8th grade students	Career Preparation/Orientation	03/01/2013	03/31/2016	\$100 - FRYSC	FRYSC Coordinator

Activity - DuFour Hierarchy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will identify and refer students who have social, emotional, physical, or academic needs to the appropriate community stakeholder. They will use DuFour's strategies to ensure the wellbeing, hope, and engagement of all students at LCMS.	Community Engagement	08/26/2013	05/30/2016	\$0 - No Funding Required	LCMS School Counselor

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

Activity - 21st Century Skill Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive training and time to plan 21st Century Skill assessments that align with KCAS.	Career Preparation/Orientation	03/04/2013	09/01/2016	\$0 - No Funding Required	LCMS Learning Environment Chair

### Goal 3:

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

### Measurable Objective 1:

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

# KDE Closing the Achievement Gap

Livingston County Middle School

## Strategy1:

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

Category: Principal PGES

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

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

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

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

## Strategy2:

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

Category: Continuous Improvement

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

Activity - Data Disaggregation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Learning Environment Committee will disaggregate all data as it comes available (TELL, Val-ED, Gallup, PL, etc.), present at full staff meetings, and discuss strategies for improvement. ABRI Team will disaggregate classroom, behavior, and attendance data, present to staff, & discuss strategies to address needs.	Other	11/01/2013	02/26/2016	\$0 - No Funding Required	Learning Environment & ABRI Committee Chair

# KDE Closing the Achievement Gap

Livingston County Middle School

## Goal 4:

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

## Measurable Objective 1:

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

## Strategy1:

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

Category: Professional Learning & Support

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

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

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

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

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

## Narrative:

## KDE Closing the Achievement Gap

Livingston County Middle School

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We are a Leader In Me School and working with KYCID/PBIS/SWIS since 2015. We applied for KYCID PBIS Fidelity Recognition and scored a 100% on their walk-through.

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

The school will continue to analyze the data from assessments, Universal Screeners, Progress Monitoring, Persistence to Graduation Report, Walkthroughs, etc. to determine the needs and changes to be made that will impact student achievement and success. The school will also continue to utilize resources such as the 21st Century program, FRYSC, TLIM, KyCID, PBIS, WKEC, district staff, etc. We are looking at Standards Based Grading to improve rigor and mastery. We will continue with Learning 360 Framework to ensure engagement and assessment.

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## Stakeholder Engagement and Collaboration

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

**Response:**

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

See the myriad of opportunities & events we list in the LCMS Student Agenda Planner.

Parent Documentation Log for activities at home

Advisory Councils

Summer and Fall Catalogs

Mailings

Open Meetings of committees and SBDM, etc.

One Call, Marquee, IC Parent Portal, etc.

Social Media (Facebook, Twitter, etc.)

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