



KDE Comprehensive School Improvement Plan

Fairview High School
Fairview Independent

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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 High School, located in the community of Westwood, includes grades 6-12. Our middle school level students are housed in one building and the high school students in another. The middle level students, grades 6-8 meet in the former Renfroe Elementary building. Students cross the street in order to participate in elective classes such as art, choir, music, physical education, and library services, although the librarian is part-time. We currently have a volunteer crossing guard to ensure the safety of our students as they cross busy Main Street. Currently our enrollment is 455 with 41.98% of our students coming from out of district. We have 35 teachers, an assistant principal housed at the middle school, and a principal whose office is in the high school. Our age/condition of the high school building was among the five worst in the state. Over a \$2.5 million dollar renovation began in January 2013 with the installation of new windows and a new heating/air system to allow the building to be more efficient and more conducive to a comfortable learning atmosphere. The actual renovation project was not totally completed September 2013.

The 2014-2015 SY began with a challenge. Not only was this the first full year for our principal, a former Fairview graduate himself, but two weeks before the year was to begin, three experienced teachers who taught core classes resigned to take positions in neighboring school districts. SBDM was able to interview and fill those positions and several others that had opened due to transfers, etc. As a result this school year began with 7 first year teachers in core classes, plus new teachers in special education and foreign language. Through the KTIP program, district mentoring, and professional development/PLC meetings, all new teachers are doing well in their positions and all students remain on track for academic improvement.

Students are offered the opportunity through college dual placement, taught by college staff and our own qualified staff members, to graduate with enough college hours to enter college as a sophomore. The cohort graduation rate for 2013 was 93.6 although 100% of the senior class graduated with the majority of students pursuing college career. Scholarships attained by the class totaled more than \$600,000. With the cooperation of a neighboring school system, students who chose may take technical classes toward a vocational education track. During the 2014-2015 SY more business classes were made available to the high school students who chose to take them. Many extra-curricular sports and activities are made available to all students. Sports include football, boys and girls basketball both at the middle and the high school levels. Also available are cheerleading, cross country, track, golf, baseball, softball, tennis, archery, and bowling. Because the school district is relatively small, many students are allowed the opportunity to participate in multiple sports. Our football and cross country team in the last 4 years have won quite a few honors. . The girls cross country team has won regional several times and won State Cross Country in 2010. They also qualified in the top of the region for the next 3 years. The motto of Fairview High School seen on the school building windows, bumper stickers, and sweatshirts, "Small School... Big Success" is apparent throughout.

Currently one of the most exciting aspects for the future of Fairview High School is the construction work on a new middle school wing adjacent and parallel to the main hallway of the high school building. The \$7.5M project is slightly ahead of schedule. During the Christmas break technology wiring was installed. Renovation will include moving the cafeteria to the current library area and the media center to the current cafeteria area. The main office and school entrance will also be moved to the media center area. This renovation phase should be completed by the 2015-2016 SY so next year's students will be able to enjoy these renovations. The construction of the middle school wing will continue through the 2015-2016 SY. Because the bid price came in lower than anticipated, additional money was available for additions to the lights for the softball and baseball fields as well as a 1500 square foot stage in the George Cooke Memorial gymnasium.

The community of Westwood may be small in area, but it is giantic in heart. Throughout the community one can see the signs "BITW," which means "Believe in the Wood." This community does believe in its "Wood." It is only through the efforts of the citizens of Westwood who passed a utility tax last year that allows the school district to make all the upgrades to its school buildings. This community pride is evident in something as simple as a Homecoming Parade for which hundreds of residents and former residents line the streets of the parade route to the monumental passing of a utility tax to keep the school district competitive!

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.

The mission statement of Fairview High School is to maintain an academic environment conducive to learning for all students through varied and appropriate teaching strategies with the supports of the parents, community, faculty, and students. Our belief is that all students can succeed given the right circumstances and nurturing. Fairview High School is currently housed in two buildings separated by a street that students have to cross. Posted on the doors as each student enters either the middle school or the high school building is the motto "Bottom Line...Students First." Within the schools on the doors or walls is the focal point of the school mantra, "Small School, Big Success." This statement was first spoken by a parent praising the Fairview School System for providing her son a strong education that allowed him to be a great success on the college level while he was still provided a small school family atmosphere of encouragement. Bumper stickers advertise this idea throughout the county. Throughout the halls are signs and posters that encourage positive characteristics such as pride, respect, positive attitude, etc. At the bottom of the student handbook that each student receives and must carry is the statement "Small School, Big Success." Beside each staff member's door is the placard Pride and Respect with the staff member's name. In the student handbook these characteristics are further delineated: "Take PRIDE in yourself; Take PRIDE in supporting others; Take PRIDE in OUR school." "RESPECT yourself; RESPECT others, RESPECT OUR school."

The curriculum we offer not only satisfies the state requirements, but it also is developed around the requests of the students. For example, a large number of students really wanted a forensics class. We offered it and now there are 1 class. Our students also get to partner with Marshall University in completing some of their forensics activities. For the 2013-2014 SY we added a zoology class and a science journalism class. Our students who want to participate in vocational classes are transported to the closest vocational school in a neighboring district so that they can receive the curriculum they most desire. Not only do we partner with ACTC for dual credit, we also have 2 teachers on staff who are qualified and teach a college credit level class: College Algebra and Freshman Composition. All students are expected to do their best at all times. If students need extra assistance with their class work, avenues are available for them such as after school or before tutoring. Many teachers during their planning periods give extra assistance to students. We have multiple computer based reinforcement/enrichment programs for their use as well as periodic testing to track their progress. For students who need extra assistance in meeting graduation requirements, we are initiating beginning in January a credit recovery program. To attest to the multiple ways that Fairview staff and administration work to make sure that all students succeed, we can boast of being one of the 5 high schools in Kentucky that had a 100% graduation rate for 2013! We maintained an 86.1 4-year adjusted cohort graduation rate in 2014 and a 95.8 adjusted 5-year rate, nearly 8 points above the state rate. We initiated multiple remediation and enrichment opportunities for our students to become successful in college and career readiness. Our jump in college and career readiness targets for the 2013-2014 SY from 37.3 to 68.8 attests to the performance of our students.

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.

Fairview High School may only have 455 students, but the accomplishments in academics and sports are large. In 2011 we were the only high school and middle school in the area to meet all 10 NCLB goals. In 2012 we were one of 5 high schools in the state to make a 100% graduation rate. The two years prior to 2012, we were among the schools with the highest graduation percentage in the state. Our teachers find innovative ways to fund special projects in their classrooms. For example, one history teacher has written 2 grants to fund two major projects for his students which include field trips to a coal mine in Harlan County and to an educational movie to enhance one of the historical periods in the curriculum. Our librarian, facing budget cuts, applied for and received 2 grants, The Steele-Reese Foundation grant for \$20,000 and the Laura Bush Foundation grant for \$5,000, so that she could purchase additional books for the library. All teachers and students gave input toward the books that were purchased. Two years ago we added a new class to our science curriculum, Forensics. We partnered with KY State Police and KY State Police Crime Lab for guest speakers, mock crime scenes, and mock trials. We also partnered with the Graduate forensic science program at Marshall University for visits to their crime scene house. We not only partner with Marshall University for Forensics, but again for Anatomy. Our anatomy students visit the Marshall School of Medicine for field trips that provide hands-on activities. In 2014 a Book Club was formed that meets every Friday during lunches. The Club continues for the 14-15 SY. Currently there are 5 teacher advisors for the 3 lunch periods that serve students in grades 6-12. Books are nominated by students, researched by the librarian for literary review, and purchased by the school, the remaining Steele-Reese Grant money, and KYSAFE, a Community of Sharing, Funding by the Commonwealth Council on Developmental Disabilities represented by Corey Moore.

The Fairview Middle School team received the Hume Sportsmanship Award at Governor's Cup in 2010, 2011, and 2012. The Fairview MS team advanced to regional competition in Math, Science, Composition, and Social Studies in 2011; and advanced to regional Governor's Cup in Social Studies, Composition, and Science in 2012. The Quick Recall team also advanced to region in both 2011 and 2012. Our students continued their success at the Marshall SCORES Academic Festival. In the last 3 yrs we have placed 3rd and 2nd in our division as well as won the school spirit award 2 yrs in a row. Our middle school academic team had members advance to region in Social Studies and Composition in 2012-2013. In 2013-2014 we placed in Language Arts, Quick Recall, and Composition at the Sixth Grade Showcase winning 3rd place overall for our area (our of 6 schools). In 2014 one of our 8th graders qualified in composition for Governor's Cup competition; another qualified for regionals in Science and Social Studies; and another in Science. The middle school academic team also had other qualifiers.

The following is an example of the success of our class of 2013 besides achieving 100% graduation rate:

*45 students received some sort of scholarship award

*10 students earned scholarships to Morehead State University, our regional university, Georgetown, Eastern State, UPike, Mount Vernon University, Berea, and University of Kentucky

*13 students earned scholarships to ACTC

*many other scholarship awards were given

*****all scholarships given to Fairview High School Class of 2013 totaled over \$450,000

In sports we excelled in baseball, basketball, volleyball, and football. Our baseball team in 2012 was 16th Region All "A" Champion. Our boys basketball in 2011 was 64th District Runner-up. One of the 2012 team members was recruited from various schools and is playing at NOVA in Ft. Lauderdale, Florida. Our girls volleyball was District Runner-up in 2010 and 2012. In 2011 they were the 64th District Runner-up. One SY 2014-2015

player was named to the 2013 All-Area Volleyball team. Our Varsity volleyball team was the 2013 District Runner-up. Our Girls Cross Country team won the Class "A" State Championship in 2010. Our cheerleaders won the UCA leadership award, UCA camp runner up, 16th region runner up, and UCA camp dance runner up in 2012. In 2013 our cheerleaders were 16th Region Co-ed Champs and earned the opportunity to compete in state competition. Our girls softball team did well in th 2013 season. The girls were the champions of the Pendleton Co. Swing for the Cure tournament. Two members were named to the all area Honorable Mention softball team. Several members of both the softball and the volleyball teams were named to the 2013 KHSSA Academic All-State First Team and Honorable Mention. We had several students qualify for scholarship to college for golf, track, and football.

Our school is striving to maintain 100% graduation rate each year. We have implemented a variety of programs to allow our students to become better prepared for state testing as well as in their college/career. Beginning in November of 2013, we implemented a 30 minute class period called SOAR in which all students grades 6-12 receive remediation or enrichment determined by their state test scores: other measures of knowledge, as MAP or STAR reading; or need to become CCR. For the 2014-2015 SY, our SBDM approved a credit recovery policy so we will have the sources through the PLATO Credit Recovery program to help any of our students who need that type of assistance to allow them to graduate. One goal for the 2013-2014 SY was to raise ACT benchmark scores and EOC benchmark scores. We were striving to increase the percentage of students who graduate college ready and we were working toward a future goal of graduating more students who are career ready. (To accomplish the career ready goal, we began revamping our curriculum incorporating more classes that are geared toward a career or industry certificate.) When the state testing results were released we found that we were successful with our efforts. Our delivery target for CCR in 2013-2014 was to achieve 58.0; we actually scored 81.3, 23.3 points higher than our goal! We were also striving to raise reading and math proficiency scores at the middle school level. Although scores were raised nearly 10 points, we still fell short of the target. We will continue with a goal of raising those scores this year.

The greatest area of achievement for Fairview High School was our accountability performance. For the 2012-2013 SY, we scored 58.4 and were in the 15th percentile of schools in Kentucky. For the 2013-2014 SY, we scored 74.7 and jumped significantly to the 88th percentile of schools in Kentucky earning a Proficient classification. The middle school level moved its scores from 52.0 and the 13th percentile to 64.0 and the 58th percentile. The middle school is currently classified as a Progressing school. Our improvement goals for the 2014-2015 SY are to continue to move both schools higher.

Additional Information

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

For the success of our students, communication is a must. We encourage teachers to call parents when the need arises. Parents are encouraged to attend school council meetings, open house, and other activities at the school. The principal, counselor, senior advisor, and many teachers email parents with pertinent information regarding their students and the school activities throughout the year. We maintain a closeness with our students and their families. This atmosphere just adds to the family atmosphere of Fairview schools. We at Fairview High School have made a commitment to plan many opportunities for parents to become involved with our school. Volunteers are always welcome at our school!

The 2013-2014 SY faced Fairview High School with many challenges. Due to KHSAA sanctions, our principal was removed from his position in October, the football coach was removed at the end of the season, trophies won the previous year had to be returned, fines were paid, and many negative newspaper and news articles surfaced through the fall semester. The football team and entire student body suffered through all the embarrassment and ridicule. Our middle school/assistant principal served as an interim high school principal until the spring when he was hired by the SBDM as the permanent principal. New programs that were barely begun by the current principal (such as SOAR) were revised and continued to be implemented throughout the school year. The success of Fairview High School students as noted in the high school accountability scores can only be attributed to the dedication of the administration, teachers, staff, and district personnel and the pride of the students themselves. The desire of all involved persevered through all the negative press and allowed the students to become highly successful. Bottom line...students first!

FHS Gap Goals 2014-2015

Overview

Plan Name

FHS Gap Goals 2014-2015

Plan Description

To increase the combined reading and math proficiency ratings for all middle schools students in the non-duplicated gap groups as noted in KPREP.

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	To increase the average combined reading and math proficiency ratings for all middle school students in the non-duplicated gap group from 40.2% to 53.2% in 2015 toward the goal of 71.9% by 2017.	Objectives: 2 Strategies: 6 Activities: 7	Academic	\$5620

Goal 1: To increase the average combined reading and math proficiency ratings for all middle school students in the non-duplicated gap group from 40.2% to 53.2% in 2015 toward the goal of 71.9% by 2017.

Measurable Objective 1:

30% of Sixth, Seventh and Eighth grade Black or African-American, Economically Disadvantaged and Students with Disabilities students will demonstrate a proficiency in common core standards skills and understanding in Mathematics by 05/29/2015 as measured by KPREP benchmarks.

Strategy 1:

MAP assessment - All middle school students will be MAP tested early in the fall to determine their baseline data indicating weaknesses and strengths in their math skills. After remediation/enrichment, they will be tested again in the late winter/early spring to show growth.

Category: Continuous Improvement

Research Cited: Kentucky Initiatives

Activity - MAP assessment in mathematics	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All middle school students will be tested in math 2 times during the SY	Academic Support Program	09/08/2014	05/29/2015	\$2000	Other	Jason Morrison, Laura Daniels, Justin Hollingsworth, MS teachers

Activity - ESS tutoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who need additional remediation in math will meet in ESS to review math concepts and skills	Direct Instruction	09/08/2014	05/29/2015	\$0	No Funding Required	ESS teachers- Gibson, Litteral, Abt

Strategy 2:

Rigor Training - Teachers will participate in a professional development session on "Rigor in the Classroom" provided by the staff of KEDC. Then teachers will incorporate rigor into their lesson plans.

Category: Professional Learning & Support

Research Cited: Best Practices

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Activity - Rigor Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers are required to attend a PD session on Rigor in the Classroom. They will incorporate the strategies learned into their lesson plans.	Professional Learning	01/12/2015	05/29/2015	\$0	No Funding Required	PD Coordinator, Principal, KEDC staff, teachers

Measurable Objective 2:

30% of Sixth, Seventh and Eighth grade Black or African-American, Economically Disadvantaged and Students with Disabilities students will demonstrate a proficiency in reading skills and comprehension in Reading by 05/29/2015 as measured by the reading benchmark on the KPREP assessment.

Strategy 1:

STAR reading - Students will participate in the STAR reading program 3 times a year to evaluate the strengths and weaknesses in reading skills. Reading teachers will then analyze the results in order to update their lesson plans. In necessary, students can be referred to RTi or ESS for additional reading remediation.

Category: Continuous Improvement

Research Cited: Best Practices

Activity - STAR reading tests	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will take tests 3 times a year to evaluate their reading levels	Academic Support Program	09/22/2014	05/29/2015	\$1620	General Fund	Jason Morrison, Pam Swentzel, reading teachers

Strategy 2:

SOAR - MS Reading Students - Students will be placed in a small reading group so teachers can focus on enrichment/remediation skills in reading on a more individualized basis

Category: Continuous Improvement

Research Cited: Best Practices

Activity - Soar Reading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will focus on CCS using Successful Reader, Readworks.org, timed reading articles, etc., to improve reading levels of the students within each class.	Direct Instruction	10/23/2013	05/30/2014	\$0	No Funding Required	Central Office staff, principal, librarian, teachers

Strategy 3:

MAP assessment in reading - Students will take the MAP assessment in reading 2 times a year. The initial time will be to determine their weaknesses and strengths

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and to set their baseline in determining the group level in SOAR and ESS. The second time will be to evaluate their improvement.

Category: Continuous Improvement

Research Cited: Best Practices

Activity - MAP Reading assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students take MAP tests to determine strengths and weaknesses in reading skills and to determine their reading levels	Academic Support Program	08/18/2014	05/29/2015	\$2000	Other	Jason Morrison, Laura Daniels, Pam Swentzel, reading teachers

Strategy 4:

Reading PD for teachers - All teachers will continue discussion/implementation reading strategies, such as Marzano, etc. The reading teachers will meet monthly in PLC's to discuss success of strategies and to reevaluate the reading program, making changes as needed.

Category: Professional Learning & Support

Research Cited: Best Practices

Activity - Reading Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will work in PLC's to incorporate reading strategies into their lesson plans.	Professional Learning	09/22/2014	05/29/2015	\$0	No Funding Required	Principal, Laura Daniels, Pam Swentzel, 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
Soar Reading	Teachers will focus on CCS using Successful Reader, Readworks.org, timed reading articles, etc., to improve reading levels of the students within each class.	Direct Instruction	10/23/2013	05/30/2014	\$0	Central Office staff, principal, librarian, teachers
ESS tutoring	Students who need additional remediation in math will meet in ESS to review math concepts and skills	Direct Instruction	09/08/2014	05/29/2015	\$0	ESS teachers-Gibson, Litteral, Abt
Reading Strategies	Teachers will work in PLC's to incorporate reading strategies into their lesson plans.	Professional Learning	09/22/2014	05/29/2015	\$0	Principal, Laura Daniels, Pam Swentzel, teachers
Rigor Training	All teachers are required to attend a PD session on Rigor in the Classroom. They will incorporate the strategies learned into their lesson plans.	Professional Learning	01/12/2015	05/29/2015	\$0	PD Coordinator, Principal, KEDC staff, teachers
Total					\$0	

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
STAR reading tests	Students will take tests 3 times a year to evaluate their reading levels	Academic Support Program	09/22/2014	05/29/2015	\$1620	Jason Morrison, Pam Swentzel, reading teachers
Total					\$1620	

Other

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Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
MAP assessment in mathematics	All middle school students will be tested in math 2 times during the SY	Academic Support Program	09/08/2014	05/29/2015	\$2000	Jason Morrison, Laura Daniels, Justin Hollingsworth, MS teachers
MAP Reading assessment	Students take MAP tests to determine strengths and weaknesses in reading skills and to determine their reading levels	Academic Support Program	08/18/2014	05/29/2015	\$2000	Jason Morrison, Laura Daniels, Pam Swentzel, reading teachers
Total					\$4000	

KPREP Proficiency Goals 2014-2015

Overview

Plan Name

KPREP Proficiency Goals 2014-2015

Plan Description

Programs will be implemented in order to increase the combined reading and math KPREP scores for middle schools students by focusing on individual reading and math scores through enrichment and remediation.

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 middle school students in the non-duplicated gap group from 40.2% in 2014 to 53.2% in 2015, moving toward the goal of 71.9% by 2017.	Objectives: 2 Strategies: 4 Activities: 8	Academic	\$3620

Goal 1: Increase the average combined reading and math proficiency ratings for all middle school students in the non-duplicated gap group from 40.2% in 2014 to 53.2% in 2015, moving toward the goal of 71.9% by 2017.

Measurable Objective 1:

A 30% increase of Sixth, Seventh and Eighth grade Economically Disadvantaged students will demonstrate a proficiency in reading skills in English Language Arts by 05/29/2015 as measured by The reading benchmark on the KPREP test.

Strategy 1:

Reading Enrichment - Students will participate in the Star Reading program 4 times a year to evaluate the strengths and weaknesses in reading skills. Teachers will analyze the results. If necessary, students can be referred to RTI services.

Category: Continuous Improvement

Research Cited: Kentucky Initiatives

Activity - Star Reading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Computer based program to analyze reading skills.	Academic Support Program	08/25/2014	05/29/2015	\$1620	General Fund	Jason Morrison, Pam Swentzel, reading teachers

Activity - ESS for Reading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students receive additional practice in reading during ESS	Academic Support Program	09/01/2014	05/29/2015	\$0	No Funding Required	Principal, Gibson, Litteral, Abt

Activity - MAP testing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students will be MAP tested 3 times a year to determine math levels and weaknesses. Math teachers will then use MAP data to determine how to best intervene with the development of weak math skills with each student as noted in lesson plans.	Academic Support Program	10/06/2014	05/29/2015	\$2000	Other	Jason Morrison, Laura Daniels, Justin Hollingsworth, math teachers

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Activity - RTI reference	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Any student who qualifies for individual assistance with reading will be referred to the RTI program through completion of documentation according to RTI requirements	Academic Support Program	09/01/2014	05/29/2015	\$0	No Funding Required	RTI staff person, reading/language arts teachers

Strategy 2:

SOAR - MS - All middle school students will be scheduled into small, leveled enrichment reading groups for SOAR period to focus on reading strategies and timed reading sessions.

Category: Continuous Improvement

Research Cited: Best Practices

Activity - SOAR - Reading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Small group direct instruction in reading strategies using Ladders to Success and leveled timed reading packets as found on Readworks.org, etc.	Direct Instruction	08/11/2014	05/29/2015	\$0	No Funding Required	Principal, Central Office, teachers

Measurable Objective 2:

A 50% increase of Sixth, Seventh and Eighth grade Economically Disadvantaged students will demonstrate a proficiency in common core standards and basic skills in Mathematics by 05/29/2015 as measured by KPREP.

Strategy 1:

Common Core Standards in MATH - Middle school teachers will develop their lesson plans using their math textbooks. They will also use supplemental textbook materials for remediation and enrichment. Other materials and programs can also be used accordingly.

Category: Integrated Methods for Learning

Research Cited: Best Practices

Activity - Enrichment/Remediation activities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers continue to incorporate differentiated lessons as noted with the math textbooks and additional supplies into their lesson plans including their consumable math workbooks.	Direct Instruction	08/11/2014	05/29/2015	\$0	No Funding Required	Central Office, principal, teachers

Activity - SOAR - Math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will incorporate into their middle school math SOAR classes basic math skills. Small group direct instruction in math strategies using supplemental materials collected to reinforce and remediate basic skills.	Direct Instruction	08/11/2014	05/29/2015	\$0	No Funding Required	Principal, teachers

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Strategy 2:

Math Assessment - Teachers will administer the "Are you Ready?" math assessment to determine each student's skill level and reinforcement/remediation track.

Category: Continuous Improvement

Activity - Math Pre-assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will take the "Are You Ready?" math pre-assessment test. This is a textbook readiness assessment used to analyze math skills. The student will then receive remediation/reinforcement directed for his/her level.	Academic Support Program	09/08/2014	05/29/2015	\$0	No Funding Required	RTI staff, principal, math 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
SOAR - Reading	Small group direct instruction in reading strategies using Ladders to Success and leveled timed reading packets as found on Readworks.org, etc.	Direct Instruction	08/11/2014	05/29/2015	\$0	Principal, Central Office, teachers
ESS for Reading	Students receive additional practice in reading during ESS	Academic Support Program	09/01/2014	05/29/2015	\$0	Principal, Gibson, Litteral, Abt
Enrichment/Remediation activities	Teachers continue to incorporate differentiated lessons as noted with the math textbooks and additional supplies into their lesson plans including their consumable math workbooks.	Direct Instruction	08/11/2014	05/29/2015	\$0	Central Office, principal, teachers
Math Pre-assessment	Students will take the "Are You Ready?" math pre-assessment test. This is a textbook readiness assessment used to analyze math skills. The student will then receive remediation/reinforcement directed for his/her level.	Academic Support Program	09/08/2014	05/29/2015	\$0	RTI staff, principal, math teachers
RTI reference	Any student who qualifies for individual assistance with reading will be referred to the RTI program through completion of documentation according to RTI requirements	Academic Support Program	09/01/2014	05/29/2015	\$0	RTI staff person, reading/language arts teachers
SOAR - Math	All teachers will incorporate into their middle school math SOAR classes basic math skills. Small group direct instruction in math strategies using supplemental materials collected to reinforce and remediate basic skills.	Direct Instruction	08/11/2014	05/29/2015	\$0	Principal, teachers
Total					\$0	

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Star Reading	Computer based program to analyze reading skills.	Academic Support Program	08/25/2014	05/29/2015	\$1620	Jason Morrison, Pam Swentzel, reading teachers

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Total

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
MAP testing	All students will be MAP tested 3 times a year to determine math levels and weaknesses. Math teachers will then use MAP data to determine how to best intervene with the development of weak math skills with each student as noted in lesson plans.	Academic Support Program	10/06/2014	05/29/2015	\$2000	Jason Morrison, Laura Daniels, Justin Hollingsworth, math teachers
Total					<input type="text" value="\$2000"/>	

FHS Program Review 2014-2015

Overview

Plan Name

FHS Program Review 2014-2015

Plan Description

All program reviews - Writing, Arts & Humanities, Practical Living/Career Planning - are updated by all high school teachers 3 times during the 2014-2015 school year. World Language/Global Competency PR has been introduced and analyzed by all teachers. Teachers are in the process of incorporating one aspect of the WL/GC PR into their curriculum.

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	All teachers will participate in faculty meetings/PLC meetings devoted to the program review in the fall, winter, and spring.	Objectives: 1 Strategies: 4 Activities: 4	Organizational	\$0

Goal 1: All teachers will participate in faculty meetings/PLC meetings devoted to the program review in the fall, winter, and spring.

Measurable Objective 1:

collaborate to analyze and update the program reviews by 05/29/2015 as measured by evidence on file for the demonstrators in each review.

Strategy 1:

Writing Program Review analysis - Teachers representing each core subject area will meet and review/analyze/revise the Writing Program Review. Each department will update the demonstrator evidence that is incorporated in their respective classrooms. The participants will update the review in rough draft form in order to be revised in January. The same process will be followed in the spring, March/April, to determine the final draft of the Writing Program Review that will be submitted to KDE. The teachers will also focus on ways they can collaborate among themselves with common thematic assignments.

Category: Management Systems

Activity - Writing Program Review Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will meet in small group sessions to read, analyze, discuss, and revise the Writing Program Review document and explain the evidence of its implementation within their subject areas and classrooms.	Policy and Process	09/08/2014	05/29/2015	\$0	No Funding Required	Lynn Hutchinson, principal, Program Review Chairs, all teachers

Strategy 2:

Arts & Humanities Program Review - All teachers involved with Arts & Humanities (choir, art, band, speech) and a representative from each core content subject will meet and review/discuss/analyze the AH Program Review from 2013-2014 and the PR ratings as assigned by KDE. They will analyze and address weaknesses and strengths. They will update in rough draft format the demonstrator evidence for the SY 2014-2015. They will also determine any collaboration efforts among subject areas. The final draft will be completed by the end of the SY.

Category: Management Systems

Research Cited: Kentucky Initiative

Activity - Arts & Humanities Program Review	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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All A & H teachers and a representative from each core subject will meet to analyze/discuss/revise the A & H PR from 2013-2014. They will revise all evidence documentation. They will create a rough draft form of the PR for 2014-2015 SY. They will do this a total of 3 times this SY.	Policy and Process	09/08/2014	05/29/2015	\$0	No Funding Required	Lynn Hutchinson, principal, all Arts & Humanities teachers, one representative from each core subject
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Strategy 3:

Practical Living/Career Studies - All practical living/career studies teachers, the counselor, and one representative from each core subject area will meet to review/discuss/analyze/revise the PL/CS PR 3 times a SY. They will update evidence for the 2014-2015 SY. They will also determine ways to collaborate. The chair of the PLC will record all changes/updates to be included in a revised document.

Category: Management Systems

Research Cited: Kentucky Initiative

Activity - PL/CS Program Review analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each PL/CS teacher and a representative from each core content class will analyze and update the PL/CS PR. The counselor will be available for input regarding career readiness, educational field trips, etc., that are completed through the counseling department.	Policy and Process	09/29/2014	05/29/2015	\$0	No Funding Required	Central Office staff, guidance counselor, PL/CS teachers, representative from each core content subject

Strategy 4:

World Language/Global Competency Program Review - All teachers will be introduced to the WL/GC Program Review. They will also receive information regarding the Global Competence Matrices that notes the content area matrices. Teachers will then begin incorporating at least one of the four areas into their curriculum during the 2014-2015SY.

Category: Management Systems

Activity - WL/GC activity	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will incorporate into their curriculum an activity from at least one of the four areas of the matrices.	Direct Instruction	12/03/2014	05/29/2015	\$0	No Funding Required	Lynn Hutchinson, Eric Hale, 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
Arts & Humanities Program Review	All A & H teachers and a representative from each core subject will meet to analyze/discuss/revise the A & H PR from 2013-2014. They will revise all evidence documentation. They will create a rough draft form of the PR for 2014-2015 SY. They will do this a total of 3 times this SY.	Policy and Process	09/08/2014	05/29/2015	\$0	Lynn Hutchinson, principal, all Arts & Humanities teachers, one representative from each core subject
PL/CS Program Review analysis	Each PL/CS teacher and a representative from each core content class will analyze and update the PL/CS PR. The counselor will be available for input regarding career readiness, educational field trips, etc., that are completed through the counseling department.	Policy and Process	09/29/2014	05/29/2015	\$0	Central Office staff, guidance counselor, PL/CS teachers, representative from each core content subject
WL/GC activity	All teachers will incorporate into their curriculum an activity from at least one of the four areas of the matrices.	Direct Instruction	12/03/2014	05/29/2015	\$0	Lynn Hutchinson, Eric Hale, teachers
Writing Program Review Analysis	All teachers will meet in small group sessions to read, analyze, discuss, and revise the Writing Program Review document and explain the evidence of its implementation within their subject areas and classrooms.	Policy and Process	09/08/2014	05/29/2015	\$0	Lynn Hutchinson, principal, Program Review Chairs, all teachers
Total					\$0	

FHS College and Career Readiness 2014-2015

Overview

Plan Name

FHS College and Career Readiness 2014-2015

Plan Description

Middle and high school students develop and continue focusing on their individual college and career readiness plans. Also included are programs implemented to help students meet benchmarks on college and career assessments.

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	Fairview High School will increase the percentage of students who are college and career ready from 68.8% to 80% by 2015.	Objectives: 3 Strategies: 4 Activities: 6	Academic	\$500
2	Increase the number of students who meet the benchmark on EPAS assessments	Objectives: 1 Strategies: 3 Activities: 5	Academic	\$4550
3	Increase the number of students in pathway enrollments and industry certificates earned.	Objectives: 1 Strategies: 3 Activities: 3	Academic	\$0
4	Increase the number of students who choose a college/career by graduation.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0

Goal 1: Fairview High School will increase the percentage of students who are college and career ready from 68.8% to 80% by 2015.

Measurable Objective 1:

A 10% increase of Eleventh and Twelfth grade students will collaborate to increase the number of students who are college and career ready in Career & Technical by 05/29/2015 as measured by the Unbridled Learning CCR formula.

Strategy 1:

ILP development - District and school personnel will work together to counsel all students beginning in 6th grade through ILP's to 12th grade with college/career choices. Community volunteers and parents will be involved in the process.

Category: Career Readiness Pathways

Research Cited: Kentucky Initiative

Activity - ILP development for 6th graders	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The 6th grade students will work with teachers and counselor to begin the process of creating ILP's (Individual Learning Plans). All other grade will continue to update ILP's.	Career Preparation/Orientation	08/25/2014	05/29/2015	\$0	No Funding Required	Teachers, counselor, district personnel

Activity - Teacher Training on ILP	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Selected teachers who have attended professional development on the new ILP program and then will train colleagues to utilize the program. They will help monitor ILP's of students.	Career Preparation/Orientation	08/25/2014	05/29/2015	\$300	District Funding	Selected teachers

Strategy 2:

Academic and Career Advising - Community volunteers and school personnel will meet with all 8th and 10th grade students to discuss their career pathways based on their ILP's and state test scores.

Category: Career Readiness Pathways

Research Cited: Kentucky Initiative

Activity - Operation Preparation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Fairview High School

During a monthly timeframe community business volunteers will meet individually with 8th and/or 10th grade students to discuss their plans for their future. These volunteers will be trained through the Operation Preparation program devised by the KDE so that they are able to interpret ILP's and state scores as they relate to the student's choice of career.	Community Engagement	03/03/2014	03/27/2015	\$200	General Fund	Central Office, guidance office, principal, community business partners
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Measurable Objective 2:

100% of Sixth grade students will collaborate to complete personal Individual Learning Plans in Career & Technical by 05/29/2015 as measured by all aspects of the ILP having been completed using the Career Cruising computer based program.

Strategy 1:

Academic and Career Counseling - Counselor, teacher, and district personnel will meet individually with each student as he/she completes the ILP program. They will discuss the importance of choosing a career path and the importance of maintaining their grades. They will also explain to the students that their career choice may change and they will have opportunities throughout their middle school/high school career to update their ILP's.

Category: Career Readiness Pathways

Research Cited: Kentucky Initiative

Activity - ILP development for 6th graders	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All 6th graders complete ILP's	Career Preparation/Orientation	09/01/2014	12/19/2014	\$0	No Funding Required	Counselor, teacher, and district personnel

Measurable Objective 3:

100% of Ninth, Tenth, Eleventh and Twelfth grade students will collaborate to participate in technical career counseling in subject choices in Career & Technical by 05/29/2015 as measured by CCR .

Strategy 1:

College and Career Readiness - Counselor, business/technical teachers, and appropriate community leaders such as college counselors will talk to the high school classes regarding career opportunities in the technical field. They will explain how FHS students can participate in vocational classes at area vocational/technical centers.

Category: Career Readiness Pathways

Research Cited: Kentucky Initiatives

Activity - Technical Career Counseling	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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KDE Comprehensive School Improvement Plan

Fairview High School

Counselor and others will meet with FHS students to talk about possible careers in technology and counselor will work with students as they complete their class schedule.	Career Preparation/Orientation	03/02/2015	05/29/2015	\$0	No Funding Required	Tonia Lucas, Angie Reihls, teachers, community leaders
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Activity - ASVAB	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Juniors and seniors will take the ASVAB test and then will be given an opportunity to meet with test administrators for individual discussion of the career implications of their results	Career Preparation/Orientation	02/03/2014	02/27/2015	\$0	No Funding Required	Principal, Guidance Counselor

Goal 2: Increase the number of students who meet the benchmark on EPAS assessments

Measurable Objective 1:

A 25% increase of Ninth, Tenth, Eleventh and Twelfth grade students will collaborate to meet the Benchmark assessment score on the EXPLORE, PLAN, and ACT in Mathematics by 05/29/2015 as measured by KDE Benchmark scores.

Strategy 1:

SOAR - Math enrichment - Students will participate in various math enrichment programs during SOAR

Category: Continuous Improvement

Research Cited: Best Practices

Activity - Freshman & Sophomore SOAR	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will receive small group leveled enrichment/remediation in a study skills environment.	Direct Instruction	08/11/2014	05/29/2015	\$0	No Funding Required	Principal, teachers

Activity - Junior & Senior SOAR	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All juniors and seniors will participate in the CERT (College Equipped Readiness Tool). Students are also rotated through leveled groups through areas in which they will be assessed and/or have specific needs.	Direct Instruction	09/29/2014	05/29/2015	\$3450	District Funding	Principal, guidance counselor, teachers

Activity - Junior ACT practice	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All juniors will take the December ACT test at the cost of the school system for those whom the ACT organization submits charges.	Academic Support Program	10/01/2014	12/19/2014	\$1100	General Fund	Principal, guidance counselor

Strategy 2:

Language Mechanics - Students will receive reinforcement in language mechanics skills during SOAR.

Category: Continuous Improvement

Research Cited: Kentucky Initiative

Activity - Language Mechanics Review	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will work directly on language mechanics and will be tested for improvement/mastery.	Academic Support Program	09/01/2014	05/29/2015	\$0	No Funding Required	All language arts/reading teachers with SOAR

Strategy 3:

SOAR curriculum - Students in grades 10-12 are placed in leveled groups and rotate through areas in which they will be assessed and/or have specific needs.

Category: Continuous Improvement

Research Cited: Best Practices

Activity - SOAR period	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students rotate at each grade period into a leveled group for which they will be assessed or for which they have a specific need.	Direct Instruction	09/08/2014	05/29/2015	\$0	No Funding Required	Lucas, all teachers

Goal 3: Increase the number of students in pathway enrollments and industry certificates earned.

Measurable Objective 1:

A 15% increase of Tenth, Eleventh and Twelfth grade students will demonstrate a proficiency in completing career pathway enrollments and industry certificates. in Career & Technical by 05/29/2015 as measured by Certifications received through Career Pathways and CTE documentation in the School Report Card data..

Strategy 1:

Career Pathways Curriculum - Students participate in one of the 4 types of career pathways offered at FHS

Category: Career Readiness Pathways

Research Cited: Kentucky Initiative

Activity - Classwork procedures	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Students participate in daily classroom assignments for classes in one of the 4 career pathways	Direct Instruction	08/11/2014	05/29/2015	\$0	No Funding Required	Counselor, Knipp, Reihls, Russell Career/Technical staff
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Strategy 2:

Student Leadership - Leadership class students are involved daily with activities at the elementary school

Category: Career Readiness Pathways

Research Cited: Kentucky Initiative

Activity - Student Leadership class	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students participate directly with elementary students with tutoring, guidance, etc.	Career Preparation/Orientation	09/15/2014	05/29/2015	\$0	No Funding Required	Counselor, Reihls, selected elementary teachers

Strategy 3:

KOSSA prep - Students who are eligible to take the KOSSA test will receive individual enrichment/remediation to meet their individual needs.

Category: Career Readiness Pathways

Activity - KOSSA prep	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will work with teacher on individual needs in order for them to meet benchmark on the KOSSA test.	Academic Support Program	09/08/2014	05/29/2015	\$0	No Funding Required	Lucas, A. Adkins, Ellis, teachers

Goal 4: Increase the number of students who choose a college/career by graduation.

Measurable Objective 1:

80% of Twelfth grade students will collaborate to choose a career/college pathway by graduation. in Career & Technical by 05/29/2015 as measured by Registration completed for college or career pathway..

Strategy 1:

College Application Week - A week in the fall is designated for college application week. During that week, college and military recruiters visit FHS to assist seniors in submitting admissions applications. The goal is for 100% participation from seniors.

Category: Career Readiness Pathways

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Activity - College Week	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students are given the opportunity to meet with college and military personnel to help decide their college/career choice.	Other	10/20/2014	10/24/2014	\$0	No Funding Required	Lucas

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
ILP development for 6th graders	All 6th graders complete ILP's	Career Preparation/Orientation	09/01/2014	12/19/2014	\$0	Counselor, teacher, and district personnel
Student Leadership class	Students participate directly with elementary students with tutoring, guidance, etc.	Career Preparation/Orientation	09/15/2014	05/29/2015	\$0	Counselor, Reih, selected elementary teachers
ILP development for 6th graders	The 6th grade students will work with teachers and counselor to begin the process of creating ILP's (Individual Learning Plans). All other grade will continue to update ILP's.	Career Preparation/Orientation	08/25/2014	05/29/2015	\$0	Teachers, counselor, district personnel
SOAR period	Students rotate at each grade period into a leveled group for which they will be assessed or for which they have a specific need.	Direct Instruction	09/08/2014	05/29/2015	\$0	Lucas, all teachers
Language Mechanics Review	Students will work directly on language mechanics and will be tested for improvement/mastery.	Academic Support Program	09/01/2014	05/29/2015	\$0	All language arts/reading teachers with SOAR
Technical Career Counseling	Counselor and others will meet with FHS students to talk about possible careers in technology and counselor will work with students as they complete their class schedule.	Career Preparation/Orientation	03/02/2015	05/29/2015	\$0	Tonia Lucas, Angie Reih, teachers, community leaders
Freshman & Sophomore SOAR	Students will receive small group leveled enrichment/remediation in a study skills environment.	Direct Instruction	08/11/2014	05/29/2015	\$0	Principal, teachers
ASVAB	Juniors and seniors will take the ASVAB test and then will be given an opportunity to meet with test administrators for individual discussion of the career implications of their results	Career Preparation/Orientation	02/03/2014	02/27/2015	\$0	Principal, Guidance Counselor
Classwork procedures	Students participate in daily classroom assignments for classes in one of the 4 career pathways	Direct Instruction	08/11/2014	05/29/2015	\$0	Counselor, Knipp, Reih, Russell Career/Technical staff

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College Week	Students are given the opportunity to meet with college and military personnel to help decide their college/career choice.	Other	10/20/2014	10/24/2014	\$0	Lucas
KOSSA prep	Students will work with teacher on individual needs in order for them to meet benchmark on the KOSSA test.	Academic Support Program	09/08/2014	05/29/2015	\$0	Lucas, A. Adkins, Ellis, teachers
Total					\$0	

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Operation Preparation	During a monthly timeframe community business volunteers will meet individually with 8th and/or 10th grade students to discuss their plans for their future. These volunteers will be trained through the Operation Preparation program devised by the KDE so that they are able to interpret ILP's and state scores as they relate to the student's choice of career.	Community Engagement	03/03/2014	03/27/2015	\$200	Central Office, guidance office, principal, community business partners
Junior ACT practice	All juniors will take the December ACT test at the cost of the school system for those whom the ACT organization submits charges.	Academic Support Program	10/01/2014	12/19/2014	\$1100	Principal, guidance counselor
Total					\$1300	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Junior & Senior SOAR	All juniors and seniors will participate in the CERT (College Equipped Readiness Tool). Students are also rotated through leveled groups through areas in which they will be assessed and/or have specific needs.	Direct Instruction	09/29/2014	05/29/2015	\$3450	Principal, guidance counselor, teachers
Teacher Training on ILP	Selected teachers who have attended professional development on the new ILP program and then will train colleagues to utilize the program. They will help monitor ILP's of students.	Career Preparation/Orientation	08/25/2014	05/29/2015	\$300	Selected teachers
Total					\$3750	

Graduation Goals 2014-2015

Overview

Plan Name

Graduation Goals 2014-2015

Plan Description

Continue to provide all necessary curriculum, interventions, career counseling, and emotional support to increase the 4 year Cohort Rate for graduation and to maintain the yearly graduation rate for Fairview High School seniors that is one of the highest in the state.

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	To increase the 4 Year Cohort Rate for graduation to 94% by 2015 and 98% by 2022.	Objectives: 2 Strategies: 2 Activities: 6	Academic	\$200
2	To provide students an opportunity for a credit recovery program in order to allow them to graduate on time.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$8000

Goal 1: To increase the 4 Year Cohort Rate for graduation to 94% by 2015 and 98% by 2022.

Measurable Objective 1:

100% of Ninth, Tenth, Eleventh and Twelfth grade students will collaborate to increase the 4 Year cohort Graduation Rate in Career & Technical by 05/29/2015 as measured by the graduation formula set by Next Generation Learners .

Strategy 1:

Career Readiness Plan - All students will participate in a career readiness plan beginning at the 6th grade level and maintained throughout until graduation. Their scheduled curriculum choices will reflect their career plans. Activities will be made available to reevaluate their plans and reinforce their practices. Community involvement will be utilized. All school personnel will be involved in aspects of meeting the goals of the students.

Category: Career Readiness Pathways

Research Cited: Kentucky Initiative

Activity - Course Selection	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Utilize the ILP in order to place freshmen in CTE courses aligned with their career interests as well are in regular subject area courses.	Policy and Process	03/02/2015	05/29/2015	\$0	No Funding Required	Tonia Lucas
Activity - College and Career Day	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Take seniors to participate in an area college and career day or transition fair so they can become informed of some of the career and college opportunities available to them and of the requirements for them.	Field Trip	09/08/2014	03/27/2015	\$0	No Funding Required	Tonia Lucas and chaperone teachers
Activity - Operation Preparation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Involve community business/career leaders in meeting with all 8th and 10th grade students during Operation Preparation month to review/discuss the student's ILP, state test scores, and college/career choices.	Community Engagement	03/02/2015	03/27/2015	\$200	Title I Part A	Lynn Hutchinson, Tonia Lucas, Eric Hale, Pam Swentzel, teachers
Activity - College Application Week	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Schedule a week long activity during which teachers decorate their doors to promote their alma maters, college personnel from the most requested colleges visit the school each day to meet with students, and students are given an opportunity to register early for the college of their choice.	Career Preparation/Orientation	10/06/2014	10/31/2014	\$0	No Funding Required	Tonia Lucas, teachers

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Measurable Objective 2:

100% of Ninth, Tenth, Eleventh and Twelfth grade students will collaborate to ensure that each student in Career & Technical by 05/29/2015 as measured by their completion of course work per grade level and their participation in supplemental materials if needed has fulfilled all graduation requirements.

Strategy 1:

Supplemental programs usage - Teachers will incorporate usage of supplemental programs in order to help their students reinforce or remediate common core standards in math and ELA.

Category: Continuous Improvement

Research Cited: Kentucky Initiatives

Activity - SOAR - College Readiness	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All juniors and seniors will be placed in classes during SOAR period that review ACT Test Prep skills, Math skills, Language Mechanics, EOC assessments, etc.	Career Preparation/Orientation	08/08/2014	05/29/2015	\$0	No Funding Required	Principal, guidance counselor, teachers/staff

Activity - College and Career Readiness math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students not meeting ACT benchmarks will take college and career readiness math. Underclassmen scoring below benchmark will have a support class to accompany their core math class.	Academic Support Program	08/08/2014	05/29/2015	\$0	No Funding Required	Counselor, math teachers, college and career math teacher

Goal 2: To provide students an opportunity for a credit recovery program in order to allow them to graduate on time.

Measurable Objective 1:

98% of Twelfth grade students will demonstrate a proficiency that allows the completion of all high school graduation requirements. in Career & Technical by 05/29/2015 as measured by their completion of all course work and requirements to allow them to receive a high school diploma..

Strategy 1:

Credit Recovery -

Students who have failed a required class for graduation will be scheduled into the credit recovery program, Plato.

Category: Continuous Improvement

Research Cited: Kentucky Initiatives

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Activity - Credit Recovery class	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who have failed classes that are required for graduation are scheduled into a credit recovery class in order to participate in the Plato program.	Academic Support Program	09/29/2014	05/29/2015	\$8000	District Funding	Principal, Lucas, Ellis

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
College and Career Readiness math	Students not meeting ACT benchmarks will take college and career readiness math. Underclassmen scoring below benchmark will have a support class to accompany their core math class.	Academic Support Program	08/08/2014	05/29/2015	\$0	Counselor, math teachers, college and career math teacher
SOAR - College Readiness	All juniors and seniors will be placed in classes during SOAR period that review ACT Test Prep skills, Math skills, Language Mechanics, EOC assessments, etc.	Career Preparation/Orientation	08/08/2014	05/29/2015	\$0	Principal, guidance counselor, teachers/staff
College Application Week	Schedule a week long activity during which teachers decorate their doors to promote their alma maters, college personnel from the most requested colleges visit the school each day to meet with students, and students are given an opportunity to register early for the college of their choice.	Career Preparation/Orientation	10/06/2014	10/31/2014	\$0	Tonia Lucas, teachers
College and Career Day	Take seniors to participate in an area college and career day or transition fair so they can become informed of some of the career and college opportunities available to them and of the requirements for them.	Field Trip	09/08/2014	03/27/2015	\$0	Tonia Lucas and chaperone teachers
Course Selection	Utilize the ILP in order to place freshmen in CTE courses aligned with their career interests as well as in regular subject area courses.	Policy and Process	03/02/2015	05/29/2015	\$0	Tonia Lucas
Total					\$0	

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Operation Preparation	Involve community business/career leaders in meeting with all 8th and 10th grade students during Operation Preparation month to review/discuss the student's ILP, state test scores, and college/career choices.	Community Engagement	03/02/2015	03/27/2015	\$200	Lynn Hutchinson, Tonia Lucas, Eric Hale, Pam Swentzel, teachers
Total					\$200	

KDE Comprehensive School Improvement Plan

Fairview High School

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Credit Recovery class	Students who have failed classes that are required for graduation are scheduled into a credit recovery class in order to participate in the Plato program.	Academic Support Program	09/29/2014	05/29/2015	\$8000	Principal, Lucas, Ellis
Total					\$8000	

FHS Next Generation Professionals - Teachers 2014-2015

Overview

Plan Name

FHS Next Generation Professionals - Teachers 2014-2015

Plan Description

Principals, teachers, and staff will begin implementing the TPGES and the OPGES system of teacher and staff effectiveness system as required by KDE.

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 to _____% in 2020	Objectives: 1 Strategies: 1 Activities: 3	Organizational	\$0
2	All teachers, principals, staff will review, analyze, and develop a plan of action based on TELL survey results.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0

Goal 1: Increase the percentage of effective teachers from _____% in 2015 to _____% in 2020

Measurable Objective 1:

collaborate to incorporate the TPGES system of teacher and principal evaluation by 05/29/2015 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 Growth and Effectiveness System

Category:

Research Cited: Kentucky Initiatives

Activity - Leadership Team formation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A leadership team will be created to work with all teachers. Teachers will input their PGP's and SGG's into CIITS.	Policy and Process	10/06/2014	05/29/2015	\$0	No Funding Required	Superintendent, Central Office staff, principals, all teachers
Activity - TPGES Initial Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive professional development on the initial procedures of TPGES. All new staff will receive initial training for the 2014-2015 SY.	Policy and Process	10/10/2013	05/29/2015	\$0	No Funding Required	Central Office staff, principal, teachers
Activity - PGES Observations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Some teachers will be trained as Peer Observers and will begin observing designated peers.	Policy and Process	10/06/2014	05/29/2015	\$0	No Funding Required	Central Office staff, principals, teachers

Goal 2: All teachers, principals, staff will review, analyze, and develop a plan of action based on TELL survey results.

Measurable Objective 1:

collaborate to develop a plan of action to improve by 02/27/2015 as measured by the positive aspects of the TELL survey .

Strategy 1:

Survey analysis - Teachers and principals will analyze the TELL survey results to develop a plan of action for improvement

Category:

Activity - Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher work in groups to analyze the TELL survey and determine how results can be improved.	Policy and Process	01/05/2015	02/27/2015	\$0	No Funding Required	Principals, 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
PGES Observations	Some teachers will be trained as Peer Observers and will begin observing designated peers.	Policy and Process	10/06/2014	05/29/2015	\$0	Central Office staff, principals, teachers
Leadership Team formation	A leadership team will be created to work with all teachers. Teachers will input their PGP's and SGG's into CIITS.	Policy and Process	10/06/2014	05/29/2015	\$0	Superintendent, Central Office staff, principals, all teachers
TPGES Initial Training	Teachers will receive professional development on the initial procedures of TPGES. All new staff will receive initial training for the 2014-2015 SY.	Policy and Process	10/10/2013	05/29/2015	\$0	Central Officer staff, principal, teachers
Analysis	Teacher work in groups to analyze the TELL survey and determine how results can be improved.	Policy and Process	01/05/2015	02/27/2015	\$0	Principals, teachers, Central Office Staff
Total					\$0	

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?**

All teachers were involved in data analysis in November. We first celebrated the increase in percentile ranking of the high school, and then went to work determining how we can raise scores even higher. For the middle school level, we analyzed more fully why the scores rose, but only slightly. Math and language mechanics are weak on both levels. SOAR, the period of enrichment/remediation, will focus on math remediation and language mechanics at all levels. CCR levels increased, but can increase more. Remediation opportunities were increased for the high school level math and reading students who did not meet benchmark. Celebrations are made school wide whenever a student is able to move the CCR status. The high school has also added a credit recovery program this year to help those students who are not able to maintain passing grades for core classes. Assistance from a teacher is now available on an individual basis. The credit recovery program will begin in January 2015.

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?

For 2014 the high school improved considerably moving to a proficient level school reaching the 88th percentile. The middle school is at the progressing level; they raised scores and percentiles, but not to delivery target levels. Math scores were still weak so math enrichment classes have been put into place. There is also a focus on College and Career Readiness with the implementation of the credit recovery program and celebrations school wide whenever a student meets benchmark status on CCR. SOAR classes are still being utilized for enrichment and remediation. Students are able to rotate out of remediation classes to enrichment once target goals have been reached.

Opportunities for Improvement

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

As noted earlier, math and language mechanics were weak. We continue to use the newly purchased textbooks and have updated them as needed. Teachers will still incorporate into their lesson plans the supplemental materials for enrichment/remediation that accompany the textbooks. The books arrived mid-year last year, so with a year and a half of classwork with the new core content books, we believe that math scores should significantly improve this testing year. Students are still receiving RTI assistance in reading and math. There is also ESS available for additional remediation.

Conclusion

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

We are testing middle school students with MAP 3 times throughout the school year. Analyzing the results of the MAP testing should allow teachers to determine weakness of their students so missing skills can be retaught or reinforces. We are also using STAR reading to test middle - high school students to again determine weak areas. Language mechanics are also being taught and reinforced throughout the SOAR and regular class periods. By continually analyzing student performance, teachers can determine weak areas more quickly and can adjust sooner so that students can continue to develop needed academic skills.

The Missing Piece

Introduction

This Missing Piece diagnostic is a comprehensive performance assessment tool that proposes specific school-level descriptors for the six objectives of the Commissioner's Parent's Advisory Council. They include provisions that every student in Kentucky will have a parent, or another adult, who knows how to support that student's academic achievement. These objectives support Kentucky education laws as it recognizes the importance of parent involvement (KRS 158.645) (KRS.160.345) (KRS 156.497) (KRS 158-031) (KRS 157.3175)

Stakeholders

School staff engaged a variety of stakeholders when completing the Missing Piece Diagnostic

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

High school and middle school teachers were involved. There were also parents and district staff involved with completing the diagnostic. The high school SBDM reviewed the diagnostic with the principal and added input.

Relationship Building

School staff builds productive, personal relationships with parents of all their students.

Overall Rating: 2.14

	Statement or Question	Response	Rating
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.	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
3.	Parents and other stakeholders report that they are actively welcomed when they visit the school.	Some parents report they are welcome to visit school.	Apprentice

	Statement or Question	Response	Rating
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
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
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
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.	Staff occasionally asks for feedback on school's efforts to welcome and engage parents, in an informal or casual way with no regular data collection.	Apprentice

Communications

Two-way information in many forms flows regularly between school staff and parents about students' academic achievement and individual needs.

Overall Rating: 1.71

	Statement or Question	Response	Rating
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 relies on one-way communication in English to inform parents about academic goals, class work, grades and homework. (For example, newsletters, marquees, and agendas.)	Apprentice

	Statement or Question	Response	Rating
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 uses informal conversation and/or a parent teacher conference to listen to parents or inform parents of students' learning needs.	Apprentice

	Statement or Question	Response	Rating
3.	School staff partners with community leaders and organizations to build parent understanding of academic expectations, school strategies, and student achievement results.	School staff sometimes provides community organizations with information about academic expectations for parents who use their services.	Apprentice

	Statement or Question	Response	Rating
4.	School staff offers parents opportunities to discuss school-wide achievement issues, including assessment data, at least once a semester.	Student achievement data or achievement results are communicated informally to parents by school staff.	Apprentice

	Statement or Question	Response	Rating
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).	Parent -teacher conferences are held twice a year on school grounds and some teachers send invitations to parents.	Apprentice

	Statement or Question	Response	Rating
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 High School

	Statement or Question	Response	Rating
7.	Stakeholder survey data is consistently used to plan school improvement efforts and to evaluate their effectiveness.	School staff develops a short survey that is distributed to parents, response rate is low and results are not shared with all stakeholders.	Novice

Decision Making

School staff encourages, supports and expects parents to be involved in school improvement decisions and to monitor and assist school improvement.

Overall Rating: 1.57

	Statement or Question	Response	Rating
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 and some other parents who serve on SBDM committees are invited to attend training offered by school or district.	Apprentice

	Statement or Question	Response	Rating
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 and committees have some parent members, may provide translators, meet at time and place convenient to staff. Elections are held at convenient times and are publicized, but less than 20% of the parents vote in SBDM parent election.	Apprentice

	Statement or Question	Response	Rating
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.	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
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
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 High School

	Statement or Question	Response	Rating
7.	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

For each student, school staff identifies and supports a parent or another adult who can take personal responsibility for understanding and speaking for that child's learning needs.

Overall Rating: 2.0

	Statement or Question	Response	Rating
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.	There is evidence that school staff know which students have a parent or another adult who can speak up for them regarding their academic goals and learning needs.	Apprentice

	Statement or Question	Response	Rating
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
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 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.)	Proficient

	Statement or Question	Response	Rating
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.	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 makes minimal effort to encourage parents to advocate for their child's academic success.	Apprentice

	Statement or Question	Response	Rating
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

School staff ensures that families have multiple learning opportunities to understand how to support their children's learning.

Overall Rating: 1.0

	Statement or Question	Response	Rating
1.	<p>Parents have multiple opportunities to learn about and discuss the following:</p> <ul style="list-style-type: none"> - 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 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 	<p>School provides one open house a year and offers some written materials about:</p> <ul style="list-style-type: none"> • 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
2.	<p>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.</p>	<p>School staff provides parents only with information mandated by reporting requirements on student achievement.</p>	Novice

	Statement or Question	Response	Rating
3.	<p>School staff displays proficient student work with scoring guides to demonstrate academic expectations to parents and students, and updates the displays regularly.</p>	<p>Some student work of various levels is exhibited in the classroom.</p>	Novice

	Statement or Question	Response	Rating
4.	<p>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.</p>	<p>School staff offers some information to parents to learn how to support their child's learning.</p>	Novice

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

KDE Comprehensive School Improvement Plan

Fairview High School

	Statement or Question	Response	Rating
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

School staff engages and partners with community members to plan and implement substantive work to improve student achievement.

Overall Rating: 1.33

	Statement or Question	Response	Rating
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
2.	School leadership develops partnerships with several businesses, organizations, and agencies to support student learning and create mentors for students and parents.	Some teachers ensure that students participate in programs within the community that are linked to student learning.	Apprentice

	Statement or Question	Response	Rating
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
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
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
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

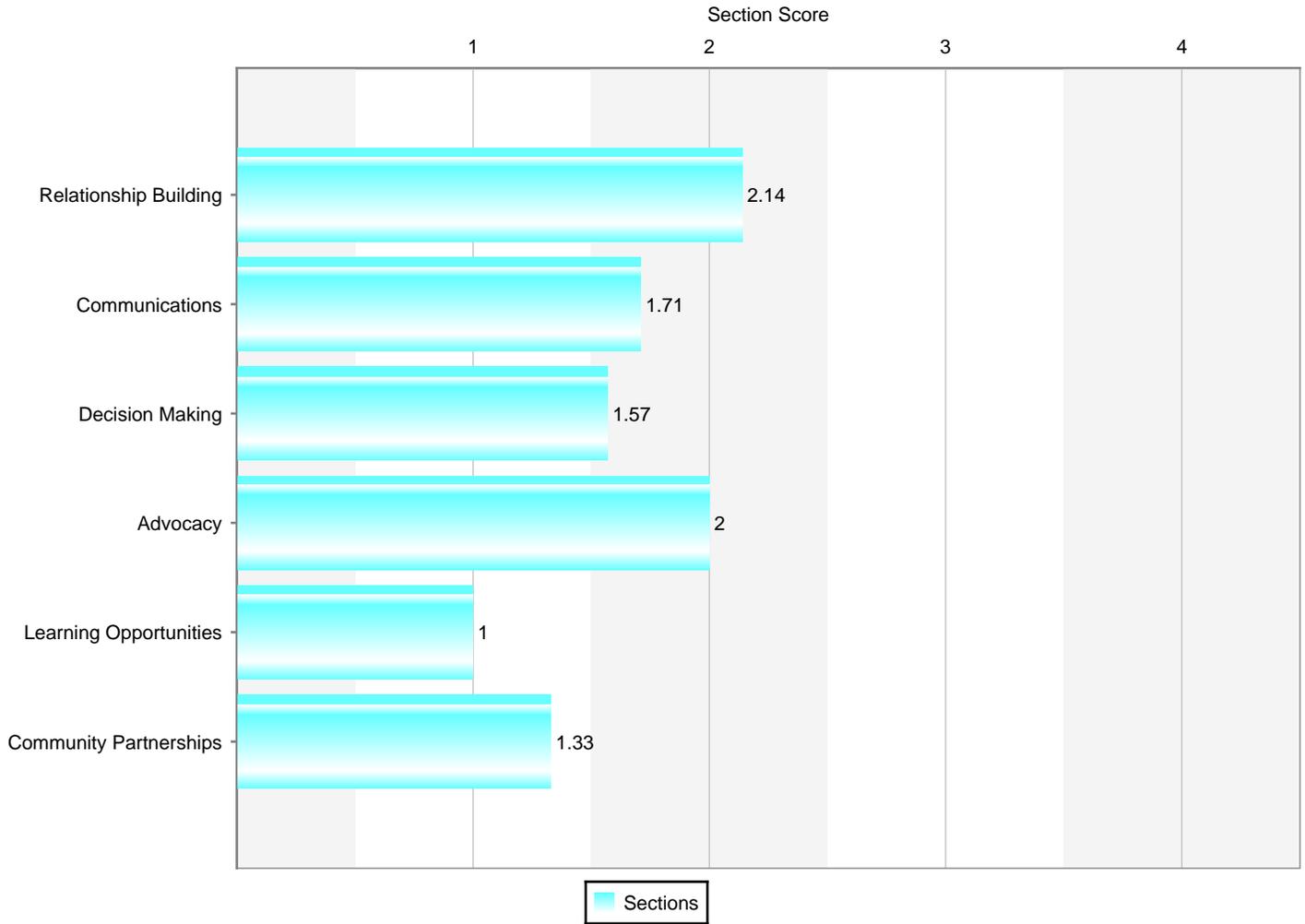
Reflect upon your responses to each of the Missing Piece objectives.

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

No strong areas. Students with specific needs receive more communication between program directors, parents, and community services. Administration, staff, and SBDM need to develop programs that encourage more parent involvement and more parent education regarding all aspects of Unbridled Learning and programs within the school for all students, not just those with special needs. We do not do enough to communicate with parents and the community. Administration and staff need to make all aspects within "The Missing Piece" a priority for improvement in the future.

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.

Teachers and staff were involved in 3 ways: after school teachers meetings, dividing into groups by content expertise to work on CSIP, and having teachers present organized proof of improvement. Organized proof of improvement is completed in 6 ways: lesson plans, curriculum plans, syllabi, student examples for each content area, growth goals, and teacher reflections and improvement goals. Parents are involved in 6 ways: Infinite Campus access, email between parents and teachers, teacher websites for parent notices, open house, midterm status, and parent/teacher conferences. Community involvement takes place in 14 ways: Transition Fair (HS to post-secondary); speakers on such topics as internet safety, bullying, science-landfill speaker, UK professor to build circuits, etc.; College Fair; Professional Development opportunities; DARE program beginning at the middle school; homecoming parade; military recruitment; on-side district police officer; 2 school nurses contracted through the Health Department; Coordinated School Health Committee with community members; SBDM Council elected by parents; open school board meetings; and the school/district website.

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

Teachers and administrators are responsible for each content area on the CSIP. Each was to bring information and proof as to programs that are being used in their areas. Parents are also included by their involvement in the SBDM Council which not only hires new staff, but also approves all new programs and academic/athletic requirements not already required by the state. Various community agencies are involved by providing services such as DARE, in class speakers, and career possibilities. The Health Department provides information and basic health care.

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

The CSIP is posted on the school website as well as curriculum maps. Administrators use One-Call to get messages to the community. Teachers use in text and email to communicate information as well as their web pages. WSAZ news puts out messages on their app and station for school closings and weather.

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	All teachers meet after test data becomes available and participate in a comprehensive analysis of the testing data using KASC data analysis format. Program Reviews were also analyzed once scores were released.	

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	Principal, counselor, and teachers met to discuss strategies to strengthen the core academic program. Some new course choices were added for the 2014-2015 SY, especially in the business department. SOAR period, a remediation/enrichment period, remains part of the daily schedule in which students receive small group remediation or enrichment in reading, math, or CCR.	

Label	Assurance	Response	Comment	Attachment
Preschool Transition	The school planned preschool transition strategies and the implementation process.	No	Not applicable	

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	The plan that was implemented during the 13-14SY to improve performance of students in mastering the state's academic achievement standards was continues. A focus still remains of College and Career Readiness for all students grades 6-12. Students receive remediation during SOAR as well as during ESS.	

Label	Assurance	Response	Comment	Attachment
Highly Qualified Teachers	The school planned strategies to recruit and retain highly qualified teachers.	No	Central Office staff was in charge of this initiative.	

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Label	Assurance	Response	Comment	Attachment
Highly Qualified	The school planned instruction by paraprofessionals who meet the requirements of NCLB and teachers who are Highly Qualified under NCLB.	No	Central Office staff.	

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.	No	This is a Central Office initiative. The Title 1 Director oversees all Title 1 programs, activities, and funding.	

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.	No	This is a Title 1 initiative.	

Label	Assurance	Response	Comment	Attachment
Schoolwide Planning	The school incorporated the ten schoolwide planning criteria into the existing school improvement planning process.	No	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	Come of the professional development activities are planned by the school; however, the majority of all professional development is determined by the Professional Development Director often with input from administration and staff.	

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.	No	The school does not address the plan as noted in this assurance.	

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	Information on record with Title 1 Coordinator.	

KDE Comprehensive School Improvement Plan

Fairview High School

Label	Assurance	Response	Comment	Attachment
Instructional Strategies	The school planned and developed research based instructional strategies to support and assist identified students.	Yes	Professional development and PLC meetings were held to reinforce reading/math strategies. PD Coordinator maintains the records.	

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	Records on file with Title 1 Coordinator	

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	Records on file with Title 1 Coordinator and PD Coordinator. Information also available in CSIP.	

Label	Assurance	Response	Comment	Attachment
Schoolwide Activities	The school planned activities to coordinate and integrate with other federal, state, and local programs.	Yes	Information on file with Title 1 Coordinator and Professional Development Coordinator	

Label	Assurance	Response	Comment	Attachment
Schoolwide Activities	The school planned activities that coordinate with and support the regular educational program.	Yes	Information available in CSIP, lesson plans, FRYSC program reports.	

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	Records on file with Special Education Director, Title 1 Coordinator, and PD Coordinator.	

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	Information available in Title 1 Schoolwide Diagnostic	

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	Information available in reports and records maintained by Title 1 Coordinator	

KDE Comprehensive School Improvement Plan

Fairview High School

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	Information available in Title 1 Schoolwide Diagnostic, in records of Title 1 Coordinator and Special Education Director. Parents are also aware of the Open House website and Infinite Campus Parent Portal.	

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Planning	The school incorporated the eight Targeted Assistance planning components into the existing school improvement planning process.	No	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	Information available in Title 1 Coordinator records and PD Coordinator records.	

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	Information available in PD records and teacher documentation records.	

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 and linked to our district website. (provide the website link below)	Yes	District Website: www.fairview.kyschools.us	

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	No	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	The teachers and principals met to analyze data and were able to determine the students who were not CCR. Programs were put into action to meet the needs of these students. Students are evaluated throughout the school year. Programs like ACT Prep and PLATO credit recovery are used.	

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Label	Assurance	Response	Comment	Attachment
Ranking Report	The school ensures that if the Title I Ranking Report lists counselors, nurses, media specialist or "other" staff for the school, there is documentation indicating this need in order to improve student achievement.	Yes	This information is available with the Title 1 Coordinator.	

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	Records available with the PD Coordinator.	

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.	No	District does this assurance. Records available with PD Coordinator	

Label	Assurance	Response	Comment	Attachment
Para-educator Non-Instructional Duties	The school ensures that there is a schedule of non-instructional duties for paraeducators demonstrating that the duties are on a limited basis only	Yes	Principal assigns non-instructional duties on a rotation	

Label	Assurance	Response	Comment	Attachment
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	No	N/A	

Label	Assurance	Response	Comment	Attachment
Cap Size Requirements	The school met its cap size requirements without using Title I funds.	Yes	Records available with Title 1 Coordinator	

Label	Assurance	Response	Comment	Attachment
Cap Size Requirements	The school met its cap size requirements without using Title II funds.	Yes	Records available with Title 11 Coordinator.	

Compliance and Accountability - Middle 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 TELL KY Survey results.

Goal 1:

All teachers, principals, staff will review, analyze, and develop a plan of action based on TELL survey results.

Measurable Objective 1:

collaborate to develop a plan of action to improve by 02/27/2015 as measured by the positive aspects of the TELL survey .

Strategy1:

Survey analysis - Teachers and principals will analyze the TELL survey results to develop a plan of action for improvement

Category:

Research Cited:

Activity - Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher work in groups to analyze the TELL survey and determine how results can be improved.	Policy and Process			01/05/2015	02/27/2015	\$0 - No Funding Required	Principals, teachers, Central Office Staff

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 middle school students in the non-duplicated gap group from 40.2% in 2014 to 53.2% in 2015, moving toward the goal of 71.9% by 2017.

Measurable Objective 1:

A 30% increase of All Students will demonstrate a proficiency in reading skills in English Language Arts by 05/29/2015 as measured by The reading benchmark on the KPREP test.

Strategy1:

SOAR - MS - All middle school students will be scheduled into small, leveled enrichment reading groups for SOAR period to focus on reading strategies and timed reading sessions.

Category: Continuous Improvement

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Fairview High School

Research Cited: Best Practices

Activity - SOAR - Reading	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Small group direct instruction in reading strategies using Ladders to Success and leveled timed reading packets as found on Readworks.org, etc.	Direct Instruction			08/11/2014	05/29/2015	\$0 - No Funding Required	Principal, Central Office, teachers

Strategy2:

Reading Enrichment - Students will participate in the Star Reading program 4 times a year to evaluate the strengths and weaknesses in reading skills. Teachers will analyze the results. If necessary, students can be referred to RTI services.

Category: Continuous Improvement

Research Cited: Kentucky Initiatives

Activity - ESS for Reading	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students receive additional practice in reading during ESS	Academic Support Program			09/01/2014	05/29/2015	\$0 - No Funding Required	Principal, Gibson, Litteral, Abt

Activity - RTI reference	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Any student who qualifies for individual assistance with reading will be referred to the RTI program through completion of documentation according to RTI requirements	Academic Support Program			09/01/2014	05/29/2015	\$0 - No Funding Required	RTI staff person, reading/language arts teachers

Activity - Star Reading	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Computer based program to analyze reading skills.	Academic Support Program			08/25/2014	05/29/2015	\$1620 - General Fund	Jason Morrison, Pam Swentzel, reading teachers

Activity - MAP testing	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students will be MAP tested 3 times a year to determine math levels and weaknesses. Math teachers will then use MAP data to determine how to best intervene with the development of weak math skills with each student as noted in lesson plans.	Academic Support Program			10/06/2014	05/29/2015	\$2000 - Other	Jason Morrison, Laura Daniels, Justin Hollingsworth, math teachers

Measurable Objective 2:

A 50% increase of All Students will demonstrate a proficiency in common core standards and basic skills in Mathematics by 05/29/2015 as measured by KPREP.

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Strategy1:

Math Assessment - Teachers will administer the "Are you Ready?" math assessment to determine each student's skill level and reinforcement/remediation track.

Category: Continuous Improvement

Research Cited:

Activity - Math Pre-assessment	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will take the "Are You Ready?" math pre-assessment test. This is a textbook readiness assessment used to analyze math skills. The student will then receive remediation/reinforcement directed for his/her level.	Academic Support Program			09/08/2014	05/29/2015	\$0 - No Funding Required	RTI staff, principal, math teachers

Strategy2:

Common Core Standards in MATH - Middle school teachers will develop their lesson plans using their math textbooks. They will also use supplemental textbook materials for remediation and enrichment. Other materials and programs can also be used accordingly.

Category: Integrated Methods for Learning

Research Cited: Best Practices

Activity - Enrichment/Remediation activities	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers continue to incorporate differentiated lessons as noted with the math textbooks and additional supplies into their lesson plans including their consumable math workbooks.	Direct Instruction			08/11/2014	05/29/2015	\$0 - No Funding Required	Central Office, principal, teachers

Activity - SOAR - Math	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will incorporate into their middle school math SOAR classes basic math skills. Small group direct instruction in math strategies using supplemental materials collected to reinforce and remediate basic skills.	Direct Instruction			08/11/2014	05/29/2015	\$0 - No Funding Required	Principal, teachers

The school identified specific strategies to address subgroup achievement gaps.

Goal 1:

To increase the average combined reading and math proficiency ratings for all middle school students in the non-duplicated gap group from

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Fairview High School

40.2% to 53.2% in 2015 toward the goal of 71.9% by 2017.

Measurable Objective 1:

30% of All Students will demonstrate a proficiency in reading skills and comprehension in Reading by 05/29/2015 as measured by the reading benchmark on the KPREP assessment.

Strategy1:

SOAR - MS Reading Students - Students will be placed in a small reading group so teachers can focus on enrichment/remediation skills in reading on a more individualized basis

Category: Continuous Improvement

Research Cited: Best Practices

Activity - Soar Reading	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will focus on CCS using Successful Reader, Readworks.org, timed reading articles, etc., to improve reading levels of the students within each class.	Direct Instruction			10/23/2013	05/30/2014	\$0 - No Funding Required	Central Office staff, principal, librarian, teachers

Strategy2:

MAP assessment in reading - Students will take the MAP assessment in reading 2 times a year. The initial time will be to determine their weaknesses and strengths and to set their baseline in determining the group level in SOAR and ESS. The second time will be to evaluate their improvement.

Category: Continuous Improvement

Research Cited: Best Practices

Activity - MAP Reading assessment	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students take MAP tests to determine strengths and weaknesses in reading skills and to determine their reading levels	Academic Support Program			08/18/2014	05/29/2015	\$2000 - Other	Jason Morrison, Laura Daniels, Pam Swentzel, reading teachers

Strategy3:

STAR reading - Students will participate in the STAR reading program 3 times a year to evaluate the strengths and weaknesses in reading skills. Reading teachers will then analyze the results in order to update their lesson plans. In necessary, students can be referred to RTi or ESS for additional reading remediation.

Category: Continuous Improvement

Research Cited: Best Practices

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Activity - STAR reading tests	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will take tests 3 times a year to evaluate their reading levels	Academic Support Program			09/22/2014	05/29/2015	\$1620 - General Fund	Jason Morrison, Pam Swentzel, reading teachers

Strategy4:

Reading PD for teachers - All teachers will continue discussion/implementation reading strategies, such as Marzano, etc. The reading teachers will meet monthly in PLC's to discuss success of strategies and to reevaluate the reading program, making changes as needed.

Category: Professional Learning & Support

Research Cited: Best Practices

Activity - Reading Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will work in PLC's to incorporate reading strategies into their lesson plans.	Professional Learning			09/22/2014	05/29/2015	\$0 - No Funding Required	Principal, Laura Daniels, Pam Swentzel, teachers

Measurable Objective 2:

30% of All Students will demonstrate a proficiency in common core standards skills and understanding in Mathematics by 05/29/2015 as measured by KPREP benchmarks.

Strategy1:

MAP assessment - All middle school students will be MAP tested early in the fall to determine their baseline data indicating weaknesses and strengths in their math skills. After remediation/enrichment, they will be tested again in the late winter/early spring to show growth.

Category: Continuous Improvement

Research Cited: Kentucky Initiatives

Activity - ESS tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students who need additional remediation in math will meet in ESS to review math concepts and skills	Direct Instruction			09/08/2014	05/29/2015	\$0 - No Funding Required	ESS teachers- Gibson, Litteral, Abt

Activity - MAP assessment in mathematics	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All middle school students will be tested in math 2 times during the SY	Academic Support Program			09/08/2014	05/29/2015	\$2000 - Other	Jason Morrison, Laura Daniels, Justin Hollingsworth, MS teachers

Strategy2:

Rigor Training - Teachers will participate in a professional development session on "Rigor in the Classroom" provided by the staff of KEDC. Then teachers will incorporate rigor into their lesson plans.

Category: Professional Learning & Support

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Research Cited: Best Practices

Activity - Rigor Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers are required to attend a PD session on Rigor in the Classroom. They will incorporate the strategies learned into their lesson plans.	Professional Learning			01/12/2015	05/29/2015	\$0 - No Funding Required	PD Coordinator, Principal, KEDC staff, teachers

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

Goal 1:

All teachers will participate in faculty meetings/PLC meetings devoted to the program review in the fall, winter, and spring.

Measurable Objective 1:

collaborate to analyze and update the program reviews by 05/29/2015 as measured by evidence on file for the demonstrators in each review.

Strategy1:

Practical Living/Career Studies - All practical living/career studies teachers, the counselor, and one representative from each core subject area will meet to review/discuss/analyze/revise the PL/CS PR 3 times a SY. They will update evidence for the 2014-2015 SY. They will also determine ways to collaborate. The chair of the PLC will record all changes/updates to be included in a revised document.

Category: Management Systems

Research Cited: Kentucky Initiative

Activity - PL/CS Program Review analysis	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each PL/CS teacher and a representative from each core content class will analyze and update the PL/CS PR. The counselor will be available for input regarding career readiness, educational field trips, etc., that are completed through the counseling department.	Policy and Process			09/29/2014	05/29/2015	\$0 - No Funding Required	Central Office staff, guidance counselor, PL/CS teachers, representative from each core content subject

Strategy2:

Arts & Humanities Program Review - All teachers involved with Arts & Humanities (choir, art, band, speech) and a representative from each core content subject will meet and review/discuss/analyze the AH Program Review from 2013-2014 and the PR ratings as assigned by KDE. They will analyze and address weaknesses and strengths. They will update in rough draft format the demonstrator evidence for the SY 2014-2015. They will also determine any collaboration efforts among subject areas. The final draft will be completed by the end of the SY.

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Category: Management Systems

Research Cited: Kentucky Initiative

Activity - Arts & Humanities Program Review	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All A & H teachers and a representative from each core subject will meet to analyze/discuss/revise the A & H PR from 2013-2014. They will revise all evidence documentation. They will create a rough draft form of the PR for 2014-2015 SY. They will do this a total of 3 times this SY.	Policy and Process			09/08/2014	05/29/2015	\$0 - No Funding Required	Lynn Hutchinson, principal, all Arts & Humanities teachers, one representative from each core subject

Strategy3:

Writing Program Review analysis - Teachers representing each core subject area will meet and review/analyze/revise the Writing Program Review. Each department will update the demonstrator evidence that is incorporated in their respective classrooms. The participants will update the review in rough draft form in order to be revised in January. The same process will be followed in the spring, March/April, to determine the final draft of the Writing Program Review that will be submitted to KDE. The teachers will also focus on ways they can collaborate among themselves with common thematic assignments.

Category: Management Systems

Research Cited:

Activity - Writing Program Review Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will meet in small group sessions to read, analyze, discuss, and revise the Writing Program Review document and explain the evidence of its implementation within their subject areas and classrooms.	Policy and Process			09/08/2014	05/29/2015	\$0 - No Funding Required	Lynn Hutchinson, principal, Program Review Chairs, all teachers

Compliance and Accountability - High 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 TELL KY Survey results.

Goal 1:

All teachers, principals, staff will review, analyze, and develop a plan of action based on TELL survey results.

Measurable Objective 1:

collaborate to develop a plan of action to improve by 02/27/2015 as measured by the positive aspects of the TELL survey .

Strategy1:

Survey analysis - Teachers and principals will analyze the TELL survey results to develop a plan of action for improvement

Category:

Research Cited:

Activity - Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher work in groups to analyze the TELL survey and determine how results can be improved.	Policy and Process			01/05/2015	02/27/2015	\$0 - No Funding Required	Principals, teachers, Central Office Staff

The school identified specific strategies to address subgroup achievement gaps.

Goal 1:

Increase the average combined reading and math proficiency ratings for all middle school students in the non-duplicated gap group from 40.2% in 2014 to 53.2% in 2015, moving toward the goal of 71.9% by 2017.

Measurable Objective 1:

A 30% increase of All Students will demonstrate a proficiency in reading skills in English Language Arts by 05/29/2015 as measured by The reading benchmark on the KPREP test.

Strategy1:

SOAR - MS - All middle school students will be scheduled into small, leveled enrichment reading groups for SOAR period to focus on reading strategies and timed reading sessions.

Category: Continuous Improvement

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Fairview High School

Research Cited: Best Practices

Activity - SOAR - Reading	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Small group direct instruction in reading strategies using Ladders to Success and leveled timed reading packets as found on Readworks.org, etc.	Direct Instruction			08/11/2014	05/29/2015	\$0 - No Funding Required	Principal, Central Office, teachers

Strategy2:

Reading Enrichment - Students will participate in the Star Reading program 4 times a year to evaluate the strengths and weaknesses in reading skills. Teachers will analyze the results. If necessary, students can be referred to RTI services.

Category: Continuous Improvement

Research Cited: Kentucky Initiatives

Activity - Star Reading	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Computer based program to analyze reading skills.	Academic Support Program			08/25/2014	05/29/2015	\$1620 - General Fund	Jason Morrison, Pam Swentzel, reading teachers

Activity - MAP testing	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students will be MAP tested 3 times a year to determine math levels and weaknesses. Math teachers will then use MAP data to determine how to best intervene with the development of weak math skills with each student as noted in lesson plans.	Academic Support Program			10/06/2014	05/29/2015	\$2000 - Other	Jason Morrison, Laura Daniels, Justin Hollingsworth, math teachers

Activity - ESS for Reading	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students receive additional practice in reading during ESS	Academic Support Program			09/01/2014	05/29/2015	\$0 - No Funding Required	Principal, Gibson, Litteral, Abt

Activity - RTI reference	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Any student who qualifies for individual assistance with reading will be referred to the RTI program through completion of documentation according to RTI requirements	Academic Support Program			09/01/2014	05/29/2015	\$0 - No Funding Required	RTI staff person, reading/language arts teachers

Measurable Objective 2:

A 50% increase of All Students will demonstrate a proficiency in common core standards and basic skills in Mathematics by 05/29/2015 as measured by KPREP.

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Strategy1:

Common Core Standards in MATH - Middle school teachers will develop their lesson plans using their math textbooks. They will also use supplemental textbook materials for remediation and enrichment. Other materials and programs can also be used accordingly.

Category: Integrated Methods for Learning

Research Cited: Best Practices

Activity - SOAR - Math	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will incorporate into their middle school math SOAR classes basic math skills. Small group direct instruction in math strategies using supplemental materials collected to reinforce and remediate basic skills.	Direct Instruction			08/11/2014	05/29/2015	\$0 - No Funding Required	Principal, teachers

Activity - Enrichment/Remediation activities	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers continue to incorporate differentiated lessons as noted with the math textbooks and additional supplies into their lesson plans including their consumable math workbooks.	Direct Instruction			08/11/2014	05/29/2015	\$0 - No Funding Required	Central Office, principal, teachers

Strategy2:

Math Assessment - Teachers will administer the "Are you Ready?" math assessment to determine each student's skill level and reinforcement/remediation track.

Category: Continuous Improvement

Research Cited:

Activity - Math Pre-assessment	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will take the "Are You Ready?" math pre-assessment test. This is a textbook readiness assessment used to analyze math skills. The student will then receive remediation/reinforcement directed for his/her level.	Academic Support Program			09/08/2014	05/29/2015	\$0 - No Funding Required	RTI staff, principal, math teachers

Goal 2:

To increase the average combined reading and math proficiency ratings for all middle school students in the non-duplicated gap group from 40.2% to 53.2% in 2015 toward the goal of 71.9% by 2017.

Measurable Objective 1:

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30% of All Students will demonstrate a proficiency in reading skills and comprehension in Reading by 05/29/2015 as measured by the reading benchmark on the KPREP assessment.

Strategy1:

Reading PD for teachers - All teachers will continue discussion/implementation reading strategies, such as Marzano, etc. The reading teachers will meet monthly in PLC's to discuss success of strategies and to reevaluate the reading program, making changes as needed.

Category: Professional Learning & Support

Research Cited: Best Practices

Activity - Reading Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will work in PLC's to incorporate reading strategies into their lesson plans.	Professional Learning			09/22/2014	05/29/2015	\$0 - No Funding Required	Principal, Laura Daniels, Pam Swentzel, teachers

Strategy2:

SOAR - MS Reading Students - Students will be placed in a small reading group so teachers can focus on enrichment/remediation skills in reading on a more individualized basis

Category: Continuous Improvement

Research Cited: Best Practices

Activity - Soar Reading	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will focus on CCS using Successful Reader, Readworks.org, timed reading articles, etc., to improve reading levels of the students within each class.	Direct Instruction			10/23/2013	05/30/2014	\$0 - No Funding Required	Central Office staff, principal, librarian, teachers

Strategy3:

MAP assessment in reading - Students will take the MAP assessment in reading 2 times a year. The initial time will be to determine their weaknesses and strengths and to set their baseline in determining the group level in SOAR and ESS. The second time will be to evaluate their improvement.

Category: Continuous Improvement

Research Cited: Best Practices

Activity - MAP Reading assessment	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students take MAP tests to determine strengths and weaknesses in reading skills and to determine their reading levels	Academic Support Program			08/18/2014	05/29/2015	\$2000 - Other	Jason Morrison, Laura Daniels, Pam Swentzel, reading teachers

Strategy4:

STAR reading - Students will participate in the STAR reading program 3 times a year to evaluate the strengths and weaknesses in reading

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skills. Reading teachers will then analyze the results in order to update their lesson plans. In necessary, students can be referred to RTi or ESS for additional reading remediation.

Category: Continuous Improvement

Research Cited: Best Practices

Activity - STAR reading tests	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will take tests 3 times a year to evaluate their reading levels	Academic Support Program			09/22/2014	05/29/2015	\$1620 - General Fund	Jason Morrison, Pam Swentzel, reading teachers

Measurable Objective 2:

30% of All Students will demonstrate a proficiency in common core standards skills and understanding in Mathematics by 05/29/2015 as measured by KPREP benchmarks.

Strategy1:

Rigor Training - Teachers will participate in a professional development session on "Rigor in the Classroom" provided by the staff of KEDC. Then teachers will incorporate rigor into their lesson plans.

Category: Professional Learning & Support

Research Cited: Best Practices

Activity - Rigor Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers are required to attend a PD session on Rigor in the Classroom. They will incorporate the strategies learned into their lesson plans.	Professional Learning			01/12/2015	05/29/2015	\$0 - No Funding Required	PD Coordinator, Principal, KEDC staff, teachers

Strategy2:

MAP assessment - All middle school students will be MAP tested early in the fall to determine their baseline data indicating weaknesses and strengths in their math skills. After remediation/enrichment, they will be tested again in the late winter/early spring to show growth.

Category: Continuous Improvement

Research Cited: Kentucky Initiatives

Activity - ESS tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students who need additional remediation in math will meet in ESS to review math concepts and skills	Direct Instruction			09/08/2014	05/29/2015	\$0 - No Funding Required	ESS teachers- Gibson, Litteral, Abt

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Activity - MAP assessment in mathematics	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All middle school students will be tested in math 2 times during the SY	Academic Support Program			09/08/2014	05/29/2015	\$2000 - Other	Jason Morrison, Laura Daniels, Justin Hollingsworth, MS teachers

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

Goal 1:

To increase the 4 Year Cohort Rate for graduation to 94% by 2015 and 98% by 2022.

Measurable Objective 1:

100% of All Students will collaborate to ensure that each student in Career & Technical by 05/29/2015 as measured by their completion of course work per grade level and their participation in supplemental materials if needed has fulfilled all graduation requirements.

Strategy1:

Supplemental programs usage - Teachers will incorporate usage of supplemental programs in order to help their students reinforce or remediate common core standards in math and ELA.

Category: Continuous Improvement

Research Cited: Kentucky Initiatives

Activity - College and Career Readiness math	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students not meeting ACT benchmarks will take college and career readiness math. Underclassmen scoring below benchmark will have a support class to accompany their core math class.	Academic Support Program			08/08/2014	05/29/2015	\$0 - No Funding Required	Counselor, math teachers, college and career math teacher

Activity - SOAR - College Readiness	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All juniors and seniors will be placed in classes during SOAR period that review ACT Test Prep skills, Math skills, Language Mechanics, EOC assessments, etc.	Career Preparation/ Orientation			08/08/2014	05/29/2015	\$0 - No Funding Required	Principal, guidance counselor, teachers/staff

Measurable Objective 2:

100% of All Students will collaborate to increase the 4 Year cohort Graduation Rate in Career & Technical by 05/29/2015 as measured by the graduation formula set by Next Generation Learners .

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Strategy1:

Career Readiness Plan - All students will participate in a career readiness plan beginning at the 6th grade level and maintained throughout until graduation. Their scheduled curriculum choices will reflect their career plans. Activities will be made available to reevaluate their plans and reinforce their practices. Community involvement will be utilized. All school personnel will be involved in aspects of meeting the goals of the students.

Category: Career Readiness Pathways

Research Cited: Kentucky Initiative

Activity - Course Selection	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Utilize the ILP in order to place freshmen in CTE courses aligned with their career interests as well as in regular subject area courses.	Policy and Process			03/02/2015	05/29/2015	\$0 - No Funding Required	Tonia Lucas

Activity - Operation Preparation	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Involve community business/career leaders in meeting with all 8th and 10th grade students during Operation Preparation month to review/discuss the student's ILP, state test scores, and college/career choices.	Community Engagement			03/02/2015	03/27/2015	\$200 - Title I Part A	Lynn Hutchinson, Tonia Lucas, Eric Hale, Pam Swentzel, teachers

Activity - College Application Week	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Schedule a week long activity during which teachers decorate their doors to promote their alma maters, college personnel from the most requested colleges visit the school each day to meet with students, and students are given an opportunity to register early for the college of their choice.	Career Preparation/Orientation			10/06/2014	10/31/2014	\$0 - No Funding Required	Tonia Lucas, teachers

Activity - College and Career Day	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Take seniors to participate in an area college and career day or transition fair so they can become informed of some of the career and college opportunities available to them and of the requirements for them.	Field Trip			09/08/2014	03/27/2015	\$0 - No Funding Required	Tonia Lucas and chaperone teachers

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

Goal 1:

All teachers will participate in faculty meetings/PLC meetings devoted to the program review in the fall, winter, and spring.

Measurable Objective 1:

collaborate to analyze and update the program reviews by 05/29/2015 as measured by evidence on file for the demonstrators in each review.

Strategy1:

Arts & Humanities Program Review - All teachers involved with Arts & Humanities (choir, art, band, speech) and a representative from each core content subject will meet and review/discuss/analyze the AH Program Review from 2013-2014 and the PR ratings as assigned by KDE. They will analyze and address weaknesses and strengths. They will update in rough draft format the demonstrator evidence for the SY 2014-2015. They will also determine any collaboration efforts among subject areas. The final draft will be completed by the end of the SY.

Category: Management Systems

Research Cited: Kentucky Initiative

Activity - Arts & Humanities Program Review	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All A & H teachers and a representative from each core subject will meet to analyze/discuss/revise the A & H PR from 2013-2014. They will revise all evidence documentation. They will create a rough draft form of the PR for 2014-2015 SY. They will do this a total of 3 times this SY.	Policy and Process			09/08/2014	05/29/2015	\$0 - No Funding Required	Lynn Hutchinson, principal, all Arts & Humanities teachers, one representative from each core subject

Strategy2:

World Language/Global Competency Program Review - All teachers will be introduced to the WL/GC Program Review. They will also receive information regarding the Global Competence Matrices that notes the content area matrices. Teachers will then begin incorporating at least one of the four areas into their curriculum during the 2014-2015SY.

Category: Management Systems

Research Cited:

Activity - WL/GC activity	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will incorporate into their curriculum an activity from at least one of the four areas of the matrices.	Direct Instruction			12/03/2014	05/29/2015	\$0 - No Funding Required	Lynn Hutchinson, Eric Hale, teachers

Strategy3:

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Writing Program Review analysis - Teachers representing each core subject area will meet and review/analyze/revise the Writing Program Review. Each department will update the demonstrator evidence that is incorporated in their respective classrooms. The participants will update the review in rough draft form in order to be revised in January. The same process will be followed in the spring, March/April, to determine the final draft of the Writing Program Review that will be submitted to KDE. The teachers will also focus on ways they can collaborate among themselves with common thematic assignments.

Category: Management Systems

Research Cited:

Activity - Writing Program Review Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will meet in small group sessions to read, analyze, discuss, and revise the Writing Program Review document and explain the evidence of its implementation within their subject areas and classrooms.	Policy and Process			09/08/2014	05/29/2015	\$0 - No Funding Required	Lynn Hutchinson, principal, Program Review Chairs, all teachers

Strategy4:

Practical Living/Career Studies - All practical living/career studies teachers, the counselor, and one representative from each core subject area will meet to review/discuss/analyze/revise the PL/CS PR 3 times a SY. They will update evidence for the 2014-2015 SY. They will also determine ways to collaborate. The chair of the PLC will record all changes/updates to be included in a revised document.

Category: Management Systems

Research Cited: Kentucky Initiative

Activity - PL/CS Program Review analysis	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each PL/CS teacher and a representative from each core content class will analyze and update the PL/CS PR. The counselor will be available for input regarding career readiness, educational field trips, etc., that are completed through the counseling department.	Policy and Process			09/29/2014	05/29/2015	\$0 - No Funding Required	Central Office staff, guidance counselor, PL/CS teachers, representative from each core content subject

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

Goal 1:

Fairview High School will increase the percentage of students who are college and career ready from 68.8% to 80% by 2015.

Measurable Objective 1:

100% of All Students will collaborate to complete personal Individual Learning Plans in Career & Technical by 05/29/2015 as measured by all aspects of the ILP having been completed using the Career Cruising computer based program.

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Strategy1:

Academic and Career Counseling - Counselor, teacher, and district personnel will meet individually with each student as he/she completes the ILP program. They will discuss the importance of choosing a career path and the importance of maintaining their grades. They will also explain to the students that their career choice may change and they will have opportunities throughout their middle school/high school career to update their ILP's.

Category: Career Readiness Pathways

Research Cited: Kentucky Initiative

Activity - ILP development for 6th graders	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All 6th graders complete ILP's	Career Preparation/Orientation			09/01/2014	12/19/2014	\$0 - No Funding Required	Counselor, teacher, and district personnel

Measurable Objective 2:

100% of All Students will collaborate to participate in technical career counseling in subject choices in Career & Technical by 05/29/2015 as measured by CCR .

Strategy1:

College and Career Readiness - Counselor, business/technical teachers, and appropriate community leaders such as college counselors will talk to the high school classes regarding career opportunities in the technical field. They will explain how FHS students can participate in vocational classes at area vocational/technical centers.

Category: Career Readiness Pathways

Research Cited: Kentucky Initiatives

Activity - ASVAB	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Juniors and seniors will take the ASVAB test and then will be given an opportunity to meet with test administrators for individual discussion of the career implications of their results	Career Preparation/Orientation			02/03/2014	02/27/2015	\$0 - No Funding Required	Principal, Guidance Counselor

Activity - Technical Career Counseling	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Counselor and others will meet with FHS students to talk about possible careers in technology and counselor will work with students as they complete their class schedule.	Career Preparation/Orientation			03/02/2015	05/29/2015	\$0 - No Funding Required	Tonia Lucas, Angie Reihls, teachers, community leaders

Measurable Objective 3:

A 10% increase of All Students will collaborate to increase the number of students who are college and career ready in Career & Technical by 05/29/2015 as measured by the Unbridled Learning CCR formula.

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Strategy1:

Academic and Career Advising - Community volunteers and school personnel will meet with all 8th and 10th grade students to discuss their career pathways based on their ILP's and state test scores.

Category: Career Readiness Pathways

Research Cited: Kentucky Initiative

Activity - Operation Preparation	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During a monthly timeframe community business volunteers will meet individually with 8th and/or 10th grade students to discuss their plans for their future. These volunteers will be trained through the Operation Preparation program devised by the KDE so that they are able to interpret ILP's and state scores as they relate to the student's choice of career.	Community Engagement			03/03/2014	03/27/2015	\$200 - General Fund	Central Office, guidance office, principal, community business partners

Strategy2:

ILP development - District and school personnel will work together to counsel all students beginning in 6th grade through ILP's to 12th grade with college/career choices. Community volunteers and parents will be involved in the process.

Category: Career Readiness Pathways

Research Cited: Kentucky Initiative

Activity - Teacher Training on ILP	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Selected teachers who have attended professional development on the new ILP program and then will train colleagues to utilize the program. They will help monitor ILP's of students.	Career Preparation/Orientation			08/25/2014	05/29/2015	\$300 - District Funding	Selected teachers

Activity - ILP development for 6th graders	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The 6th grade students will work with teachers and counselor to begin the process of creating ILP's (Individual Learning Plans). All other grade will continue to update ILP's.	Career Preparation/Orientation			08/25/2014	05/29/2015	\$0 - No Funding Required	Teachers, counselor, district personnel

Goal 2:

Increase the number of students who meet the benchmark on EPAS assessments

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Measurable Objective 1:

A 25% increase of All Students will collaborate to met the Benchmark assessment score on the EXPLORE, PLAN, and ACT in Mathematics by 05/29/2015 as measured by KDE Benchmark scores.

Strategy1:

SOAR curriculum - Students in grades 10-12 are placed in leveled groups and rotate through areas in which they will be assessed and/or have specific needs.

Category: Continuous Improvement

Research Cited: Best Practices

Activity - SOAR period	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students rotate at each grade period into a leveled group for which they will be assessed or for which they have a specific need.	Direct Instruction			09/08/2014	05/29/2015	\$0 - No Funding Required	Lucas, all teachers

Strategy2:

SOAR - Math enrichment - Students will participate in various math enrichment programs during SOAR

Category: Continuous Improvement

Research Cited: Best Practices

Activity - Junior ACT practice	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All juniors will take the December ACT test at the cost of the school system for those whom the ACT organization submits charges.	Academic Support Program			10/01/2014	12/19/2014	\$1100 - General Fund	Principal, guidance counselor

Activity - Junior & Senior SOAR	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All juniors and seniors will participate in the CERT (College Equipped Readiness Tool). Students are also rotated through leveled groups through areas in which they will be assessed and/or have specific needs.	Direct Instruction			09/29/2014	05/29/2015	\$3450 - District Funding	Principal, guidance counselor, teachers

Activity - Freshman & Sophomore SOAR	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will receive small group leveled enrichment/remediation in a study skills environment.	Direct Instruction			08/11/2014	05/29/2015	\$0 - No Funding Required	Principal, teachers

Strategy3:

Language Mechanics - Students will receive reinforcement in language mechanics skills during SOAR.

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Category: Continuous Improvement

Research Cited: Kentucky Initiative

Activity - Language Mechanics Review	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will work directly on language mechanics and will be tested for improvement/mastery.	Academic Support Program			09/01/2014	05/29/2015	\$0 - No Funding Required	All language arts/reading teachers with SOAR

Goal 3:

Increase the number of students who choose a college/career by graduation.

Measurable Objective 1:

80% of All Students will collaborate to choose a career/college pathway by graduation. in Career & Technical by 05/29/2015 as measured by Registration completed for college or career pathway..

Strategy1:

College Application Week - A week in the fall is designated for college application week. During that week, college and military recruiters visit FHS to assist seniors in submitting admissions applications. The goal is for 100% participation from seniors.

Category: Career Readiness Pathways

Research Cited:

Activity - College Week	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students are given the opportunity to meet with college and military personnel to help decide their college/career choice.	Other			10/20/2014	10/24/2014	\$0 - No Funding Required	Lucas