



2023-2024 Phase One: Executive Summary for
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2023-2024 Phase One: Executive Summary for Schools

Livingston County Middle School

Mark Fenske

1370 Us 60 E

Burna, Kentucky, 42028

United States of America

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Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

Livingston County Middle School is a small rural school serving 230 students in grades 6 through 8 in Livingston County Kentucky. We observe a demographic of predominantly white students. Our school houses a small percentage of students from two or more races and Hispanic. Included in this count are 2 ELL students. We have 17 students with disabilities ranging from SLD to MMD with programs to serve students in a collaborative setting as well as a self-contained setting. Our population is about 65% economically disadvantaged, and LCMS houses the largest percentage of this category in the overall district. Our community enjoys a diversity in employment with the counting supporting a thriving mining industry, river commerce industry, tourism, and healthcare. Nearby cities offer opportunities for retail sales, service industry, and numerous other employment opportunities. Our community values learning and is very involved and committed to the success of the district and individual schools, evidenced by participation in school events and overall approval of school programs. The most pressing concerns for LCMS is student achievement in mathematics and science.

School Stakeholders

Identify and describe the school's stakeholder groups. How does the school ensure stakeholder involvement and engagement in the improvement planning process?

Among the largest stakeholders contributing to LCMS are our parents. Our parents elect 2 members to our SBDM council each year. These parents are members of committees and ad-hocs that participate and monitor school improvement planning. They are akin to achievement data as well as demographic and organizational data that drives the creation of the plan.

Members of the local business community comprise another considerable stakeholder group. In recent times school officials and the business community meet at chamber meetings, business and civic partners are invited to participate in our CTE program that exposes students to careers available within the region, and many contribute financially to our programs. Currently, there is no formal practice for involving business and community stakeholders in the development of the CSIP, however this is a forth coming process as we continue to develop our partnership with focus on CTE and work ready programming at the middle school. Based on articulated needs from our business and civic sectors, LCMS has instituted a complete exploratory CTE elective schedule that specifically allows students to investigate aspects of economics in the region from both an instructional/math and science lens and a tactical lens.

Livingston County is a very faith-oriented community with a great preponderance of our student's families members of area congregations. In much the same way as our business and civic stakeholders, efforts are underway to utilize our ecumenical community in ways beyond community outreach. Plans are in place for our area clergy to assist in the CTE process and introduce the aspects of ministry and community support to interested students. Currently, no members from the ecumenical community are directly involved in the development of the CSIP.

Faculty and staff comprise the most involved group of stakeholders in the development of the CSIP. The reason for this is they have access to data and information that drives the direction of the greatest percentage of the plan which is instruction and student achievement. Teachers, primarily those serving on our SBDM, participate in committees and ad-hocs that meet to collect data and formulate that plan. The SBDM council monitors the process and seeks approval from faculty and staff about specifics in the CSIP.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs, including the year in which they were last reviewed or revised. Describe how the school embodies its purpose through its program offerings and expectations for students and how stakeholders are involved in its development.

Our purpose can be summarized in our vision which is Academic excellence through culture, community, and experience. We believe in the first and foremost value of academic excellence providing a robust, rigorous core academic opportunity to all of our students to ensure future success and access to greater learning opportunities. But we understand that this is only possible with a healthy school culture where students know and adhere to the values of learning and conduct, where teachers are free to teach at high levels with no compromise to the learning environment, and all feel a sense of pride in being a Cardinal. We also understand the importance of community and take many steps to provide partnership and access to our families and stakeholders with community events and communication. Excellence, finally is not possible without experience for our students, weather it's connecting learning to careers within the region or enjoying a field trip or social event, we believe in fun and connections at LCMS.

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

LCMS had a successful venture facilitating our inaugural career and technical education program. The program consisted of numerous avenues for students to explore career fields within the region. We partnered with many local businesses and agencies and conducted 26 field trips serving 200 plus students. In addition we partnered with our high school to have 8th grade students take classes at the high

school for credit. Among these classes were Construction, PE, FACS, Learning Communities, Band. Currently we have extended our programming to include a classroom based economics elective, a construction class and 3 agri science classes at the middle school.

LCMS continues to focus instructional efforts on mathematics where better than 60 percent of our students are performing below grade level. Science is increasing, and we exceeded our 22-23 goal, however better than 60 percent of our students are performing below grade level. Reading levels saw a decrease in 22-23 and will be a focus area for our school, and social studine achievement was below anticipated levels as well.

Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

None

Attachment Summary

Attachment Name	Description	Associated Item(s)
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