



# **KDE Comprehensive School Improvement Plan**

**Fairview Elementary School**  
**Fairview Independent**

Christina Moore-Dornon, Principal  
258 Mcknight Street  
Ashland, KY 41102

# TABLE OF CONTENTS

Introduction.....	1
-------------------	---

## **Executive Summary**

Introduction.....	3
-------------------	---

Description of the School.....	4
--------------------------------	---

School's Purpose.....	5
-----------------------	---

Notable Achievements and Areas of Improvement.....	6
--	---

Additional Information.....	7
-----------------------------	---

## **TELL Survey Analysis 2015/2016**

Overview.....	9
---------------	---

Goals Summary.....	10
--------------------	----

Goal 1: Teachers will discuss and analyze TELL survey to discuss specific areas of improvement.....	11
---	----

Activity Summary by Funding Source.....	12
---	----

## **Kindergarten Readiness 2015-2016**

Overview.....	14
---------------	----

Goals Summary.....	15
--------------------	----

Goal 1: Kindergarten Readiness- to increase Brigance Scores.....	16
--	----

Activity Summary by Funding Source.....	17
---	----

## **3 grade math 2015/2016**

Overview ..... 19

Goals Summary ..... 20

    Goal 1: Kindergarten Readiness- to increase Brigance Scores ..... 21

Activity Summary by Funding Source ..... 22

**Reading novice reduction 2015/2016**

Overview ..... 24

Goals Summary ..... 25

    Goal 1: Decrease reading novice ..... 26

Activity Summary by Funding Source ..... 27

**GAP Goals 2015-2016**

Overview ..... 29

Goals Summary ..... 30

    Goal 1: Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 43.0 in 2015 to 52.8 in 2016 toward the goal of 70.5 in 2019 by focusing on ELA standards. .... 31

    Goal 2: Increase the average combined reading and math proficiency reatings for all students in the non-duplicated gap group from 43.0% in 2015 to 52.8% in 2016 toward the goal of 70.5% in 2019 by focusing on Common Core Math Standards. .... 31

Activity Summary by Funding Source ..... 34

**Teacher/Principal Effectiveness SY 2015-2016**

Overview ..... 37

Goals Summary ..... 38

    Goal 1: Increase the percentage of effective teachers from \_\_\_\_\_% in 2015 100% in 2020. .... 39

Activity Summary by Funding Source ..... 40

## **KDE Needs Assessment**

Introduction.....	42
Data Analysis.....	43
Areas of Strengths.....	44
Opportunities for Improvement.....	45
Conclusion.....	46

## **KDE Compliance and Accountability - Schools**

Introduction.....	48
Planning and Accountability Requirements.....	49

## **KDE Assurances - School**

Introduction.....	56
Assurances.....	57

## **The Missing Piece**

Introduction.....	63
Stakeholders.....	64
Relationship Building.....	65
Communications.....	66
Decision Making.....	68
Advocacy.....	70
Learning Opportunities.....	71

Community Partnerships..... 72

Reflection..... 73

Report Summary..... 74

**Improvement Plan Stakeholder Involvement**

Introduction..... 76

Improvement Planning Process..... 77

**School Safety Report**

Introduction..... 79

School Safety Requirements..... 80

**Equitable Access Diagnostic**

Introduction..... 83

Needs Assessment..... 84

Equitable Access Strategies..... 85

Questions..... 87

## **Introduction**

The process of Improvement Planning in Kentucky is used as the means of determining how schools and districts will plan to ensure that students reach proficiency and beyond by 2015. The process focuses school and district improvement efforts on student needs by bringing together all stakeholders to plan for improvement, by focusing planning efforts on priority needs and closing achievement gaps between subgroups of students, by building upon school and district capacity for high quality planning, and by making connections between the funds that flow into the district and the priority needs in schools. Your school's plans for improvement must be based on careful and honest analysis of data, address all content areas, and clearly address gaps in student achievement.

# **Executive Summary**

## **Introduction**

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.



## **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?**

Fairview Elementary School is a community elementary school, located in Westwood, where students from PK - 5th grade receive quality instruction in small class settings. Currently, the school is comprised of one preschool classroom, two kindergarten classrooms, two 1st grade classrooms, one kindergarten first grade split classroom, three 2nd grade classrooms, three 3rd grade classrooms, two 4th grade and two 5th grade classrooms where teaching is handled in a subject area rotation basis.

Beyond grade level common core curriculum, students receive instruction in music, physical education, library and media services, and computer science. Fairview Elementary School takes great pride in the quality curriculum provided to students. Throughout the Westwood community and surrounding communities, the educational experience provided at Fairview Elementary School is known. At present, the school enrollment is 362 students. This enrollment includes 29 preschool students and 97 students (25.33%) out of district students; 78.59% of our students qualify as free/reduced lunch status. We are part of a School-Wide Title 1 district. In addition to our students, Fairview Elementary takes pride in the accomplishments of faculty members. Currently, 75% of the faculty has achieved Rank I or higher status. Two teachers have received recognition from the National Board for Professional Teaching Standards. This is Christi Dornon's third year as a principal and she continues to bring with her immense energy and a desire to lead Fairview Elementary from the Needs Improvement level to one of the top scoring elementary schools in the state. The 2014-2015 KPREP scores show that she is on her way to achieving that goal.

According to 2015 K-PREP testing results, the Fairview Elementary priority area of concern was in increasing the performance of students within GAP groupings, especially in the area of mathematics. Although strides were made in this area, this concern continues for the 2015-2016 SY. To aide in the novice reduction for these students, Fairview Elementary continues to utilize an RTI Coordinator, who is new to this position this school year. She continues to coordinate meetings, monitor progress of students within the program, and provide teachers with instructional strategies to assist students in the areas identified for remediation. Other additions to student improvement this year include 2 RTI teachers added, the use of the librarian for 1st grade reading assistance, the use of the gym teacher for 5th grade math assistance, and the purchase of a new reading series, Journeys for grades 1 - 5. Through all these steps, Fairview Elementary School has observed a measurable growth of students who were previously performing below grade level and is working diligently to continue the growth of their students. The KDE Needs Assessment delineates the breakdown of improving scores for the 2014-2015 SY. Across the content scores, novice is reduced and proficient/distinguished scores were increased. Fairview Elementary is still in the Needs Improvement category, but is progressing.

## **School's Purpose**

**Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.**

School Vision: ATTITUDE AND EFFORT

Mission Statement:

It is the mission of Fairview Elementary, a catalyst of change for a caring community, to educate, motivate, and graduate students with spirit, pride, and respect preparing them for a successful and productive life.

## 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.**

Since there has been a change of leadership at Fairview Elementary School, there are many areas of focus that have been targeted by the administration. The focus has consisted of strong academic targets in Reading and Math. The school Reading program has been improved through an uninterrupted reading block, guided reading instructional strategy training, leveled reading groups within the classroom, student leadership program, and the focus of a reading consultant. The faculty and administration has seen major improvement on reading assessments throughout the year. Beginning in January 2015 all the Journey's Reading Series was introduced to all students grades 1-5. Another major academic focus is on Mathematics. Fairview Elementary is in its fifth year of the Go Math adoption for all students Kindergarten-5th Grade. This is the first time a program has been uniform across the entire school for five consecutive years. The computer based program (IXL) continues to be used to provide remediation/enrichment skills in both math and reading. Also, teachers have implemented instructional strategies learned through professional development trainings provided by KEDC. The strategies implemented are recommended for meeting the common core standards; and the school achieves this by using formative assessment activities that are task driven. Other areas of improvement have been to provide ample time for both horizontal and vertical collaboration among staff members through common planning time, Professional Learning Communities, and Professional Development. This focus has encouraged and facilitated a culture of collaboration, teamwork, and togetherness.

Extra-curricular activities and school clubs have also been expanded this year. The elementary school continues to offer a wide array of activities to enhance academic performance, social skills, team-building, respect, and physical fitness. The current activities available for elementary aged students are as follows:

K-KIDS - A civic club sponsored by Ashland Breakfast Kiwanis Club

AR Rock Stars and Hard Work Cafe' - Academic honors for students achieving Accelerated Reader Goals

Academic Team

Dance Team (65 participants)

Junior Football League (75 participants)

Basketball Team (90 participants)

STLP

## **Additional Information**

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

The district upgraded the playground and enclosed it within a fence to allow for a safer atmosphere for our students. There is a plan for the future to increase parking; lack of parking becomes a problem whenever an event is held at the elementary school.

# **TELL Survey Analysis 2015/2016**

## **Overview**

### **Plan Name**

TELL Survey Analysis 2015/2016

### **Plan Description**

Staff reviewed and analyzed data.

## 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	Teachers will discuss and analyze TELL survey to discuss specific areas of improvement	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0

## Goal 1: Teachers will discuss and analyze TELL survey to discuss specific areas of improvement

**Measurable Objective 1:**

collaborate to analyze and discuss results of the TELL survey by 12/01/2015 as measured by improvement through revised policies and procedures .

**Strategy 1:**

TELL survey - Teachers will meet in PLC's and teacher's meetings to discuss the results of the TELL survey and to develop a plan of improvement

Category: Management Systems

Research Cited: Kentucky Initiatives

Activity - Analysis of TELL survey	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Meet in groups to analyze results of current TELL survey, compare to previous, determine and implement ways to improve results	Policy and Process	01/05/2015	12/01/2015	\$0	No Funding Required	Central Office staff, principal, teachers



## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Analysis of TELL survey	Meet in groups to analyze results of current TELL survey, compare to previous, determine and implement ways to improve results	Policy and Process	01/05/2015	12/01/2015	\$0	Central Office staff, principal, teachers
<b>Total</b>					\$0	

# **Kindergarten Readiness 2015-2016**

## **Overview**

### **Plan Name**

Kindergarten Readiness 2015-2016

### **Plan Description**

to increase Brigance scores

## 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	Kindergarten Readiness- to increase Brigance Scores	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0

## Goal 1: Kindergarten Readiness- to increase Brigance Scores

### Measurable Objective 1:

A 20% increase of Pre-K and Kindergarten grade students will collaborate to increase the Brigance scores in English Language Arts by 05/31/2016 as measured by k screen.

### Strategy 1:

letter recognition - Collaboration within the preschool program

Category: Early Learning

Activity - Letter people	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Use of letter people in a specific order to learn the alphabet	Direct Instruction, Academic Support Program	08/31/2015	05/31/2016	\$0	No Funding Required	principal, required teachers and aides.

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Letter people	Use of letter people in a specific order to learn the alphabet	Direct Instruction, Academic Support Program	08/31/2015	05/31/2016	\$0	principal, required teachers and aides.
<b>Total</b>					\$0	

## **3 grade math 2015/2016**

## **Overview**

### **Plan Name**

3 grade math 2015/2016

### **Plan Description**

decrease novice



## 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	Kindergarten Readiness- to increase Brigance Scores	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0

## Goal 1: Kindergarten Readiness- to increase Brigance Scores

### Measurable Objective 1:

A 20% increase of Pre-K and Kindergarten grade students will collaborate to increase the Brigance scores in English Language Arts by 05/31/2016 as measured by k screen.

### Strategy 1:

letter recognition - Collaboration within the preschool program

Category: Early Learning

Activity - Letter people	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Use of letter people in a specific order to learn the alphabet	Direct Instruction, Academic Support Program	08/31/2015	05/31/2016	\$0	No Funding Required	principal, required teachers and aides.

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Letter people	Use of letter people in a specific order to learn the alphabet	Direct Instruction, Academic Support Program	08/31/2015	05/31/2016	\$0	principal, required teachers and aides.
<b>Total</b>					\$0	

## **Reading novice reduction 2015/2016**

## **Overview**

### **Plan Name**

Reading novice reduction 2015/2016

### **Plan Description**

decrease novice in reading with small group leveled instruction

## 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	Decrease reading novice	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$2700

## Goal 1: Decrease reading novice

**Measurable Objective 1:**

7% of Third grade students will collaborate to decrease reading novice in Reading by 05/31/2016 as measured by kprep.

**Strategy 1:**

small group instruction - small group instruction for leveled readers

Category: Continuous Improvement

Activity - Journeys	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
use of Journeys for phonics, vocabulary, spelling, comprehension	Direct Instruction	08/13/2015	05/31/2016	\$2700	District Funding	principal, reading specialist and third grade teachers

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Journeys	use of Journeys for phonics, vocabulary, spelling, comprehension	Direct Instruction	08/13/2015	05/31/2016	\$2700	principal, reading specialist and third grade teachers
<b>Total</b>					\$2700	



## **GAP Goals 2015-2016**

## **Overview**

### **Plan Name**

GAP Goals 2015-2016

### **Plan Description**

To reduce the gaps within the non-duplicated gap group of students in reading and math

## 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	Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 43.0 in 2015 to 52.8 in 2016 toward the goal of 70.5 in 2019 by focusing on ELA standards.	Objectives: 1 Strategies: 1 Activities: 3	Academic	\$5000
2	Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 43.0% in 2015 to 52.8% in 2016 toward the goal of 70.5% in 2019 by focusing on Common Core Math Standards.	Objectives: 1 Strategies: 2 Activities: 5	Academic	\$11000

## Goal 1: Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 43.0 in 2015 to 52.8 in 2016 toward the goal of 70.5 in 2019 by focusing on ELA standards.

### Measurable Objective 1:

A 4% increase of Black or African-American, Economically Disadvantaged, Hispanic or Latino and Students with Disabilities students will collaborate to increase the average combined reading and math proficiency rating for all students in the non-duplicated gap group from 50.3 to 54.6 in English Language Arts by 05/31/2016 as measured by KPREP.

### Strategy 1:

Differentiated Instruction - The ELA teachers in PLC will develop plans to implement differentiated instruction to reach non-duplicated gap students.

Category: Continuous Improvement

Research Cited: Kentucky Initiative

Activity - Provide applied learning ELA lessons	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
small group leveled instruction	Direct Instruction	08/13/2015	05/31/2016	\$0	No Funding Required	Principal, teachers, reading consultant, Title 1 Staff
Activity - Intervention Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Expand upon district bank of intervention strategies that are research-based and matched to individual student needs with ways to determine effectiveness	Policy and Process	08/13/2015	05/31/2016	\$0	No Funding Required	Principal, reading consultant, central office staff
Activity - STAR Reading test	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be tested 3X a year to determine reading weaknesses/strengths	Academic Support Program	08/17/2015	05/31/2016	\$5000	Title I Part A	Principal, reading consultant, teachers, Title 1 staff

**Goal 2: Increase the average combined reading and math proficiency reatings for all students in the non-duplicated gap group from 43.0% in 2015 to 52.8% in 2016 toward the goal of 70.5% in 2019 by focusing on Common Core Math Standards.**

**Measurable Objective 1:**

A 25% increase of Black or African-American, Economically Disadvantaged, Hispanic or Latino and Students with Disabilities students will collaborate to increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 35.7% to 50.9% in 2016 in Mathematics by 05/31/2016 as measured by KPREP.

**Strategy 1:**

Math Enrichment Programs - Math enrichment programs will be incorporated into the daily curriculum

Category: Continuous Improvement

Research Cited: Best Practices

Activity - Use of IXL math program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize the IXL computer based math program for enrichment/remediation of math skills	Academic Support Program	08/17/2015	05/31/2016	\$2500	General Fund	Teachers, ESS staff, computer lab assistant, principal
Activity - Provide applied learning math lessons	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parent communication with IXL and GO Math through Classroom Dojo, Remind 101, or personal contact from teachers to notify them of homework needs of students so parents can work directly with homework needs	Parent Involvement	10/05/2015	05/31/2016	\$0	No Funding Required	Teachers and principal
Activity - Calendar Math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use calendar math for reinforcement of math skills such as dates, time, money, and basic math skills	Academic Support Program	08/17/2015	05/31/2016	\$0	No Funding Required	Teachers
Activity - STAR math testing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be tested 3X per SY to determine weaknesses/strengths in math skills	Academic Support Program	08/17/2015	05/31/2016	\$2500	Title I Part A	Principal, teachers, Title 1 staff

## KDE Comprehensive School Improvement Plan

Fairview Elementary School

---

### Strategy 2:

Daily tutoring - Teachers will work with targeted students focusing on math remediation daily.

Category: Continuous Improvement

Research Cited: Best Practices

Activity - Tutoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will reinforce math skills through tutoring with target students 90 minutes per day of the school day or in ESS with targeted students	Academic Support Program	10/05/2015	05/31/2016	\$6000	Title I Part A	Teachers, Title 1 staff, principal

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Calendar Math	Teachers will use calendar math for reinforcement of math skills such as dates, time, money, and basic math skills	Academic Support Program	08/17/2015	05/31/2016	\$0	Teachers
Provide applied learning math lessons	Parent communication with IXL and GO Math through Classroom Dojo, Remind 101, or personal contact from teachers to notify them of homework needs of students so parents can work directly with homework needs	Parent Involvement	10/05/2015	05/31/2016	\$0	Teachers and principal
Provide applied learning ELA lessons	small group leveled instruction	Direct Instruction	08/13/2015	05/31/2016	\$0	Principal, teachers, reading consultant, Title 1 Staff
Intervention Strategies	Expand upon district bank of intervention strategies that are research-based and matched to individual student needs with ways to determine effectiveness	Policy and Process	08/13/2015	05/31/2016	\$0	Principal, reading consultant, central office staff
<b>Total</b>					\$0	

### General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Use of IXL math program	Teachers will utilize the IXL computer based math program for enrichment/remediation of math skills	Academic Support Program	08/17/2015	05/31/2016	\$2500	Teachers, ESS staff, computer lab assistant, principal
<b>Total</b>					\$2500	

### Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
---------------	----------------------	---------------	------------	----------	-------------------	-------------------

**KDE Comprehensive School Improvement Plan**

Fairview Elementary School

STAR math testing	Students will be tested 3X per SY to determine weaknesses/strengths in math skills	Academic Support Program	08/17/2015	05/31/2016	\$2500	Principal, teachers, Title 1 staff
Tutoring	Teachers will reinforce math skills through tutoring with target students 90 minutes per day of the school day or in ESS with targeted students	Academic Support Program	10/05/2015	05/31/2016	\$6000	Teachers, Title 1 staff, principal
STAR Reading test	Students will be tested 3X a year to determine reading weaknesses/strengths	Academic Support Program	08/17/2015	05/31/2016	\$5000	Principal, reading consultant, teachers, Title 1 staff
<b>Total</b>					<b>\$13500</b>	



# **Teacher/Principal Effectiveness SY 2015-2016**

## **Overview**

### **Plan Name**

Teacher/Principal Effectiveness SY 2015-2016

### **Plan Description**

Plan to assure effectiveness of teachers, principals, etc.

## 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	Increase the percentage of effective teachers from _____% in 2015 100% in 2020	Objectives: 1 Strategies: 1 Activities: 4	Organizational	\$19825

## Goal 1: Increase the percentage of effective teachers from \_\_\_\_\_% in 2015 100% in 2020

### Measurable Objective 1:

collaborate to incorporate the TPGES system of teacher and principal evaluation by 05/31/2016 as measured by Baseline data to be set by KDE.

### Strategy 1:

Professional Growth and Effectiveness System - Teachers and principals will spend multiple hours in professional development on the procedures and implementation of the Professional and Growth Effectiveness System either through direct instruction or using the Edviation program

Category: Teacher PGES

Research Cited: Kentucky Initiative

Activity - Leadership Team	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A leadership team will be created to work with all teachers.	Policy and Process	08/17/2015	06/30/2016	\$0	No Funding Required	Superintendent, Central Office, Principals, some teachers
Activity - TPGES initial training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will continue to receive professional development on the procedures of TPGES. For teachers who may need professional learning opportunities, Edviation will be funded by the district.	Policy and Process	08/17/2015	05/31/2016	\$7990	District Funding	Central Office, KEDC staff, Principals
Activity - Teacher TPGES training on Peer Observer	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will be trained as Peer Observers through the Edviation program.	Policy and Process	08/17/2015	12/31/2015	\$7990	District Funding	Principal, Central Office staff, and teachers
Activity - Required reports to be completed in CIITS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will complete self-reflections, Teacher Growth Goals, and Student Growth goals in CIITS per requirements of TPGES. Teachers will also design benchmark tests to be saved in CIITS.	Professional Learning	08/17/2015	05/31/2016	\$3845	Race to the Top, District Funding	Principal, teachers, central office staff

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Leadership Team	A leadership team will be created to work with all teachers.	Policy and Process	08/17/2015	06/30/2016	\$0	Superintendent, Central Office, Principals, some teachers
<b>Total</b>					\$0	

### Race to the Top

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Required reports to be completed in CIITS	All teachers will complete self-reflections, Teacher Growth Goals, and Student Growth goals in CIITS per requirements of TPGES. Teachers will also design benchmark tests to be saved in CIITS.	Professional Learning	08/17/2015	05/31/2016	\$3000	Principal, teachers, central office staff
<b>Total</b>					\$3000	

### District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
TPGES initial training	Teachers will continue to receive professional development on the procedures of TPGES. For teachers who may need professional learning opportunities, Edviation will be funded by the district.	Policy and Process	08/17/2015	05/31/2016	\$7990	Central Office, KEDC staff, Principals
Required reports to be completed in CIITS	All teachers will complete self-reflections, Teacher Growth Goals, and Student Growth goals in CIITS per requirements of TPGES. Teachers will also design benchmark tests to be saved in CIITS.	Professional Learning	08/17/2015	05/31/2016	\$845	Principal, teachers, central office staff
Teacher TPGES training on Peer Observer	All teachers will be trained as Peer Observers through the Edviation program.	Policy and Process	08/17/2015	12/31/2015	\$7990	Principal, Central Office staff, and teachers
<b>Total</b>					\$16825	

# **KDE Needs Assessment**

## **Introduction**

The purpose of the School Needs Assessment is to use data and information to prioritize allocation of resources and activities.

## **Data Analysis**

**What question(s) are you trying to answer with the data and information provided to you? What does the data/information tell you?**

**What does the data/information not tell you?**

Although we are still classified as Needs Improvement, we are progressing. In the data analysis by the staff of KPREP scores, many positives were found. Overall school accountability improved from the 30th percentile to the 53rd. That is an increase of 23

Overall school score increased from 57.9 to 63.3. That is an increase of 5.4 points. We were 3.7 points away from being proficient.

We have met the AMO the past two years.

Reading novice decreased by 7 percent

Reading proficient increased by 8 percent

Math distinguished increased by 5 percent

Social Studies novice decreased by 7 percent

Social Studies apprentice decreased by 22 percent

Social Studies proficient increased by 23 percent

Social Studies distinguished increased by 6 percent

Writing novice decreased by 8 percent

Writing apprentice decreased by 8 percent

Writing proficient increased by 10 percent

Writing distinguished increased by 6 percent

Language mechanics novice decreased by 5 percent

Language mechanics proficient increased by 9 percent

Writing and Social Studies were are strength for 2015.

Math and language mechanics are a concern.



## **Areas of Strengths**

**What were the areas of strength you noted? What actions are you implementing to sustain the areas of strength? What is there cause to celebrate?**

Writing and Social Studies

Continue with writing portfolios and field trips to gain knowledge for social studies such as trips to the Nina and Pinta.

## **Opportunities for Improvement**

**What were areas in need of improvement? What plans are you making to improve the areas of need?**

Math and language mechanics. RTI groups and teachers aides are focused on helping with specific areas of concern and small groups are now implemented.

## **Conclusion**

**Reflect on your answers provided in the previous sections. What are your next steps in addressing areas of concern?**

Next steps are to continue with RTI and use of web based programs of IXL for ELA and math. Third grade are focused with extra teacher aide help for small group. 2nd grade is having rti small group pull out.

# **KDE Compliance and Accountability - Schools**

## **Introduction**

The process of Improvement Planning in Kentucky is used as the means of determining how schools and districts will plan to ensure that students reach proficiency and beyond by 2015. The process focuses school and district improvement efforts on student needs by bringing together all stakeholders to plan for improvement, by focusing planning efforts on priority needs and closing achievement gaps between subgroups of students, by building upon school and district capacity for high quality planning, and by making connections between the funds that flow into the district and the priority needs in schools.

Your school's plans for improvement must be based on careful and honest analysis of data, address all content areas, and clearly address gaps in student achievement.

## Planning and Accountability Requirements

**The school has identified specific strategies to address areas for improvement identified in the TELLKY Survey results.**

**Goal 1:**

Teachers will discuss and analyze TELL survey to discuss specific areas of improvement

**Measurable Objective 1:**

collaborate to analyze and discuss results of the TELL survey by 12/01/2015 as measured by improvement through revised policies and procedures .

**Strategy1:**

TELL survey - Teachers will meet in PLC's and teacher's meetings to discuss the results of the TELL survey and to develop a plan of improvement

Category: Management Systems

Research Cited: Kentucky Initiatives

Activity - Analysis of TELL survey	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Meet in groups to analyze results of current TELL survey, compare to previous, determine and implement ways to improve results	Policy and Process	01/05/2015	12/01/2015	\$0 - No Funding Required	Central Office staff, principal, teachers

**The school identified specific strategies to increase the average combined reading and math K-Prep proficiency scores.**

**Goal 1:**

Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 40.4% in 2014 to 58.3 in 2015 toward the goal of 70.2 in 2017 by focusing on ELA standards.

**Measurable Objective 1:**

A 12% increase of Black or African-American, Economically Disadvantaged, Hispanic or Latino and Students with Disabilities students will collaborate to increase the average combined reading and math proficiency rating for all students in the non-duplicated gap group from 43.0 to 52.8 in English Language Arts by 05/31/2016 as measured by KPREP.

**Strategy1:**

Differentiated Instruction - The ELA teachers in PLC will develop plans to implement differentiated instruction to reach non-duplicated gap

**KDE Comprehensive School Improvement Plan**

Fairview Elementary School

students.

Category: Continuous Improvement

Research Cited: Kentucky Initiative

Activity - Intervention Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Expand upon district bank of intervention strategies that are research-based and matched to individual student needs with ways to determine effectiveness	Policy and Process	09/01/2014	05/29/2015	\$0 - No Funding Required	Principal, reading consultant, central office staff

Activity - Provide applied learning ELA lessons	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Research parental involvement strategies such as training parents on fluency and numeration.	Parent Involvement	09/01/2014	05/29/2015	\$0 - No Funding Required	Principal, teachers, reading consultant, Title 1 Staff

**All children-were screened for kindergarten readiness. If yes, name the assessment.****Goal 1:**

Kindergarten Readiness- to increase Brigance Scores

**Measurable Objective 1:**

A 20% increase of Pre-K and Kindergarten grade students will collaborate to increase the Brigance scores in English Language Arts by 05/31/2016 as measured by k screen.

**Strategy1:**

letter recognition - Collaboration within the preschool program

Category: Early Learning

Research Cited:

Activity - Letter people	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use of letter people in a specific order to learn the alphabet	Academic Support Program Direct Instruction	08/31/2015	05/31/2016	\$0 - No Funding Required	principal, required teachers and aides.

**The school identified specific strategies to increase the percentage of students who are Kindergarten ready.**

# KDE Comprehensive School Improvement Plan

Fairview Elementary School

## Goal 1:

Kindergarten Readiness- to increase Brigance Scores

### Measurable Objective 1:

A 20% increase of Pre-K and Kindergarten grade students will collaborate to increase the Brigance scores in English Language Arts by 05/31/2016 as measured by k screen.

### Strategy1:

letter recognition - Collaboration within the preschool program

Category: Early Learning

Research Cited:

Activity - Letter people	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use of letter people in a specific order to learn the alphabet	Direct Instruction Academic Support Program	08/31/2015	05/31/2016	\$0 - No Funding Required	principal, required teachers and aides.

The school identified specific K-3 strategies to increase the average 3rd grade math and reading combined K-Prep proficiency scores.

## Goal 1:

Increase 3rd grade reading and math

### Measurable Objective 1:

11% of Third grade students will collaborate to decrease novice scores in math in Mathematics by 05/31/2016 as measured by kprep.

### Strategy1:

RTI groups - Classes are leveled based on ability. Classes have extra teaching staff to help with small group.

Category: Continuous Improvement

Research Cited:

Activity - small group instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
differentiated small group instruction	Direct Instruction	10/05/2015	05/31/2016	\$0 - No Funding Required	principal and third grade teachers



**Goal 2:**

Decrease reading novice

**Measurable Objective 1:**

7% of Third grade students will collaborate to decrease reading novice in Reading by 05/31/2016 as measured by kprep.

**Strategy1:**

small group instruction - small group instruction for leveled readers

Category: Continuous Improvement

Research Cited:

Activity - Journeys	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
use of Journeys for phonics, vocabulary, spelling, comprehension	Direct Instruction	08/13/2015	05/31/2016	\$2700 - District Funding	principal, reading specialist and third grade teachers

**The school identified specific strategies to address subgroup achievement gaps.****Goal 1:**

Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 41.1 in 2015 to 48.2 in 2016 toward the goal of 70.2 in 2017 by focusing on ELA standards.

**Measurable Objective 1:**

A 1% increase of Black or African-American, Economically Disadvantaged, Hispanic or Latino and Students with Disabilities students will collaborate to increase the average combined reading and math proficiency rating for all students in the non-duplicated gap group from 48.3 to 49.5 in English Language Arts by 05/31/2016 as measured by KPREP.

**Strategy1:**

Differentiated Instruction - The ELA teachers in PLC will develop plans to implement differentiated instruction to reach non-duplicated gap students.

Category: Continuous Improvement

Research Cited: Kentucky Initiative

**KDE Comprehensive School Improvement Plan**

Fairview Elementary School

Activity - Intervention Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Expand upon district bank of intervention strategies that are research-based and matched to individual student needs with ways to determine effectiveness	Policy and Process	08/13/2015	05/31/2016	\$0 - No Funding Required	Principal, reading consultant, central office staff

Activity - Provide applied learning ELA lessons	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
small group leveled instruction	Direct Instruction	08/13/2015	05/31/2016	\$0 - No Funding Required	Principal, teachers, reading consultant, Title 1 Staff

**The school identified specific strategies to increase the average freshman graduation rate.**

N/A (this question does not apply)

**The school identified specific strategies to increase the percentage of students who are college and career ready.**

N/A (this question does not apply)

**The school identified specific strategies to increase the percentage of distinguished programs in the arts and humanities, PL/CS and writing.**

**Goal 1:**

The Practical Living/Career Studies Program Review and the Arts and Humanities Program Review will be reviewed and updated

**Measurable Objective 1:**

collaborate to review and update the Practical Living/Career Studies program review by 05/31/2016 as measured by development and submission to KDE of the final review rating and documentation of evidence .

**Strategy1:**

Update Practical Living/Career Studies PR - All teachers will be involved in the analysis of KDE scores. They will update the PR and determine changes in curriculum that will better serve the students of FES and will indicate a higher rating on the final review.

Category: Continuous Improvement

Research Cited: Kentucky Initiatives

Activity - PL/CS analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Analyze using KDE assigned score, note weaknesses and strengths, develop plan to improve and better serve students	Policy and Process	09/30/2015	05/31/2016	\$0 - No Funding Required	Central Office staff, principal, teachers



## **KDE Assurances - School**

## **Introduction**

KDE Assurances - School

**Assurances**

Label	Assurance	Response	Comment	Attachment
Comprehensive Needs Assessment	The school conducted a comprehensive needs assessment, which included a review of academic achievement data for all students and assessed the needs of the school relative to each of the schoolwide program components.	Yes	Biggest need is still in reading and relates to phonics.	

Label	Assurance	Response	Comment	Attachment
Core Academic Programs	The school planned and developed Schoolwide researchbased instructional reform strategies to strengthen the core academic program, increase the amount and quality of learning time, and provide additional support to all students.	Yes	Third grade schedule has been switched to incorporate extra staff for rti tutoring and small group RTI math teachers aide has been hired for 2nd grade Reading consultant is working with all grades to focus on ela in regards to fluency, vocabulary and comprehension	

Label	Assurance	Response	Comment	Attachment
Preschool Transition	The school planned preschool transition strategies and the implementation process.	Yes	Preschool and kindergarten teachers are having monthly common plc time to plan.	

Label	Assurance	Response	Comment	Attachment
Research-based Strategies	The school planned and developed schoolwide researchbased instructional strategies that provide additional instruction for students experiencing the greatest degree of difficulty mastering the state's academic achievement standards.	Yes	RTI is in action to provide interventions ESS after school program in action to provide tutoring	

Label	Assurance	Response	Comment	Attachment
Highly Qualified Teachers	The school planned strategies to recruit and retain highly qualified teachers.	N/A		

Label	Assurance	Response	Comment	Attachment
Title I, Part A Schoolwide Funds	The school allocated and spent Title I, Part A Schoolwide funds only on allowable programs and activities and maintained appropriate financial records in this regard on its Title I, Part A programs and activities.	Yes	Yes, this year title is being spent on appropriate staff to help educate underachieving students.	

# KDE Comprehensive School Improvement Plan

Fairview Elementary School

Label	Assurance	Response	Comment	Attachment
Parental Involvement	The school planned or developed strategies to increase parental involvement in the design, implementation, evaluation and communication of assessment results of the Schoolwide activities, which included the development and implementation of a Parent Compact and a Parent Involvement Policy.	Yes	Kindergarten reading night	

Label	Assurance	Response	Comment	Attachment
Schoolwide Planning	The school incorporated the ten schoolwide planning criteria into the existing school improvement planning process.	N/A		

Label	Assurance	Response	Comment	Attachment
Professional Development	The school planned or provided appropriate professional development activities for staff members who will be serving students.	Yes	Reading and writing pd were provided the beginning of the year Quality questioning pd was offered at kedc over the summer Science and social studies pd was provided over the summer Hattie conference was offered to staff in September.	

Label	Assurance	Response	Comment	Attachment
Comprehensive Plan	The school an annual evaluation that addresses the implementation of the comprehensive plan and student achievement results that will inform changes when needed.	Yes	Yes, teachers go over data.	

Label	Assurance	Response	Comment	Attachment
Comprehensive Needs Assessment	The school conducted a comprehensive needs assessment, which included a review of academic achievement data, and established objective criteria for identifying eligible Title I students.	Yes	This is done through the rti process.	

Label	Assurance	Response	Comment	Attachment
Instructional Strategies	The school planned and developed research based instructional strategies to support and assist identified students.	Yes	small group pull out ixl web based program	

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned targeted assistance activities for identified students that coordinated and integrate with other federal, state, and local programs.	Yes	rti flexing schedule with up and down based on level	

# KDE Comprehensive School Improvement Plan

Fairview Elementary School

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned targeted assistance activities for identified students that coordinate with and support the regular educational program so identified students have access to both.	Yes	differentiation in instruction flexing schedule	

Label	Assurance	Response	Comment	Attachment
Schoolwide Activities	The school planned activities to coordinate and integrate with other federal, state, and local programs.	Yes		

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned or developed strategies to monitor and evaluate the success of targeted assistance activities with the identified students and will use the results of the evaluation to inform and improve instructional strategies and professional development activities.	Yes	data walls star reading and math testing- every grading period pre, mid and post testing	

Label	Assurance	Response	Comment	Attachment
Highly Qualified	The school assigned paraprofessionals who met the requirements of Highly Qualified under ESEA to work with targeted assistance programs and activities.	Yes		

Label	Assurance	Response	Comment	Attachment
Federal Program Funds	The school allocated and spent federal program funds only on programs and activities for identified eligible students. The school maintained appropriate financial records on its Title I, Part A programs and activities.	Yes		

Label	Assurance	Response	Comment	Attachment
Parental Involvement	The school planned or developed strategies to increase parental involvement in the design, implementation, and evaluation of the targeted assistance activities, which included the implementation of a Parent Compact and a Parent Involvement Policy.	Yes		

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Planning	The school incorporated the eight Targeted Assistance Planning components into the existing school improvement planning process.	N/A		

Label	Assurance	Response	Comment	Attachment
Professional Development	The school planned or provided appropriate professional development activities for staff members who serve identified Title I students.	Yes	reading consultant trained staff through pd	



# KDE Comprehensive School Improvement Plan

Fairview Elementary School

Label	Assurance	Response	Comment	Attachment
Comprehensive Improvement Plan	The school planned an annual evaluation that addressed the implementation of the comprehensive plan and student achievement results that informed changes when needed.	Yes	committee meeting	

Label	Assurance	Response	Comment	Attachment
Transparency	The current school year Comprehensive School Improvement Plan (CSIP) is available for stakeholders to examine on our school website (provide the website link below).	No	working on getting results to sbdm and putting on website. Teachers have reviewed it.	

Label	Assurance	Response	Comment	Attachment
Teacher Quality	The school notifies parents when their child(ren) are taught for four or more consecutive weeks by teachers who are not highly qualified.	N/A		

Label	Assurance	Response	Comment	Attachment
Professional Development	The school provides professional development for staff based on a comprehensive needs assessment, which included a review of academic achievement data and additional criteria, to ensure all students are college and career ready.	Yes		

Label	Assurance	Response	Comment	Attachment
Ranking Report	The school ensures that if the Title I Ranking Report lists counselors, nurses, media, specialists or "other" staff for the school, there is documentation indicating this need in order to improve student achievement.	N/A		

Label	Assurance	Response	Comment	Attachment
Para-educators	The school ensures that all para-educators with instructional duties are under the direct supervision of a highly qualified classroom teacher and providing instruction rather than clerical work.	Yes		

Label	Assurance	Response	Comment	Attachment
Para-educators	The school ensures that all para-educators with instructional duties that involve targeted students are under the direct supervision of a highly qualified classroom teacher and providing instruction rather than clerical work.	Yes		

**KDE Comprehensive School Improvement Plan**

Fairview Elementary School

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Para-educator Non-Instructional Duties	The school ensures that there is a schedule of non-instructional duties for para-educators demonstrating that the duties are on a limited basis only.	Yes		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Para-educator Non-Instructional Duties	The school scheduled non-instructional duties for para-educators working with targeted students demonstrating that the duties are on a limited basis only.	Yes		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Cap Size Requirements	The school met its cap size requirements without using Title I funds.	Yes		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Cap Size Requirements	The school met its cap size requirements without using Title II funds.	Yes		

# **The Missing Piece**

## **Introduction**

This report provides a comprehensive response to the six objectives of The Missing Piece set for the by the Commissioner's Parent Advisory Council (CPAC). This diagnostic uses performance measurement and progress, as well as relationship building, resources and support to build capacity within schools and districts measure parent involvement and the desired outcome being made. Use the links below to navigate the diagnostic content and respond to the questions.

## Stakeholders

**What stakeholders (name and title) did you engage for the purpose of completing the Missing Piece diagnostic?**

district central office staff

teachers

## Relationship Building

Overall Rating: 2.14

	Statement or Question	Response	Rating
2.1	Parents report that school staff understands and demonstrates how strong relationships with parents contribute to effective teaching and learning.	Parents report their relationship with school staff is about discussing student academic performance and/or behavior.	Apprentice

	Statement or Question	Response	Rating
2.2	School staff implements systematic steps to welcome the parents of new and English as-a-Second-Language (ESL) students (for example, using home visits, personal calls or letters, open houses and/or other methods).	Relationships with parents of new and ESL students are informal, occasional or accidental, and information is provided if requested.	Apprentice

	Statement or Question	Response	Rating
2.3	Parents and other stakeholders report that they are actively welcomed when they visit the school.	Parents and other stakeholders report that they are actively welcomed when they visit the school.	Proficient

	Statement or Question	Response	Rating
2.4	School staff implements systematic steps to encourage parents to attend school activities and participate in decisions about their children's learning.	School staff implements systematic steps to encourage parents to attend school activities and participate in decisions about their children's learning.	Proficient

	Statement or Question	Response	Rating
2.5	School staff involves parents in personal communication about their students' progress at least once a month.	Administrators and school staff are available to parents by appointment only to discuss their student's progress.	Apprentice

	Statement or Question	Response	Rating
2.6	School staff completes needs assessment with all parents to determine resources necessary for their child's academic success.	Teachers informally collect some student needs data and some parents are contacted to discuss those needs.	Apprentice

	Statement or Question	Response	Rating
2.7	All parents are asked for feedback on the school's efforts to welcome and engage parents and the feedback is used to improve the school's efforts.	Student/family feedback is not included in any assessment of the school's efforts to welcome and engage parents.	Novice

## Communications

Overall Rating: 2.0

	Statement or Question	Response	Rating
3.1	School staff implements systematic efforts to inform parents about academic goals, class work, grades and homework for their children in their home language. (For example, classroom contracts, student assignment books, homework websites, and online grade books).	School staff implements systematic efforts to inform parents about academic goals, class work, grades and homework for their children in their home language. (For example, using classroom contracts, student assignment books, homework websites, and online grade books.)	Proficient

	Statement or Question	Response	Rating
3.2	School staff offers varied ways that parents can share information with teachers about their children's learning needs. (For example, phone and e-mail contacts, offering parent conferences, making home visits, or other methods).	School staff offers varied ways to that parent can see share information with teachers about their children's learning needs. (For example, phone and email contact, offering parent conferences, and making home visits).	Proficient

	Statement or Question	Response	Rating
3.3	School staff partners with community leaders and organizations to build parent understanding of academic expectations, school strategies, and student achievement results.	School staff rarely provides general information to the community about academic expectations of students.	Novice

	Statement or Question	Response	Rating
3.4	School staff offers parents opportunities to discuss school-wide achievement issues, including assessment data, at least once a semester.	School staff, as mandated by law, addresses data on student achievement.	Novice

	Statement or Question	Response	Rating
3.5	School staff implements systematic efforts to maximize parent-teacher conference participation. (For example, offering multiple locations, convenient times, follow-up with parents who do not reply to first notices, and opportunities for student-led conferences).	School staff implements systematic efforts to maximize parent-teacher conference participation. (For example, offering multiple locations, convenient times, follow-up with parents who do not reply to first notices, opportunities for student-led conferences).	Proficient

	Statement or Question	Response	Rating
3.6	At least 50 percent of parents respond to annual school and/or district stakeholder surveys.	Parents are not encouraged to give feedback on school or student performance.	Novice

# KDE Comprehensive School Improvement Plan

Fairview Elementary School

---

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>3.7</b>	Stakeholder survey data is consistently used to plan school improvement efforts and to evaluate their effectiveness.	School staff develops a survey that is sent to parents, with low response rate and results are reported in school improvement plan.	Apprentice



## Decision Making

Overall Rating: 1.29

	Statement or Question	Response	Rating
4.1	The school staff offers professional learning community opportunities, workshops, and easily accessible written information to equip parents for service on the SBDM council and committees.	Parents elected to serve on school council are invited to attend basic district training. No effort to include other parents on SBDM committees.	Novice

	Statement or Question	Response	Rating
4.2	School council and committees facilitate broad parent participation by actively recruiting diverse membership, providing interpreters and translated materials when needed, setting convenient meeting times, and seeking wide parent input. At least 40 percent of parents vote in SBDM parent election.	School council has parent members as required by law, parents are not asked to serve on committees, meeting time and place is determined by principal. Low voter turnout for SBDM parent election.	Novice

	Statement or Question	Response	Rating
4.3	Parents on the SBDM council and committees engage and mentor many other parents by reporting to multiple groups and seeking input through surveys, meetings, and varied other methods.	School council chair sends council minutes to largest parent organization with no follow-up.	Novice

	Statement or Question	Response	Rating
4.4	The school council adopts measurable objectives and plans coherent strategies to build authentic parent participation, and the school council monitors the implementation and impact of that work.	School council has some parent involvement action items imbedded in a few components. They are usually not measurable, have little to no funding, and consistent implementation and impact checking is not done.	Novice

	Statement or Question	Response	Rating
4.5	School council policies ensure active roles for parents on SBDM council and committees, and other groups making decisions about school improvement.	School council encourages parents to serve only on SBDM committees that deal with parent involvement and/or school climate.	Apprentice

	Statement or Question	Response	Rating
4.6	Parents report that they are treated as valued partners on school leadership teams, SBDM council and committees, the school council, and other groups making decisions about school improvement.	Parents report that they are sometimes encouraged to take part in discussions about school improvement.	Apprentice

# KDE Comprehensive School Improvement Plan

Fairview Elementary School

---

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>4.7</b>	School staff has a plan to identify new and experienced parent leaders who support and build capacity for parents to serve effectively on the school council and committee work.	Teachers share information from year to year with parents who serve on the school council and/or overlaps council terms of parents.	Novice

## Advocacy

Overall Rating: 2.0

	Statement or Question	Response	Rating
5.1	School staff ensures every student has a parent and/or another adult who knows how to advocate, or speak up for them, regarding the student's academic goals and individual needs.	School staff ensures every student has a parent and/or another adult who knows how to advocate, or speak up for them, regarding the students' academic goals and learning needs.	Proficient

	Statement or Question	Response	Rating
5.2	Most parents participate actively in student led conferences or other two-way communication about meeting their child's individual learning needs.	Some parents are involved in informal conversation with school staff to address their child's individual learning needs.	Apprentice

	Statement or Question	Response	Rating
5.3	Parents report participating actively and effectively in required planning for individual learning, for example, Individual Education Plans, Individual Learning Plans, Gifted Student Plans, 504 Plans, and intervention strategies to ensure college readiness (Senate Bill 130).	Parents report that they are informed as required by law to participate in Individual Education Plans, Individual Learning Plans, and intervention strategies.	Novice

	Statement or Question	Response	Rating
5.4	School staff gives parents clear, complete information on the procedures for resolving concerns and filing complaints, and the council reviews summary data on those complaints to identify needed improvements.	Teachers handle parent complaints but outcomes are not tracked or reported.	Novice

	Statement or Question	Response	Rating
5.5	School staff ensures that parents and community members are well informed about how to become educational advocates, or how to access a trained educational advocate when needed.	School staff ensures that parents and community members are well informed about how to become an educational advocate or how to access an educational advocate when needed.	Proficient

	Statement or Question	Response	Rating
5.6	As students are identified by school staff as having disabilities or performing at the novice level, additional intentional steps are taken to ensure that parents have the option to use a trained advocate to assist them in speaking for their child's needs.	Novice level students are identified by school staff to receive targeted strategies for academic improvement. Parents are informed of the strategies but do not receive training on how to use those strategies or how progress will be measured.	Apprentice

## Learning Opportunities

Overall Rating: 1.33

	Statement or Question	Response	Rating
6.1	Parents have multiple opportunities to learn about and discuss the following: - Kentucky standards and expectations for all students - The school's curriculum, instructional methods, and student services - The school's decision-making process, including opportunities for parents to participate on SBDM councils and committees - Their children's learning and development, along with legal and practical options for helping their children succeed, such as the IEP and/or ILP process - Community resources to support learning - Opportunities to participate in state and district school improvement efforts, such as forums, committees, and surveys.	School provides one open house a year and offers some written materials about: • Kentucky standards and expectations for all students. • School's decision-making process, including opportunities for parents to participate on councils and SBDM committees.	Novice

	Statement or Question	Response	Rating
6.2	School staff makes systematic use of written communications (for example, newsletters, websites, and bulletin boards) to help parents understand their own children's progress and the progress of the school.	School staff provides parents with information about their child's academic progress and the progress of the school.	Apprentice

	Statement or Question	Response	Rating
6.3	School staff displays proficient student work with scoring guides to demonstrate academic expectations to parents and students, and updates the displays regularly.	School staff exhibits some student work with scoring guide and proficient level work.	Apprentice

	Statement or Question	Response	Rating
6.4	School staff offers parent workshops and meetings in convenient locations to help parents develop skills in supporting their children's learning and the school's improvement efforts.	School staff offers some information to parents to learn how to support their child's learning.	Novice

	Statement or Question	Response	Rating
6.5	School council has a classroom observation policy that welcomes families to visit all classrooms.	School staff allows parents to visit regular education classrooms upon request. There is no school policy.	Novice

	Statement or Question	Response	Rating
6.6	School staff develops parent leaders who contribute regularly to other parents' understanding and who help meet other parent learning needs.	There is little or no development of parent leaders.	Novice

## Community Partnerships

Overall Rating: 1.17

	Statement or Question	Response	Rating
7.1	School leadership regularly shares information on student achievement and involves business and community leaders in school improvement efforts.	School leadership informs the community once a year about student achievement. (For example, letters to editor or newspaper article).	Novice

	Statement or Question	Response	Rating
7.2	School leadership develops partnerships with several businesses, organizations, and agencies to support student learning and create mentors for students and parents.	After school programs are offered to some students.	Novice

	Statement or Question	Response	Rating
7.3	School leadership collaborates with employers to support parent and volunteer participation in students' education.	School leadership rarely invites employers to support adult participation in education.	Novice

	Statement or Question	Response	Rating
7.4	School staff collaborates with businesses, organizations, and agencies to address individual student needs and shares that information with parents.	School staff occasionally collaborates with community agencies to address individual student needs. Information is provided to parents upon request.	Apprentice

	Statement or Question	Response	Rating
7.5	Parents make active use of the school's resources and community resources and report that they provide meaningful help to resolve family challenges that could interfere with student learning. (For example, FRYSC or Title I coordinators connect family with community resources and follow up).	Parents are given information about community resources from school program coordinators or school staff.	Novice

	Statement or Question	Response	Rating
7.6	School staff offers and publicizes community-based learning activities aligned with the curriculum, such as tutoring linked to the curriculum and internships, for all students and parents.	School staff rarely updates or communicates with local agencies or programs that provide learning services.	Novice

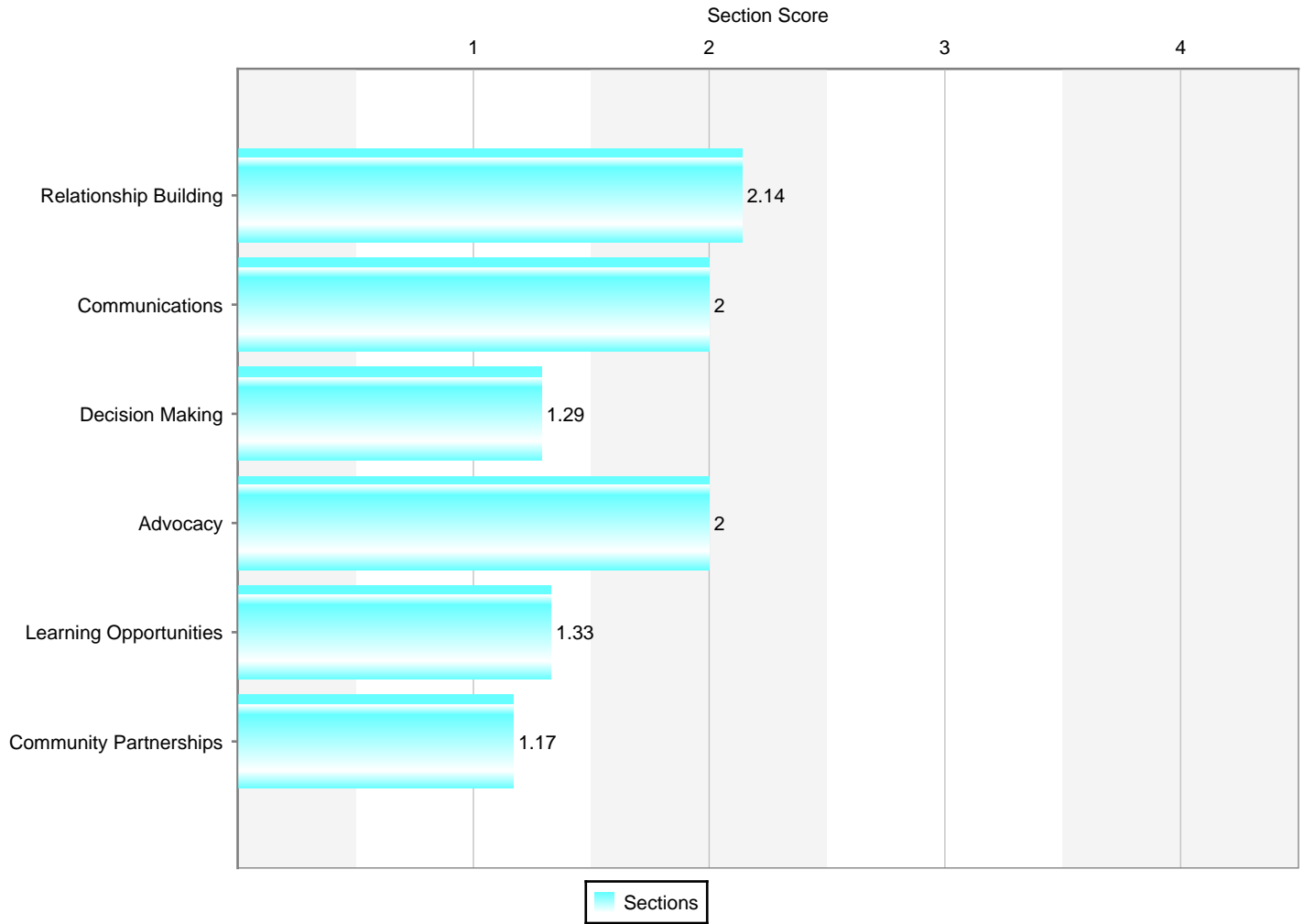
## **Reflection**

**Reflect upon your responses to each of the Missing Piece objectives.**

More collaboration and communication is needed with parents and the community

## Report Summary

### Scores By Section



# Improvement Plan Stakeholder Involvement



## **Introduction**

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

## **Improvement Planning Process**

Improvement Planning Process

**Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.**

District central office staff, reading consultant and teachers review data on a regular basis to come up with a plan to address the needs of all the students and improve their academics. SBDM members are elected yearly and have a stake in the ideas and planning for improvement. PTO is now operating on a regular basis to help with building needs.

**Describe the representations from stakeholder groups that participated in the development of the improvement plan and their responsibilities in this process.**

Teachers

PTO

SBDM

**Explain how the final improvement plan was communicated to all stakeholders, and the method and frequency in which stakeholders receive information on its progress.**

Teacher meetings

SBDM Meeting

# **School Safety Report**

## **Introduction**

In response to recent tragic events in our nation's schools, during the 2013 legislative session the Kentucky General Assembly took action, through the passage of Senate Bill 8/House Bill 354, to assure that our schools are safer places for students and staff to work and learn. Among other things, SB8/HB354 required changes to emergency plan requirements, the development of school safety practices, and additional severe weather, lockdown and earthquake drills. The bill also required local school district superintendents to verify to the Kentucky Department of Education that all schools in the district are in compliance with these requirements. This diagnostic is the means by which this reporting is accomplished.

### School Safety Requirements

Label	Assurance	Response	Comment	Attachment
1.	Does each school have a written Emergency Management Plan (EMP)?	Yes		

Label	Assurance	Response	Comment	Attachment
2.	Did the SBDM Council adopt a policy requiring the development and adoption of an EMP?	Yes	June 30, 2015	

Label	Assurance	Response	Comment	Attachment
3.	Did the SBDM Council adopt the EMP?	Yes	June 30,2015	

Label	Assurance	Response	Comment	Attachment
4.	Has each school provided the local first responders with a copy of the school's EMP and a copy of the school's floor plan?	Yes		

Label	Assurance	Response	Comment	Attachment
5.	Has the EMP been reviewed and revised as needed by the SBDM council, principal, and first responders (annually)?	Yes	June 30, 2015	

Label	Assurance	Response	Comment	Attachment
6.	Was the EMP reviewed with the faculty and staff prior to the first instructional day of the school year?	Yes	August 11, 2015	

Label	Assurance	Response	Comment	Attachment
7.	Were local law enforcement and/or fire officials invited to review the EMP?	Yes		

Label	Assurance	Response	Comment	Attachment
8.	Are evacuation routes posted in each room at any doorway used for evacuation, with primary and secondary routes indicated?	Yes		

# KDE Comprehensive School Improvement Plan

Fairview Elementary School

Label	Assurance	Response	Comment	Attachment
9.	Has the local Fire Marshal reviewed the designated safe zones for severe weather and are they posted in each room?	Yes	September 2015	

Label	Assurance	Response	Comment	Attachment
10.	Have practices been developed for students to follow during an earthquake?	Yes		

Label	Assurance	Response	Comment	Attachment
11.	Has each school developed and adhered to practices designed to ensure control of access to each school (i.e., controlling access to exterior doors, front entrance, classrooms, requiring visitor sign-in and display of identification badges)?	Yes		

Label	Assurance	Response	Comment	Attachment
12.	Has each school completed all four emergency response drills during the first 30 days of the school year? (Fire in compliance with <a href="http://www.lrc.ky.gov/kar/815/010/060.htm" target="_blank">http://www.lrc.ky.gov/kar/815/010/060.htm</a> Fire Safety regulations), Lockdown, Severe Weather and Earthquake)	Yes	All drills were completed within the first 30 days: Lockdown - 8/24; Earthquake - 8/25; Severe Weather - 8/27; Fire - 8/28.	

Label	Assurance	Response	Comment	Attachment
13.	Are processes in place to ensure all four emergency response drills (Fire in compliance with <a href="http://www.lrc.ky.gov/kar/815/010/060.htm" target="_blank">http://www.lrc.ky.gov/kar/815/010/060.htm</a> Fire Safety regulations), Lockdown, Severe Weather and Earthquake) will occur within the first thirty instructional days beginning January 1?	Yes		

# **Equitable Access Diagnostic**

## **Introduction**

As part of No Child Left Behind (NCLB) each state is required to develop strategies to ensure that poor and minority children are not taught at higher rates than other children by inexperienced, unqualified, or out-of-field teachers. The results of this effort became a national push to ensure all teachers were highly qualified (HQT); meaning each teacher holds the appropriate certification for the content and/or grade level for which they are assigned. National data show that poor and minority continue to be taught by inexperienced, unqualified, or out-of-field teachers. As a result, in 2014, the United States Department of Education (USDOE) required states to develop equity plans and use evidence based strategies to address this issue. The focus of the plan is to move away from the concept of “highly qualified” to “high effective”.



**Needs Assessment**

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
1.1	Has a review of the data has been conducted to determine barriers to achieve equitable access to effective educators within the school?	Yes	Yes. review has been done with staff between plc group meetings.	

**What are the barriers identified?**

limited access to technology

pd differentiation

transparency with central office due to budget

**What sources of data were used to determine the barriers?**

tell survey

**What are the root causes of those identified barriers?**

lack of funding

lack of communication

**What does the Professional Growth and Effectiveness System data say about the effectiveness of teachers in the school?**

Majority of the teachers are at the accomplished level

Biggest need for improvement is in differentiation and quality questioning.

## **Equitable Access Strategies**

**Placement: Describe school policies or procedures that address the assignment of students to ensure low income and minority students are not assigned to inexperienced, ineffective or out-of-field teachers more often than their peers who are not identified as low income or minority students.**

All teachers within the school are highly qualified. Students social and economic backgrounds are not a basis for placement. Student achievement does go into place when it comes to leveling groups for certain content areas.

**Placement: How is data used to make student assignment decisions to ensure low income, minority, Limited English Proficient and Exceptional Children and Youth are not assigned to inexperienced, ineffective or out-of-field teachers more often than their peers?**

Data is used with assessments to see which students qualify for ess and extra small group pull out for rti.

**Recruitment and Retention: How does the school analyze student level data to design targeted recruitment of effective and diverse teachers?**

Data is used to see where the greatest need is in a particular grade or content level. Expertise is targeted for teacher recruitment in a highly needed area.

**Recruitment and Retention: How does the school recruit teachers who are effective in implementing practices that are targeted to support the diverse learning needs of minority students, low income students, Limited English Proficient and Exceptional Children and Youth?**

Specific qualities are advertised as to what is needed for the improvement of the school.

**Recruitment and Retention: How does the school retain effective teachers? Identify any incentives.**

Teacher leadership and input

Praise for accomplishment

There needs to be an incentive program implemented.

**Professional Learning: Identify supports, including mentoring and/or induction, provided to meet the needs of first year, inexperienced and out-of-field teachers.**

Grade and content level plc groups to help with planning and needs in the classroom.

Peer evaluations

**Professional Learning: Utilizing PGES data, how are the professional learning needs of teachers with an effectiveness rating below accomplished addressed?**

Professional development in the needed areas

**Working Conditions: How are TELL Kentucky results being addressed to increase recruitment, retention and professional learning needs of staff?**

Teachers felt there was too much paper work. That has worked on and lightened.

## Questions

**Identify all goals, objectives, strategies and activities created that support equitable access and the responses in this diagnostic.**

All teachers are given choices for the pd that they need.

All are invited to sbdm meetings to review budgets and finances.

Technology inventory and wish list has been made.