

2016-17 LMS School Improvement Plan

Lebanon Middle School
Marion County

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Overview

Plan Name

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Plan Description

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Proficiency goal- Increase proficiency rates as follows: Reading from 39.2% in 2011-12 to 72.6% in 2018-19; Math from 47% in 2011-12 to 72.9% in 2018-19; SS from 60.8% in 2011-12 to 79.5% in 2018-19; and Writing from 33.7% in 2011-12 to 70.9% in 2018-19.	Objectives: 2 Strategies: 4 Activities: 4	Organizational	\$5000
2	GAP Goal- Increase GAP proficiency rates as follows: Reading from 31.5% in 2011-12 to 68.3% in 2018-19; Math from 34.5% in 2011-12 to 67.8% in 2018-19; SS from 47.6% in 2011-12 to 73.7% in 2018-19; and Writing from 25.4% in 2011-12 to 66.1% in 2018-19.	Objectives: 1 Strategies: 4 Activities: 9	Organizational	\$1000
3	CCR Goal- LMS students will increase the percent of students reaching proficiency in reading on KPREP, from 50.4% in 2014-15 to 72.6% in 2018-19.	Objectives: 1 Strategies: 1 Activities: 2	Academic	\$10000
4	Novice Reduction Goal	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0

Goal 1: Proficiency goal- Increase proficiency rates as follows: Reading from 39.2% in 2011-12 to 72.6% in 2018-19; Math from 47% in 2011-12 to 72.9% in 2018-19; SS from 60.8% in 2011-12 to 79.5% in 2018-19; and Writing from 33.7% in 2011-12 to 70.9% in 2018-19.

Measurable Objective 1:

demonstrate a proficiency rate increase, as follows: Reading from 51.2% in 2013-14 to 61.6% in 2016-17; Math from 44.8% in 2013-14 to 62.1% in 2016-17; SS from 59% in 2013-14 to 71.3% in 2016-17; and Writing from 46.2% in 2013-14 to 59.2% in 2016-17. by 05/19/2017 as measured by KPREP Assessment. .

Strategy 1:

Intentional Curriculum Planning - Intentional planning and effective instruction will be the foundation of our work throughout all facets. All school staff will engage in activities that require intentional planning of lessons congruent to standards, instructional strategies, higher level questioning, differentiation, engagement strategies, and aligned standards-based assessments. The purpose of this work will help us to focus on the "what". In other words, what are students expected to learn at each grade level and how will we engage them in learning in ways that they learn best.

Category: Continuous Improvement

Research Cited: Blooms Taxonomy, Marzona, Best Practices, CASL

Activity - Intentional Planning & Effective Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Weekly lesson plans, tailored to meet the standards in a rigorous, meaningful way. Ensuring standards-based instruction in every classroom, every day. Learning walks with peer observation system that can develop strong connections between teachers and their content. Use of instructional coaches for resources, modeling, and collaboration for strong lessons. Learning targets, "I can" statements, and focused bellwork as part of daily instruction in all classrooms. Standards-based flashbacks in all core areas, once per week. Kagan Structures/cooperative learning embedded in daily instruction. District planning across schools and grade levels to guarantee a viable curriculum for all students. Planning and implementation of Gradual Release Model for instruction in all math classrooms daily. Implementation of a school-wide writing RACES strategy used in all classrooms.	Academic Support Program	10/12/2015	05/19/2017	\$1000	General Fund	All Staff

Strategy 2:

Enrichment/Intervention - Continuous focus of meeting the academic needs of ALL students.

Category: Continuous Improvement

Activity - Enrichment/Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Data-driven decisions made to place students in all available academic interventions: enrichment/intervention periods to meet the needs for both math and reading intervention and enrichment (embedded in daily schedule), including fully integrated Tier 2 and Tier 3 RTI program; before school/AM tutoring for all students; after-school and daytime ESS to address student content gaps; small group instruction in the classroom; targeted grouping of students in the classroom for student-to-student intervention; digital learning platforms (including Compass Learning Learning, Moby Max, etc) with pathways designed to fill skill gaps.	Academic Support Program	10/12/2015	05/19/2017	\$3000	District Funding	RTI staff for daily interventions; All staff for morning/AM tutoring; ESS-hired staff.
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Strategy 3:

Literacy across all content areas - LITERACY: Reading, Writing, Speaking, Listening...and THINKING! will be a key component of Spring work.

Category: Continuous Improvement

Activity - Embedded literacy in daily instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Emebdded literacy strategies in all content areas; incorporating opportunities for students to read, write, speak, and listen in their classrooms daily; Professional development with staff regarding literacy components and their effect on student learning; use of instructional coaches to help develop instructional strategies that embed the 21st Century Skills of literacy. To be implemented: Professional development for staff that incorporates "literacy strategy of the month"; content-focused literature from various platforms (ReadWorks.org; StemScopes; ActivelyLearn.org)	Academic Support Program	08/05/2015	05/19/2017	\$500	General Fund	All staff

Measurable Objective 2:

complete a portfolio or performance that demonstrates proficiency in the Program Review areas of Arts/Humanities, PLCS, and Writing by 05/02/2016 as measured by Program Review rubric scoring.

Strategy 1:

Program Review focus - Continuous focus on implementing and providing opportunities in all areas of Program Review

Category: Continuous Improvement

Activity - Program Review Action Plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
LMS will provide varied opportunities for exposure in the Program Review areas. Activities will include, but are not limited to: career-related guest speakers and field trips; guest artists; chorus & band opportunities and concerts, including public student performances for both families and communities; art displays in both school and community areas; exposure to Broadway music and performances, including theater, art, and dance; visiting authors; letters to author, and many other varied activities.	Academic Support Program	08/05/2015	05/19/2017	\$500	General Fund	Program Review staff members, all staff with implementation of Program Review ideals

Goal 2: GAP Goal- Increase GAP proficiency rates as follows: Reading from 31.5% in 2011-12 to 68.3% in 2018-19; Math from 34.5% in 2011-12 to 67.8% in 2018-19; SS from 47.6% in 2011-12 to 73.7% in 2018-19; and Writing from 25.4% in 2011-12 to 66.1% in 2018-19.

Measurable Objective 1:

demonstrate a proficiency as follows: Reading from 43.2% in 2013-14 to 55.6% in 2016-17; Math from 36.9% in 2013-14 to 54.9% in 2016-17; Social Studies from 53.6% in 2013-14 to 63.2% in 2016-17; and Writing from 36.7% in 2013-14 to 52.5% in 2016-17 by 05/19/2017 as measured by KPREP assessment scores.

Strategy 1:

Targeted identification of GAP students - Identifying our GAP population will help us target their academic growth and achievement. We can't help them improve if we don't know who they are.

Category: Continuous Improvement

Activity - Identifying GAP students	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School-wide data disaggregation to determine critical need areas; teacher created Student Growth Reports (SGR) with GAP students identified and interventions identified; selecting SGR students for morning tutoring and afternoon ESS; data analysis and monitoring of student progress for those in gap groups; continued focus on growth for all; focus on student engagement and interventions for gap students; focus on relationships between adults and gap students to foster a sense of opportunity and belonging.	Academic Support Program	10/12/2015	05/13/2017	\$0	General Fund	All staff

Strategy 2:

Professional Learning Communities - Involving all stakeholders in the academic process for gap students will help facilitate the learning and growth of students. PLC meetings will focus on examining student work and learning evidence to monitor the number of students not reaching proficiency and development of next steps.

Category: Continuous Improvement

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Cross-curricular planning to meet the needs of gap students; working with counselor to meet the needs of students identified with learning barriers and those with additional learning supports needed for success; providing growth opportunities for all students, with intentional targeting of gap students (i.e. Patriot Leadership Academy & Student Council); collaboration with school and district ECE staff to identify areas of need for student improvement; continuous focus on parent involvement in the intervention process;	Academic Support Program	01/04/2016	05/19/2017	\$0	General Fund	All staff

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Strategy 3:

Reading and Writing Intervention - Focus on reading and writing intervention processes and techniques will help students achieve in all content areas.

Category: Continuous Improvement

Activity - Writing intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Live Scoring with assistance of instructional coach (direct and timely feedback on the writing process) with follow-up instruction based on Live Scoring data; targeted intervention through use of intervention/enrichment period to target gaps in writing skills, especially for gap students; focus on real-world writing to develop context for academic success; timed writing activities one day per week.	Direct Instruction	10/12/2015	05/19/2017	\$0	General Fund	ELA staff for live scoring and enrichment period intervention; all staff for incorporating writing intervention into all classes

Activity - Reading intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implementation of Read 180 program with identified high need kids; focused implementation of literacy strategies across curriculum for all students; double block of reading and writing instruction daily, with additional enrichment instruction as needed; reading intervention services in the regular classroom with trained reading intervention teacher; vocabulary focus; targeted intervention through use of online platforms (ie. Compass Learning program & Moby Max); Accelerated Reader program targeted at appropriate lexile level for each student.	Academic Support Program	10/12/2015	05/19/2017	\$0	Title I Schoolwide	All staff; reading intervention teacher

Strategy 4:

Rigor for all students - LMS will provide access to rigorous standards-based instruction for all students through inclusion, collaboration/co-teaching, research-based strategies, staff training, and monitoring/feedback.

Category: Continuous Improvement

Activity - Inclusion	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students with special needs will be included in the regular classroom to the fullest extent allowed by the IEP. This will help to ensure that all students have access to a rigorous curriculum that is congruent to KCAS and Program of Studies. To support this work, students with special needs will be scheduled first into regular education classrooms and will be the focal point of discussions as the schedule is created; instructional assistants intentionally scheduled to meet the needs of students with the greatest need to be able to participate in the classroom curriculum.	Academic Support Program	10/12/2015	05/19/2017	\$0	General Fund	ECE staff, all teachers

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Activity - Collaboration/Co-Teaching	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ECE staff will be trained along with support staff in collaboration/co-teaching strategies as well as alternate assessment strategies.	Academic Support Program	08/05/2015	05/19/2017	\$0	District Funding	All staff; district personnel as needed for training
Activity - Research-based strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District staff will continue to ensure that all schools have access to sufficient instructional resources by investigating individual school needs and providing and supporting the implementation of research-based programs/curriculum resources (i.e. Hattie, Marzano, Bloom, Kagan, etc.) that assist in strengthening instruction in core academic areas, and that are valid, reliable, and supported by data for targeting groups of students. Implementation of the Gradual Release Model in all math classrooms.	Behavioral Support Program	10/12/2015	05/19/2017	\$1000	District Funding, District Funding	District staff
Activity - Staff Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ECE & intervention staff will be trained in specific intervention strategies/programs to implement, as needed (i.e. AimsWeb progress monitoring and goal setting, sensory/autism, data analysis, PASS, RtI, etc.). Staff training for ALL staff in Tier 1 RTI strategies and services.	Professional Learning	08/05/2015	05/19/2017	\$0	District Funding	ECE & intervention staff; all teachers
Activity - Monitoring/Feedback	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The ECE Core Team will meet weekly to focus on ECE program improvement and student learning. The ECE Leadership Team will meet monthly to focus on ECE program improvement in each school, student learning and data-analysis. Additionally, ECE Staff will maintain a Student Data Profile that will include student progress monitoring data and analysis to ensure students are receiving appropriate, targeted interventions and support as needed.	Academic Support Program	08/05/2015	05/19/2017	\$0	District Funding	ECE Core team

Goal 3: CCR Goal- LMS students will increase the percent of students reaching proficiency in reading on KPREP, from 50.4% in 2014-15 to 72.6% in 2018-19.

Measurable Objective 1:

A 6% increase of Sixth, Seventh and Eighth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency in preparation for meeting the college and career readiness standard in Reading by 05/13/2016 as measured by KPREP assessment results and ACT linking studies..

Strategy 1:

College and Career Plan of Action - Teachers and staff will provide instruction and test taking strategies relevant to the content. Teachers will expose students to career exploration.

Category: Career Readiness Pathways

Activity - College and Career	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Career fair day for all 8th grade students; college and workforce site visits/field trips; ILP's, student projects/research, guest speakers, community partnerships will take place throughout the year to allow student to explore careers and goals they have set.	Career Preparation/Orientation	08/05/2015	05/19/2017	\$0	No Funding Required	ILP for all students with school counselor; 8th grade teachers and YSC center staff for career fair and college visit planning, in collaboration with school counselor and ATC College and Career Coach

Activity - Student Leadership	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Expansion of student leadership/empowerment opportunities. Expansion and revamping PBIS for the school to increase consistency with student behavioral management.	Behavioral Support Program, Academic Support Program	10/07/2016	06/23/2017	\$10000	General Fund	Interventionist, school staff, principals, SBDM

Goal 4: Novice Reduction Goal

Measurable Objective 1:

collaborate to reduce the % of students scoring novice in math from 15.1% and in reading from 23.4% in 2014-15 to less than 10% by 2020 by 06/30/2016 as measured by state and local assessments.

Strategy 1:

Progress Monitoring with On-going Interventions - Continuous monitoring of student progress in the classroom will ensure all students have goals and are making adequate progress in the classroom to meet those goals.

Category: Continuous Improvement

Activity - Response to Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continuous monitoring of student progress and full implementation of the district and school RTI plan to meet the needs of students scoring in the 0-30th% percentile on state and local assessments, in addition to before and after school intervention programs to address skill gaps and student needs.	Academic Support Program	08/05/2015	06/16/2017	\$0	General Fund	Intervention teachers; support staff

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Student Leadership	Expansion of student leadership/empowerment opportunities. Expansion and revamping PBIS for the school to increase consistency with student behavioral management.	Behavioral Support Program, Academic Support Program	10/07/2016	06/23/2017	\$10000	Interventionist , school staff, principals, SBDM
Inclusion	All students with special needs will be included in the regular classroom to the fullest extent allowed by the IEP. This will help to ensure that all students have access to a rigorous curriculum that is congruent to KCAS and Program of Studies. To support this work, students with special needs will be scheduled first into regular education classrooms and will be the focal point of discussions as the schedule is created; instructional assistants intentionally scheduled to meet the needs of students with the greatest need to be able to participate in the classroom curriculum.	Academic Support Program	10/12/2015	05/19/2017	\$0	ECE staff, all teachers
Writing intervention	Live Scoring with assistance of instructional coach (direct and timely feedback on the writing process) with follow-up instruction based on Live Scoring data; targeted intervention through use of intervention/enrichment period to target gaps in writing skills, especially for gap students; focus on real-world writing to develop context for academic success; timed writing activities one day per week.	Direct Instruction	10/12/2015	05/19/2017	\$0	ELA staff for live scoring and enrichment period intervention; all staff for incorporating writing intervention into all classes
Response to Intervention	Continuous monitoring of student progress and full implementation of the district and school RTI plan to meet the needs of students scoring in the 0-30th% percentile on state and local assessments, in addition to before and after school intervention programs to address skill gaps and student needs.	Academic Support Program	08/05/2015	06/16/2017	\$0	Intervention teachers; support staff

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Professional Learning Communities	Cross-curricular planning to meet the needs of gap students; working with counselor to meet the needs of students identified with learning barriers and those with additional learning supports needed for success; providing growth opportunities for all students, with intentional targeting of gap students (i.e. Patriot Leadership Academy & Student Council); collaboration with school and district ECE staff to identify areas of need for student improvement; continuous focus on parent involvement in the intervention process;	Academic Support Program	01/04/2016	05/19/2017	\$0	All staff
Intentional Planning & Effective Instruction	Weekly lesson plans, tailored to meet the standards in a rigorous, meaningful way. Ensuring standards-based instruction in every classroom, every day. Learning walks with peer observation system that can develop strong connections between teachers and their content. Use of instructional coaches for resources, modeling, and collaboration for strong lessons. Learning targets, "I can" statements, and focused bellwork as part of daily instruction in all classrooms. Standards-based flashbacks in all core areas, once per week. Kagan Structures/cooperative learning embedded in daily instruction. District planning across schools and grade levels to guarantee a viable curriculum for all students. Planning and implementation of Gradual Release Model for instruction in all math classrooms daily. Implementation of a school-wide writing RACES strategy used in all classrooms.	Academic Support Program	10/12/2015	05/19/2017	\$1000	All Staff
Embedded literacy in daily instruction	Embedded literacy strategies in all content areas; incorporating opportunities for students to read, write, speak, and listen in their classrooms daily; Professional development with staff regarding literacy components and their effect on student learning; use of instructional coaches to help develop instructional strategies that embed the 21st Century Skills of literacy. To be implemented: Professional development for staff that incorporates "literacy strategy of the month"; content-focused literature from various platforms (ReadWorks.org; StemScopes; ActivelyLearn.org)	Academic Support Program	08/05/2015	05/19/2017	\$500	All staff
Program Review Action Plan	LMS will provide varied opportunities for exposure in the Program Review areas. Activities will include, but are not limited to: career-related guest speakers and field trips; guest artists; chorus & band opportunities and concerts, including public student performances for both families and communities; art displays in both school and community areas; exposure to Broadway music and performances, including theater, art, and dance; visiting authors; letters to author, and many other varied activities.	Academic Support Program	08/05/2015	05/19/2017	\$500	Program Review staff members, all staff with implementation of Program Review ideals

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Identifying GAP students	School-wide data disaggregation to determine critical need areas; teacher created Student Growth Reports (SGR) with GAP students identified and interventions identified; selecting SGR students for morning tutoring and afternoon ESS; data analysis and monitoring of student progress for those in gap groups; continued focus on growth for all; focus on student engagement and interventions for gap students; focus on relationships between adults and gap students to foster a sense of opportunity and belonging.	Academic Support Program	10/12/2015	05/13/2017	\$0	All staff
Total					\$12000	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Research-based strategies	District staff will continue to ensure that all schools have access to sufficient instructional resources by investigating individual school needs and providing and supporting the implementation of research-based programs/curriculum resources (i.e. Hattie, Marzano, Bloom, Kagan, etc.) that assist in strengthening instruction in core academic areas, and that are valid, reliable, and supported by data for targeting groups of students. Implementation of the Gradual Release Model in all math classrooms.	Behavioral Support Program	10/12/2015	05/19/2017	\$1000	District staff
Monitoring/Feedback	The ECE Core Team will meet weekly to focus on ECE program improvement and student learning. The ECE Leadership Team will meet monthly to focus on ECE program improvement in each school, student learning and data-analysis. Additionally, ECE Staff will maintain a Student Data Profile that will include student progress monitoring data and analysis to ensure students are receiving appropriate, targeted interventions and support as needed.	Academic Support Program	08/05/2015	05/19/2017	\$0	ECE Core team
Enrichment/Intervention	Data-driven decisions made to place students in all available academic interventions: enrichment/intervention periods to meet the needs for both math and reading intervention and enrichment (embedded in daily schedule), including fully integrated Tier 2 and Tier 3 RTI program; before school/AM tutoring for all students; after-school and daytime ESS to address student content gaps; small group instruction in the classroom; targeted grouping of students in the classroom for student-to-student intervention; digital learning platforms (including Compass Learning Learning, Moby Max, etc) with pathways designed to fill skill gaps.	Academic Support Program	10/12/2015	05/19/2017	\$3000	RTI staff for daily interventions; All staff for morning/AM tutoring; ESS-hired staff.
Staff Training	ECE & intervention staff will be trained in specific intervention strategies/programs to implement, as needed (i.e. AimsWeb progress monitoring and goal setting, sensory/autism, data analysis, PASS, Rtl, etc.). Staff training for ALL staff in Tier 1 RTI strategies and services.	Professional Learning	08/05/2015	05/19/2017	\$0	ECE & intervention staff; all teachers

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Research-based strategies	District staff will continue to ensure that all schools have access to sufficient instructional resources by investigating individual school needs and providing and supporting the implementation of research-based programs/curriculum resources (i.e. Hattie, Marzano, Bloom, Kagan, etc.) that assist in strengthening instruction in core academic areas, and that are valid, reliable, and supported by data for targeting groups of students. Implementation of the Gradual Release Model in all math classrooms.	Behavioral Support Program	10/12/2015	05/19/2017	\$0	District staff
Collaboration/Co-Teaching	ECE staff will be trained along with support staff in collaboration/co-teaching strategies as well as alternate assessment strategies.	Academic Support Program	08/05/2015	05/19/2017	\$0	All staff; district personnel as needed for training
Total					\$4000	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
College and Career	Career fair day for all 8th grade students; college and workforce site visits/field trips; ILP's, student projects/research, guest speakers, community partnerships will take place throughout the year to allow student to explore careers and goals they have set.	Career Preparation/Orientation	08/05/2015	05/19/2017	\$0	ILP for all students with school counselor; 8th grade teachers and YSC center staff for career fair and college visit planning, in collaboration with school counselor and ATC College and Career Coach
Total					\$0	

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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Reading intervention	Implementation of Read 180 program with identified high need kids; focused implentation of literacy strategies across curriculum for all students; double block of reading and writing instruction daily, with additional enrichment instruction as needed; reading intervention services in the regular classroom with trained reading intervention teacher; vocabulary focus; targeted intervention through use of online platforms (ie. Compass Learning program & Moby Max); Accelerated Reader program targeted at appropriate lexile level for each student.	Academic Support Program	10/12/2015	05/19/2017	\$0	All staff; reading intervention teacher
Total					\$0	